

Francis Marion Military Academy

3443 SW 20TH ST, Ocala, FL 34474

[no web address on file]

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

63%

Alternative/ESE Center

No

Charter School

Yes

Minority

41%

School Grades History

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

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
Not In DA	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

Francis Marion Military Academy's mission is to provide high school students an opportunity to secure the highest quality education in an environment that embraces core military values. The Francis Marion Military Academy will establish an educational environment that addresses both district and state academic objectives, while providing all students a unique educational experience. By incorporating military principles into the school environment, the academy will instill in students the importance of self-discipline. Graduates from the Academy will become the leaders of our community and our country.

Provide the school's vision statement

Francis Marion Military Academy, fostering leadership, responsibility, integrity and academic excellence in a unique learning environment.

School Environment

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

The school learns about students' cultures and builds relationships between teachers and students during student/teacher interaction in the classroom, during tutoring sessions and during after school activities.

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

All of the students are held to a high code of honor. Students hold leadership positions within the classroom, hold honor councils when students have a disciplinary issue and hold positions of responsibility throughout the campus. New students are assigned mentors if they enroll mid year. All Freshman and new upper classmen attend Kit Camp during the summer before school starts to learn procedures. FMMA students wear uniforms.

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

The classroom rules are posted in every classroom. Students hold leadership positions within the classroom. This allows teachers to focus on teaching and not discipline. Students know that they are held responsible for their behaviors and make every effort to follow classroom and school rules. Demerits and/or referrals are issued for students who can't conform.

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

Currently, the principal provides counseling to students who may need it. A guidance counselor is going to be hired to assist with this on a part-time basis. We also have access to district resources such as ESE teachers, resource compliance specialists, social workers, school psychologists and behavior specialists. Students are mentored by staff members or their peers as needed.

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

We have access to the Early Warning System report in Performance Matters. This includes an Absence Events filter. In SMS, we also have available a report which indicated 'At Risk' students who entered school as Freshman after scoring a 1 or 2 on the reading and Math FCAT.

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
	9	10	11	12	
Attendance below 90 percent	4	3	2	0	9
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	18	12	9	5	44

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

Indicator	Grade Level		Total
	9	10	
Students exhibiting two or more indicators	2	3	5

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

Students who have need in reading and/or math are scheduled into Intensive Reading or Intensive Math to help build skills. Students are offered after school tutoring in the area of Math on Mondays, Tuesdays and Thursdays.

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

FMMA is working to build positive relationships with families by keeping an open line of communication at all times. All faculty and staff can be reached by e-mail, phone and with individual conferences as needed. Blackboard Connects is used as a tool to communicate via telephone "all

calls" when necessary or for targeted calls. Parents have access to the Marion County Parent Portal to monitor their cadet's progress and progress reports and report cards are also sent home. An Open House is being scheduled so that the teachers can meet the parents. Parents are encouraged to volunteer at the school in various capacities.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The Cadets/students volunteer frequently in the community. In addition to being a positive example of student participation in the community, the cadets have the opportunity to recruit other students and to set up a booth about our school depending upon the event. Colonel Watson, head of the JROTC program, judiciously chooses the community events that will best benefit our Cadets. Cadets are chosen based on their performance in JROTC and good academic standing.

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
Arnow, Andrea	Principal
Shaffner, Maria	
Bond, Larry	Teacher, K-12
Cofield, Florence	Teacher, K-12
Scott, Walter	Teacher, K-12
Ray, Steven	Teacher, K-12
Conrad, Gloria	Teacher, K-12
McCord, Doug	Teacher, K-12
Turner, Timothy	Teacher, K-12

Duties

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

All of our faculty is on the leadership team because we are a small school and teachers become leaders of their own subject areas. At faculty meetings decisions are made with teacher involvement because their responsibilities are based on the decisions being made. Everyone has to be on the same page.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The School-based Leadership Team will consistently monitor student achievement data and provide intervention opportunities to students as needed. Progress will be monitored and interventions will be adjusted based on student growth data. The school based team identifies areas in need of improvement and sets annual goals that are articulated in the CIM. An action plan is then created to address each goal area. The team meets periodically to set individual goals for students and to progress monitor student growth. Teachers are included in conversations about student growth and their professional growth needs are identified and prioritized through these conversations and results of team meetings. Data is consistently analyzed to adjust the action plan and to address new areas of need. At FMMA, we have limited resources but we make every effort to ensure that we are using the available resources to their fullest capability.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Charles deMenzes	Business/Community
Kathy Popeil	Business/Community
Sharon Murray	Business/Community
Bill Murray	Business/Community
Larry Fagan	Business/Community

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 Board of Trustees meets monthly with parents and school administration. The Board may review last year's plan and advise on any concerns/changes to be addressed by the new plan.

Development of this school improvement plan

The Board of Trustees meets monthly with parents and school administration. Concerns and plans for the upcoming school year are addressed. The Principal consults with Board members faculty, staff, parents and students as necessary. The Board is presented with the SIP. Any questions or concerns are addressed. Then the Board votes for approval of the SIP.

Preparation of the school's annual budget and plan

The school's annual budget is completed by the Finance Committee.

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

If SIP funds become available, the Board of Trustees will approve the expenditure in accordance with the FMMA Operating Budget and the SIP.

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

No

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

As a Charter School, our SAC is a Board SAC which means that the FMMA board members are in charge of the SAC.

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Arnold, Andrea	Principal
Conrad, Gloria	Teacher, K-12
Bond, Larry	Teacher, K-12
Shaffner, Maria	Teacher, K-12
Scott, Walter	Teacher, K-12
McCord, Doug	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The principal oversees the implementation of the LLT, ensures implementation of intervention support and provides adequate professional development for faculty. The LLT teachers/team meet monthly to discuss literacy strategies across disciplines. Best practices are shared. The goal is to provide information about the progress of students identified as being non-proficient or in need of intervention in literacy. The English and Intensive Reading Teachers report grade level mastery goals, collect and report pre and post data to the team.

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

At FMMA, we hold faculty meetings in an informal manner. Time is allocated for teachers to collaborate and plan instruction. Teachers are paired based on subject matter taught. Everyone pitches in and helps everyone else.

The principal has an open door policy and is easily accessible.

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

Our school provides professional development at both the school and the district level. The principal is responsible for scheduling and monitoring the professional development. We partner new teachers with a mentor teacher. All teachers meet with the principal on a regular basis. We also advertise for open positions on the district online Job Board. The administrative assistant is responsible for the postings.

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

This year, many of our faculty members are new to the school. Teachers who teach the same subject are paired together to collaborate. Time for collaboration is allocated on Early Release Days.

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

FMMA ensures its core instructional programs are aligned to Florida's standards by using the Marion County Curriculum Maps, Learning Checks and LEOCE Blueprints to help guide teaching. The FSA website and CPALMS are also invaluable resources. If additional materials are necessary, they are used to supplement instruction.

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

At FMMA, we use classroom, district and state wide assessments to provide data about our students. Based on this data, some students are required to attend Intensive Math or Intensive Reading classes, after school tutoring or peer study sessions. Teachers differentiate instruction based on the needs of the students. Students who scores a 1 or 2 on FCAT or who did not pass the Algebra EOC are in Intensive Math and receive 50 minutes of additional instruction while students who scores a 1 on the Reading FCAT receive 100 minutes of Intensive Reading and students who scores a 2 on FCAT receive 50 minutes of Intensive Reading.

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:

After School Tutoring

Strategy Rationale

Tutoring is provided to help students who are struggling in academic areas as well as to help students prepare for upcoming testing events.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Arnou, Andrea, andrea.arnou@marion.k12.fl.us

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

EOC results will be examined as will passing rates for core academic classes.

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

In August the new Francis Marion Charter Middle School, francismarion-charterschool.org, opened with over 90 students. It is located on the FMMA campus. The middle school will be a feeder school to the high school starting next school term. FMMA also has colleges visit, provides PSAT and ACT testing, offers dual enrollment and promotes seeking a college education to its students.

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

We promote college visits, our students attend the College Expo, college ambassadors talk to our students and previously enrolled students return to share their college experience. Students are provided with information about student loans, college applications and college testing opportunities.

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

At our campus students take a Hybrid computer course as well as various electives either in class, through FLVS or through dual enrollment.

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

FMMA offers an aerospace program which promotes STEM.

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

This year at FMMA, the rigor and expectations of student performance has increased. Students are encouraged to take the SAT and ACT to help them prepare for entry into college. We support students involved in dual enrollment classes. We are looking to improve the number of students who score a passing score on the upcoming AIR assessments. Reading is a targeted goal are based on the 2012 feedback report because of the low (23.5%) 10th grade performance.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will differentiate instruction in all content areas to improve instruction which should result in increased graduation rates because students will be able to pass EOC and statewide assessments.

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. Teachers will differentiate instruction in all content areas to improve instruction which should result in increased graduation rates because students will be able to pass EOC and statewide assessments. 1a

G045131

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	70.0
Algebra I EOC Pass Rate	50.0

Resources Available to Support the Goal 2

- FMMA has a supportive classroom atmosphere.
- The principal and the teachers are focused on improving academic achievement.

Targeted Barriers to Achieving the Goal 3

- Students don't take responsibility for their own schoolwork.
- Students need to improve their vocabulary.
- Students need to improve basic reading and math skills.

Plan to Monitor Progress Toward G1. 8

We will use Learning Checks, EOC and LEOCE results as well as AIMS Web information and Performance Matters data to assess our progress.

Person Responsible

Andrea Arnow

Schedule

Monthly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Data from Performance Matters

Action Plan for Improvement


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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key


G1. Teachers will differentiate instruction in all content areas to improve instruction which should result in increased graduation rates because students will be able to pass EOC and statewide assessments. **1**

 G045131

G1.B1 Students don't take responsibility for their own schoolwork. **2**

 B115308

G1.B1.S1 Students will use agendas to keep track of assignments, upcoming testing dates and other activities. **4**

 S126867

Strategy Rationale

Students may need to be taught how to be more responsible for their academic success.

Action Step 1 **5**

FMMA will purchase agendas for each student. Students will receive instruction on how to use the agendas.

Person Responsible

Andrea Arnow

Schedule

On 6/5/2015

Evidence of Completion

Teachers will report that students are/are not using the planner. Students will be more aware of academic requirements.

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

Teachers will monitor agenda use

Person Responsible

Gloria Conrad


Schedule

Weekly, from 9/30/2014 to 6/5/2015


Evidence of Completion

The evidence is if the planner/agenda has been filled out.

G1.B2 Students need to improve their vocabulary. 2

 B115309

G1.B2.S1 Students will be provided with vocabulary instruction as it pertains to each individual class. 4

 S126869

Strategy Rationale

Students need direct instruction for vocabulary acquisition.

Action Step 1 5

Teachers will provide direct vocabulary instruction to students.

Person Responsible

Gloria Conrad

Schedule

Monthly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Student scores on tests will increase.

G1.B3 Students need to improve basic reading and math skills. 2

 B115310

G1.B3.S1 All classroom teachers will emphasize basic reading and math skills to reinforce the work being done in intensive math and intensive reading classes. 4

 S126873

Strategy Rationale

It will take more than one class per day to build up the students skills.

Action Step 1 5

The teachers will reinforce skills learned by students in intensive math and intensive reading classes during core classes.

Person Responsible

Steven Ray

Schedule

Weekly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Teacher instruction will include review.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Examine lesson plans and observe classroom instruction.

Person Responsible

Andrea Arnow

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Evidence will be student performance in the classroom and on LEOC's, RWA's, EOC's and the AIR tests.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

The Leadership Team will review test results and observation information to assess if improvement has been made.

Person Responsible

Andrea Arnow

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Test results and classroom performance records will be used.

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	FMMA will purchase agendas for each student. Students will receive instruction on how to use the agendas.	Arnow, Andrea	9/22/2014	Teachers will report that students are/ are not using the planner. Students will be more aware of academic requirements.	6/5/2015 one-time
G1.B2.S1.A1	Teachers will provide direct vocabulary instruction to students.	Conrad, Gloria	9/22/2014	Student scores on tests will increase.	6/5/2015 monthly
G1.B3.S1.A1	The teachers will reinforce skills learned by students in intensive math and intensive reading classes during core classes.	Ray, Steven	9/22/2014	Teacher instruction will include review.	6/5/2015 weekly
G1.MA1	We will use Learning Checks, EOC and LEOCE results as well as AIMS Web information and Performance Matters data to assess our progress.	Arnow, Andrea	9/22/2014	Data from Performance Matters	6/5/2015 monthly
G1.B1.S1.MA1	Teachers will monitor agenda use	Conrad, Gloria	9/30/2014	The evidence is if the planner/agenda has been filled out.	6/5/2015 weekly
G1.B3.S1.MA1	The Leadership Team will review test results and observation information to assess if improvement has been made.	Arnow, Andrea	8/18/2014	Test results and classroom performance records will be used.	6/5/2015 monthly
G1.B3.S1.MA1	Examine lesson plans and observe classroom instruction.	Arnow, Andrea	8/18/2014	Evidence will be student performance in the classroom and on LEOC's, RWA's, EOC's and the AIR tests.	6/5/2015 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. Teachers will differentiate instruction in all content areas to improve instruction which should result in increased graduation rates because students will be able to pass EOC and statewide assessments.

G1.B2 Students need to improve their vocabulary.

G1.B2.S1 Students will be provided with vocabulary instruction as it pertains to each individual class.

PD Opportunity 1

Teachers will provide direct vocabulary instruction to students.

Facilitator

Mary Pinson

Participants

Teachers interested in NG-CARPD

Schedule

Monthly, from 9/22/2014 to 6/5/2015

G1.B3 Students need to improve basic reading and math skills.

G1.B3.S1 All classroom teachers will emphasize basic reading and math skills to reinforce the work being done in intensive math and intensive reading classes.

PD Opportunity 1

The teachers will reinforce skills learned by students in intensive math and intensive reading classes during core classes.

Facilitator

MCPS

Participants

All Teachers

Schedule

Weekly, from 9/22/2014 to 6/5/2015

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