

Marianna Middle School

4144 SOUTH ST, Marianna, FL 32448

<http://mms.jcsb.org>

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

57%

Alternative/ESE Center

No

Charter School

No

Minority

45%

School Grades History

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

School Board Approval

This plan was approved by the Jackson County School Board on 10/21/2014.

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
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The purpose of Marianna Middle School is to prepare all students for success as educated and caring citizens by inspiring and building good character and a passion for lifelong learning.

Provide the school's vision statement

- Student learning is the chief priority for the school
- Students' learning needs should be the primary focus of all decisions impacting the work of the school.
- Each student is a valued individual with unique physical, social, emotional and intellectual needs.
- A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.
- A safe and physically comfortable environment promotes student learning.
- Teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.
- The commitment to continuous improvement is imperative for our school to enable students to become confident, self-directed, lifelong learners.

School Environment

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

Marianna Middle School uses appropriate grade level information on different cultures and backgrounds through their instruction. This type of instruction builds knowledge, relationships, and understanding of the types of cultures such as:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

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

Administration and school staff create a safe environment before, during and after school by being in specific locations throughout the school that is easily accessible to all students. Principals, School Counselors, and staff continually interact with students with positive verbal and non verbal cues that radiates among students that promotes confidence, self-direction, and lifelong learners. Marianna Middle School also implements a learning strategies and social skills class for students to build a positive, caring and supportive school community.

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

-During preplanning at the beginning of each school year, all faculty and staff are trained on established protocols and procedures, emphasizing clear behavioral expectations and discipline for students.

-At the beginning of the school year, all teachers teach and implement specific procedures for all students to follow within the classroom, hallways, lunchroom, media center, and entering and leaving school (bus, car areas.) These procedures are forced daily to minimize distractions/confusion in order to keep students instructionally engaged. Teachers are also responsible for teaching and implementing the County Wide Discipline plan for the year. Students are required to sign a "Code of Conduct" form stating that they have been taught the dress and discipline policy.

-Marianna Middle School Administration and teachers review the discipline plan throughout the year to monitor consistency and fairness for all students.

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

School Counselor and selected teachers meet on a regular basis to identify and address social/emotional needs of students. The School Counselor, student, parent, and selected teachers meet to assess the students needs and their barriers blocking their success. Students could also be placed in Learning Strategies and Social Personal classes in focused small groups. Teachers, Administration, and School Counselors use positive adult interaction and positive feedback throughout the school day to emphasize, give guidance, and promote success in students barriers.

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

Teachers monitor students attendance and academic awareness on a daily basis through attendance records and assessments. Any early warning signs arise such as: attendance below 90 percent, suspended students in or out of school, course failures, and students who score a level 1 on the Math or Reading standardized test are reported to Administration and School Counselors. Administration and School Counselors use this information to determine intensive classes based on their individual evaluation. They also use the teachers daily attendance logs for each classroom to determine students who are in attendance below 90 percent. Administration and School Counselors meet regularly with the teacher, student and parent to discuss possible intervention plans and strategies on increasing attendance and student evaluations.

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	34	35	34	103
One or more suspensions	2	3	2	7
Course failure in ELA or Math	19	20	20	59
Level 1 on statewide assessment	35	52	31	118
	0	0	0	

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	35	36	36	107

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

-Students who score a level 1 on the statewide assessment test are considered for intensive classes in reading and/or math. These students will work closely with the intensive teacher in small groups. Intensive reading will be using the "Lexia" reading program and "Successful Reader" program. Intensive math teachers will use the "Think Through Math" program.
 -Each team of teachers monitor and meet weekly on their low performing students, attendance and discipline. In weekly meetings, each team discuss possible problems and interventions needed to help with early warning indicators. Constant contact with the parent and administration is documented and reviewed throughout the year.

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?

No

PIP Link

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

Description

We have set a goal of having 95% of parents actively involved in our school for the 2014-2015 school year. We will advocate increased communication through progress reports, report cards, TRACKS newsletter, agenda books, phone calls, emails, parent and teacher meetings, and behavioral contracts.

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

Marianna Middle School builds and sustains partnerships with the local community by inviting them to be involved in the School Advisory Council where they are able to use their resources to support the school and student achievement. Also, MMS has developed a "Public Relations Committee" who is responsible for providing information to the local media outlets regarding the success and activities at our school. In addition to, the school has partnered with a local Church to use their facilities for afternoon tutoring to help in student achievement.

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
Ellis, Eddie	Principal
Allen, Amy	Other
Rivers, Sybil	Assistant Principal

Duties

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

Specific SST Roles/functions (one person may sure more than one role)

- Instruction Leader – (Administrator) - Ensures fidelity of the process, sets regularly scheduled times for the SST to convene, makes decisions on how T2 and T3 services will be delivered
- Team Leader – Directs team activities, receives referrals for the SST, informs staff/parents, sets mtg times, ensures the proper documentation is maintained, and sets dates/times for follow-up meetings
- Data Mentor – Assists in collecting, organizing, visually displaying, analyzing and interpreting data
- Staff Liaison – Key communicator with staff, establishes procedures to gain staff input and collaboration with other school initiatives
- Content Specialist – Assists in making key decisions about instructional needs of struggling students, identifies evidenced-based interventions most likely to be effective in addressing the area of concern, and provides training/consultation as needed
- Record Keeper – Documents/completes required paperwork in the meetings, serves as timekeeper, informs team when time is running short.
- Behavior Specialist – Assists in identifying function of problem behaviors and developing Behavior Intervention Plans, collaborates and provides training as needed
- Teacher – of the student whose needs are being addressed
- Parent/Guardian – of the student whose needs are being addressed
- Speech/Language Pathologist –as needed–assists in developing interventions for speech/language concerns-provides training as needed to interventionists.

The SST collaborates with other school-based teams such as SAC, literacy leadership teams, grade group teams, the positive behavior support team, and other professional learning teams to analyze strengths and weaknesses in academic/behavioral domains, and to initiate instructional modifications needed to increase student achievement for all students, and to meet SIP goals.

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

A school-based Student Support Team (SST) has been identified for the purpose of implementing a multi-tiered system of supports (MTSS) for all students. Universal screening data at the grade level, classroom level and subgroup level is analyzed to evaluate the effectiveness and needs of core instruction. The SST meets regularly on students identified as needing supplemental instruction

beyond core (T2), and those needing more intensive/ individualized (T3) instruction. The SST reviews multiple data sources and engages in a 4 step data-based problem solving method to design and evaluate intervention plans that are targeted to student needs. Resources and service delivery are allocated according to the level of student need.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Sherri Godwin	Teacher
Gerald Brockner	Teacher
Amy Cannon	Teacher
Lynn Hobbs	Teacher
Kenneth Baker	Teacher
Sheila Mader	Education Support Employee
Caleb Callahan	Student
Jai'Lah Richardson	Student
Dekarion Sims	Student
Lynn Adcock	Business/Community
Mendy Bannerman	Parent
Denise Sorey	Business/Community
Jane Michels	Parent
Keywaun Bryant	Student
Parker Castleberry	Student
Sydney Powell	Student
Eddie Ellis	Principal

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

The School Advisory Council at Marianna Middle School met to evaluate last year's school improvement plan and adjusted accordingly to create and analyze new plans for the 2014-2015 school year. In this meeting we discussed the new assessments for the 2014-2015 school year and how Marianna Middle School will adjust accordingly.

Development of this school improvement plan

The SAC committee was involved with the implementation of the School Improvement Plan as an advisory board that kept constant communication between the community and school.

Preparation of the school's annual budget and plan

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

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
Godwin, Sherri	Teacher, K-12
Charles, Greta	Teacher, K-12
Ellsworth, Matthew	Teacher, K-12
Moss, Amy	Teacher, K-12
Sarah, Katherine	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership promotes literacy throughout the school by emphasizing all subject areas to using close reads and small passages that adhere to reading practices. The Literacy team meets to address student resources and materials needed to accomplish grade specific goals.

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

Marianna Middle school's administrative staff encourages and promotes positive working relationships amongst teachers by having a collaborative planning within grade teams. This enables each team to work together across curriculum to promote relationships that enhances the learning environment for each student.

- Each grade department is able to meet once a week to discuss instruction and curriculum as well as a once a month meeting between all grade departments.
- The Math and Language Arts teachers attended curriculum training over the summer and in pre planning to educate, advise, and collect materials needed for the new Florida Standards.

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

1. Jackson County works with Chipola College to recruit newly graduated teachers. Jackson County is also a partner with the Panhandle Area Education Consortium that advertising job openings for the District that is accessible on the world wide web.
2. Newly hired teachers are provided a mentor and District support through the beginning teacher program.
3. Professional development opportunities through the coordination of local, state, and federal funds sources to increase teacher effectiveness and retain qualify teachers by providing a conducive environment for improving professional knowledge.
4. Provide resources (tutoring for subject area exams, reimbursement for reading endorsement,

reimbursement for college courses, ect.) for teachers to obtain their professional teaching certificate; become highly qualified in subject areas taught; and renewal of professional certificates for veteran teachers.

5. Support teachers to improve instructional practices through the evaluation process developed through RACE to the TOP using the Marzano frameworks.

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

Planned mentoring activities include collaborate weekly; provide formal and informal observations; develop long and short term goals; analyzing data; assist with paper work.

Greta Charles (Mentor) - Westanna Harvey (Mentee) - Mrs. Charles is an accomplished reading teacher with 20 plus years experience.

Katie Sarah (Mentor) - Matthew Ellsworth (Mentee) - Ms. Sarah is an accomplished Language teacher who is teaching the same grade subject area as mentee.

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

Every teacher has identified the Florida Standards per their teaching curriculum through the Department of Education. Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. All ELA and Math teachers have attended a workshop within the County that helped develop a common curriculum using the Florida Standards as an alignment for core instructional programs and materials. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practices, curriculum, and the 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

-The school uses the 2014 summative FCAT 2.0 assessment to provide differentiate instruction such as Intensive Reading and Intensive Math classes among all students needs. Intensive reading students will be using the Lexia and Successful Reader programs to encourage help within specific skills and math will be using the Think Through Math to help with specific skills.

-A school-based Student Support Team (SST) has been identified for the purpose of implementing a multi-tiered system of supports (MTSS) for all students. Universal screening data at the grade level, classroom level and subgroup level is analyzed to evaluate the effectiveness and needs of core instruction. The SST meets regularly on students identified as needing supplemental instruction beyond core (T2), and those needing more intensive/ individualized (T3) instruction. The SST reviews multiple data sources and engages in a 4 step data-based problem solving method to design and evaluate intervention plans that are targeted to student needs. Resources and service delivery are allocated according to the level of student need.

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: After School Program

Minutes added to school year:

Students needing additional help in reading and math may attend an after school tutoring program with certified teachers.

Strategy Rationale

To increase student learning and knowledge in math and reading.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ellis, Eddie, eddie.ellis@jcsb.org

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

The end of year state wide assessment on students who attend the after school tutoring program will be reviewed for 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

All members of the school staff participate in collaborative learning communities that meet on a regular basis. Collaboration occurs across grade levels, content areas, and county wide. Staff members implement a formal process that promotes productive discussion about student learning.

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

Marianna Middle School and Marianna High School School Counselors meet with 8th grade students to advise on their individual course of study that is personally meaningful for academic and career planning.

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

In 8th grade, the school has incorporated career education within the History classes to emphasize the relationship between subjects and their future.

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

Marianna Middle School offers basic computer keyboarding classes to teach and emphasize computer skills.

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

-In 8th grade, the school has incorporated career education within the History classes to emphasize the relationship between subjects and their future. Several businesses and colleges have been invited to speak with the 8th grade students to give information on different types of careers.

-Marianna Middle School and Marianna High School Counselors meet with 8th grade students to advise on their individual course of study that is personally meaningful for academic and career planning.

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 we increase students comprehension of what the text says explicitly through the use of citing textual evidence to support analysis strategies, then students will score at proficiency on the annual state wide writing assessment.

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 we increase students comprehension of what the text says explicitly through the use of citing textual evidence to support analysis strategies, then students will score at proficiency on the annual state wide writing assessment. 1a

G035731

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- School wide curriculum mapping
- Unpacking the new Florida Standards
- Digging in the Data
- Write Score

Targeted Barriers to Achieving the Goal 3

- Teacher's knowledge and skills

Plan to Monitor Progress Toward G1. 8

Write Score reports

Person Responsible

Eddie Ellis

Schedule

Quarterly, from 8/18/2014 to 3/31/2015

Evidence of Completion

Test Results from Progress Monitoring

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 we increase students comprehension of what the text says explicitly through the use of citing textual evidence to support analysis strategies, then students will score at proficiency on the annual state wide writing assessment. **1**

 G035731

G1.B2 Teacher's knowledge and skills **2**

 B108821

G1.B2.S1 Professional Development **4**

 S120295

Strategy Rationale

Providing textual evidence strategies to teachers

Action Step 1 **5**

All teachers will participate in Professional Development on how to cite textual evidence.

Person Responsible

Amy Moss

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Minutes from monthly departmental meetings.

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

Departmental minutes will be provided to Mr. Ellis after each meeting.

Person Responsible

Eddie Ellis

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Lesson plans

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

We will use Write Score to progress monitor our students writing.

Person Responsible

Eddie Ellis

Schedule

Quarterly, from 8/18/2014 to 3/31/2015

Evidence of Completion

The students scores from the "Write Score" assessments.

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.B2.S1.A1	All teachers will participate in Professional Development on how to cite textual evidence.	Moss, Amy	8/18/2014	Minutes from monthly departmental meetings.	5/29/2015 monthly
G1.MA1	Write Score reports	Ellis, Eddie	8/18/2014	Test Results from Progress Monitoring	3/31/2015 quarterly
G1.B2.S1.MA1	We will use Write Score to progress monitor our students writing.	Ellis, Eddie	8/18/2014	The students scores from the "Write Score" assessments.	3/31/2015 quarterly
G1.B2.S1.MA1	Departmental minutes will be provided to Mr. Ellis after each meeting.	Ellis, Eddie	8/18/2014	Lesson plans	5/29/2015 monthly

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 we increase students comprehension of what the text says explicitly through the use of citing textual evidence to support analysis strategies, then students will score at proficiency on the annual state wide writing assessment.

G1.B2 Teacher's knowledge and skills

G1.B2.S1 Professional Development

PD Opportunity 1

All teachers will participate in Professional Development on how to cite textual evidence.

Facilitator

Eddie Ellis

Participants

Core academic teachers

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: If we increase students comprehension of what the text says explicitly through the use of citing textual evidence to support analysis strategies, then students will score at proficiency on the annual state wide writing assessment.	8,130
Grand Total	8,130

Goal 1: If we increase students comprehension of what the text says explicitly through the use of citing textual evidence to support analysis strategies, then students will score at proficiency on the annual state wide writing assessment.

Description	Source	Total
B2.S1.A1 - Write Score	Other	8,130
Total Goal 1		8,130