Suwannee Middle School

2014-15 School Improvement Plan

Suwannee Middle School

1730 WALKER AVE SW, Live Oak, FL 32064

www.suwannee.k12.fl.us/sms

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	Yes	49%

Alternative/ESE Center	Charter School	Minority
No	No	41%

School Grades History

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

School Board Approval

This plan is pending approval by the Suwannee 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

Mission Statement
The mission of the Suwannee Middle School is to provide a smooth transition from elementary school to middle school. We are a community-oriented school committed to developing and implementing a balanced curriculum which meets the mental, physical, emotional, and social needs of our students.

Provide the school's vision statement

Vision Statement
The Suwannee Middle School community promotes lifelong learning by enabling students to acquire skills needed to make responsible choices as citizens today and in the future.

School Environment

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

Parent Conferences, Open House, School and community events
• The purpose of parent contact is to establish a relationship with the parent and update them on their student's progress.
• Each teacher will be given a parent contact log.
• Teachers will record their parent contact in the log.
• All parent contact logs will be collected at the end of the school year.
• Teachers will contact each student's parent or guardian once a grading period.
• Parent/guardian contact includes but is not limited to a phone call, notes in the agenda, text message, e-mail, message sent out by remind 101.

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

SCHOOL SAFETY
In order to promote safety and security system:
1. Teachers are to keep their classroom doors locked.
2. All Faculty and Staff will wear ID badges while on campus at all times.
3. Suwannee Middle School will use the Raptor System to issue all visitors photo ID visitors' passes.
4. Immediately report any suspicious person on campus to the front office.
5. All Cars will be parked in parking lots and will have assigned spots.
STAFF SECURITY
In the interest of employee security and safety, especially if working after-hours, holidays or weekends, it would be wise to:
• Send an email to administration if you need to work late into the evening or on a weekend day
• Let another adult know you have gone to work at school and your approximate time of return
• When arriving on campus, pay attention to other vehicles/persons in the area
• If another employee is present, acknowledge that you are also there
• Check in with one another from time to time
• Should you notice another employee's vehicle remaining parked for an extended period of time, you might want to check on that person
• Also, lock your door(s) while working inside

• If at night, park near a light. Leave with another adult
• Follow emergency evacuation procedures if necessary
• Notify law enforcement or administrator of suspicious situations or persons
ID BADGES
EMPLOYEES
To continue to ensure safety on school board property all Suwannee County School Board employees are required to wear and ID badge when on school board property.
• ID badges will be issued at the beginning of every school year; and for new employees, ID badges will be issued prior to their first day of employment.
• A lanyard and metal ID badge clip will be issued to each employee with the issue of their initial ID badge.
• During work hours, all employees are required to wear their ID badge, unless permission has been granted by the employee's supervisor.
• If an employee loses their ID badge, they are to immediately notify their supervisor.
• The employee, or supervisor, will submit an ID badge Replacement Slip online on the District website.
• An employee will be allowed one free replacement ID badge per school year.
• After the above two ID badges, additional replacement ID badges may be purchased for $10 from Human Resources (HR) Department. The employee must personally come to the HR office and pay the $10 to receive their new ID badge. An ID Badge Replacement Slip must be completed and brought with the employee to HR.
• There will be no charge for a name change ID badge with legal documentation.
• Any employee not wearing their ID badge will be requested by their supervisor to wear their badge in accordance with District ID Guidelines. If an employee continues to not wear their ID badge, progressive disciplinary process will be implemented.
VISITORS
All visitors are required to have a visitor's badge while on campus.
If a staff member sees an unidentified person on campus without the specified visitor's badge, activate the following procedures:
1. Approach the person and ask if you can be of assistance.
2. Direct him/her and walk with them to the Main Office.
3. If he/she does not cooperate, leave him/her, but maintain surveillance.
4. Be aware of your personal safety and immediately notify the Principal's Office.
Please refer to the Emergency Management Plan for more information.

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

Suwannee Middle School
CHAMPS Plan
2014-2015
Training
• SMS faculty and staff were trained and coached beginning August 9th 2013 to present. There were multiple school wide professional developments throughout the 2013-2014 school year as well as a CHAMPS coach observed and mentored each teacher. New staff were trained on August 5th and 6th by the district. The faculty and staff were retrained on August 7, 2014 to kickoff the implementation of the school wide CHAMPS Plan developed by the CHAMPS committee of faculty and staff members. There are 9 schedule dates throughout the school year for the CHAMPS consultant to coach teachers and work with new teachers. Implementation of the CHAMP plan is monitored daily through fidelity checks and feedback is provided to the teachers.
Faculty and Staff Expectations

• All teachers will develop and post their classroom rules (recommended, but not required that you do this as a team)
• All teachers are to maintain a Folder for Substitute teachers. This folder is to include:
o Emergency procedures
o Lesson plans for that day
o Emergency lesson plans
o Attendance Sheet
o Seating Chart
o Bell schedule
o include early release schedule
o Lunch schedule
? Including pickup and drop off time and procedures
o include duty station/time/where
o include planning period
o include who to contact if: push the button
o CHAMPS-Brief explanation of your expectations for your class to include:
? Guidelines for Success
? School Rules
? Voice Levels
? Line Expectations
? Classroom Rules
• All classroom teachers will have the following items posted in their classrooms:
o Guidelines for Success
o School Rules
o Voice Levels
o Line Expectations
o Classroom Rules
o Classroom Expectations (See Classroom Expectations page 11)
• All Faculty and Staff will consistently follow the SMS CHAMPS plan.
• All Faculty and Staff will teach students the expectations in the SMS CHAMPS Plan.
• Hallway expectations will be visible in all hallways
• Lunchroom expectations will be visible in the cafeteria
Guidelines for Success-
• Be Respectful
• Be Responsible
• Be Positive
• Be Prepared
• Be Professional
Action-
• Posters will be made by administrators through FDLRs for:
o Guidelines for Success
o School Rules
o Voice Levels
o Line Expectations
o Lunchroom Expectations
o Hallway Expectations
o Parent Pickup
o Front Office
o Bus Expectations
• Posters will be distributed to the faculty and staff who will posted in all classrooms, locker rooms, gym, hallways, office, and cafeteria.
• All teachers will teach the students Guidelines for Success and review them on a regular basis with their students.

o CHAMPS plan will be taught CHAMPS daily during the first two weeks of school.

o CHAMPS plan will be reviewed with students at progress report and report card time.

o CHAMPS plan will be reinforced daily

• Grade Level meetings will be held quarterly and the CHAMPS plan will be reviewed with students.

• Guidelines for success will be taught in class meetings and on the morning announcements.

School rules

• Follow instructions immediately

• Always walk on the right

• Follow dress code daily

• Always use school appropriate language

• Keep all body parts to self

• No drama

All students are responsible for following the Student Code of Conduct

Action-

• Posters will be made by administrators through FDLRs for:

o Guidelines for Success

o School Rules

o Voice Levels

o Line Expectations

o Lunchroom Expectations

o Hallway Expectations

o Parent Pickup

o Front Office

o Bus Expectations

• Posters will be distributed to the faculty and staff who will posted in all classrooms, locker rooms, gym, hallways, office, and cafeteria.

• All teachers will teach the students School Rules and review them on a regular basis with their students.

o CHAMPS plan will be taught CHAMPS daily during the first two weeks of school.

o CHAMPS plan will be reviewed with students at progress report and report card time.

o CHAMPS plan will be reinforced daily

• Grade Level meetings will be held quarterly and the CHAMPS plan will be reviewed with students.

• Guidelines for success will be taught in class meetings and on the morning announcements.

VOICE LEVELS

0-no talking

1-whisper

2-quiet voice

3-presentation

4-outside voice

Action-

• Posters will be made by administrators through FDLRs for:

o Guidelines for Success

o School Rules

o Voice Levels

o Line Expectations

o Lunchroom Expectations

o Hallway Expectations

o Parent Pickup

o Front Office

o Bus Expectations

• Posters will be distributed to the faculty and staff who will posted in all classrooms, locker rooms, gym, hallways, office, and cafeteria.

• All teachers will teach the students Voice Levels and review them on a regular basis with their

students.
o CHAMPS plan will be taught CHAMPS daily during the first two weeks of school.
o CHAMPS plan will be reviewed with students at progress report and report card time.
o CHAMPS plan will be reinforced daily
• Grade Level meetings will be held quarterly and the CHAMPS plan will be reviewed with students.
• Guidelines for success will be taught in class meetings and on the morning announcements.
• Voice levels will be reinforced through practice and application in the classrooms, gym, locker rooms, cafeteria and assemblies on a daily basis.
Hallway Expectations
C-level 2 QUIET VOICE
H-ask nearest adult
A-movement through the hall
M-walk quietly on the right
P-must have a signed pass
S-get where you're going with no trouble
Action-
• Posters will be made by administrators through FDLRs for:
o Guidelines for Success
o School Rules
o Voice Levels
o Line Expectations
o Lunchroom Expectations
o Hallway Expectations
o Parent Pickup
o Front Office
o Bus Expectations
• Posters will be distributed to the faculty and staff who will posted in all classrooms, locker rooms, gym, hallways, office, and cafeteria.
• All teachers will teach the students Hallway Expectations and review them on a regular basis with their students.
o CHAMPS plan will be taught CHAMPS daily during the first two weeks of school.
o CHAMPS plan will be reviewed with students at progress report and report card time.
o CHAMPS plan will be reinforced daily
• Grade Level meetings will be held quarterly and the CHAMPS plan will be reviewed with students.
• Guidelines for success will be taught in class meetings and on the morning announcements.
• Voice levels will be reinforced through practice and application in the classrooms, gym, locker rooms, cafeteria and assemblies on a daily basis.
Line Expectations (to and from lunch)
C-level 1 Whisper
H-ask nearest adult
A-movement to designated location
M-walk directly behind the person in front of you
P-walking and following teacher directions
S-stay on Sidewalks
Action-
• Posters will be made by administrators through FDLRs for:
o Guidelines for Success
o School Rules
o Voice Levels
o Line Expectations
o Lunchroom Expectations
o Hallway Expectations
o Parent Pickup

o Front Office
o Bus Expectations
• Posters will be distributed to the faculty and staff who will posted in all classrooms, locker rooms, gym, hallways, office, and cafeteria.
• All teachers will teach the students Line Expectations and review them on a regular basis with their students.
o CHAMPS plan will be taught CHAMPS daily during the first two weeks of school.
o CHAMPS plan will be reviewed with students at progress report and report card time.
o CHAMPS plan will be reinforced daily
• Grade Level meetings will be held quarterly and the CHAMPS plan will be reviewed with students.
• Guidelines for success will be taught in class meetings and on the morning announcements.
• Voice levels will be reinforced through practice and application in the classrooms, gym, locker rooms, cafeteria and assemblies on a daily basis.
Lunchroom Expectations
C-level 2 QUIET VOICE -face/shoulder partners
H-raise hand and wait for adult
A-eating lunch
M-only with permission
P-eating lunch with knees/toes under table
S-clean SPACE upon exiting
Action-
• Posters will be made by administrators through FDLRs posted in the cafeteria
• Lunchroom expectations will be reviewed with students in the cafeteria on a regular basis with their students
• School rules will be taught in class meetings and on the morning announcements.
Bus Expectations
C-level 2 QUIET VOICE- with seat partners
H-raise hand and wait for adult
A-riding the bus
M-remain seated at all times unless getting off
P-keep body parts to self, quietly talking
S-arrive at destination safely
Action-
• Administration will meet with the bus drivers to review SMS CHAMPS plan.
• All bus drivers will teach and follow Line Expectations and review them on a regular basis with their students
• Bus Expectations will be taught in class meetings and on the morning announcements.
Parent Pick-Up Expectations
• Have name card displayed in the window of your vehicle
• If not be ready to tell school staff your child's name
• Pull forward as far as possible
• Remain seated in your vehicle
• Do not pass other vehicles
• Please recycle through the loop immediately if your child is not present at pickup point
Action-
• Flyers outlining procedures will be made and distributed to parents in the pick-up line.
• Signs will be made and posted in the parent pickup area.
• Pick-Up Expectations will be taught in class meetings and on the morning announcements.
Welcome to the front office!
C-level 2 QUIET VOICE
H-wait patiently to ask adult at front desk for assistance
A-receiving assistance
M-students/children stand or sit quietly

P-follow instructions given by front desk staff
S-student Safety, help us guarantee your child is safe.
Action-
• Posters will be made by administrators through FDLRs posted in the front office.
• Office Staff will be CHAMPS trained
Sub Folder
• include the bell schedule
• include the lunch schedule
• include early release schedule
• include duty station/time/where
• include planning period
• include quickie sub training at CHAMPS
• include emergency plan
• include who to contact if: push the button
• include classroom CHAMPS expectation
• Emergency procedures
• Lesson plans for that day
• Emergency lesson plans
• Attendance Sheet
• Seating Chart
• Bell schedule
• include early release schedule
• Lunch schedule
• Including pickup and drop off time and procedures
• include duty station/time/where
• include planning period
• include who to contact if: push the button
• CHAMPS-Brief explanation of your expectations for your class to include:
• Guidelines for Success
• School Rules
• Voice Levels
• Line Expectations
• Classroom Rules
Action
• Sub folder will be completed prior to the beginning of the school year.
• Teachers will have an emergency subfolder on file in the office in case of an emergency.
• Teachers will plan engaging activities for students in their absence.
• Substitutes will complete a substitute survey and turn it into the office at the end of each school day.
Classroom rules
3-5 rules developed by the teacher specific to their classroom or team
All students are responsible for following the Student Code of Conduct
Action-
• Make and post posters in your classroom
• Teach rules to your students at the beginning of the year.
• All teachers will teach the students Classroom Rules and review them on a regular basis with their students.
o CHAMPS plan will be taught CHAMPS daily during the first two weeks of school.
o CHAMPS plan will be reviewed with students at progress report and report card time.
o CHAMPS plan will be reinforced daily
Classroom Expectations
• Teachers should have a minimum of the following classroom expectations posted in their classroom by Day 1 of next school year.
o Teacher Directed

o Small Group
o Independent Group, Cooperative Groups, "Labs"
o Before the bell rings
o movement between groups locations
o Cleaning up after project activities, etc.
Action-
• Make and post posters in your classroom
• Teach expectations to your students at the beginning of the year.
• All teachers will teach the students Classroom Rules and review them on a regular basis with their students.
o CHAMPS plan will be taught CHAMPS daily during the first two weeks of school.
o CHAMPS plan will be reviewed with students at progress report and report card time.
o CHAMPS plan will be reinforced daily

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

Counseling is provided on an individual and small group basis as needed.
Referrals are made to outside agencies, as needed.
Orientation to guidance is held for all 6th grade students as well as all other new students entering SMS.
Student of the week and Student of the month recognition program.

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

Students who:
*miss 10% or more of available instructional time,
*fail a mathematics course,
*fail an English Language Arts course,
*fail two or more courses in any subject,
*receive two or more behavior referrals and/or,
*receive one or more behavior referrals that lead to suspension.

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	20	21	34	75
One or more suspensions	0	69	70	139
Course failure in ELA or Math	0	44	32	76
Level 1 on statewide assessment	97	86	101	284

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	117	107	135	359

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

RtI/Problem Solving/Early Warning Step by Step Process for Suwannee Middle School
Step 1 Teacher Input Form (pages 1-3)
• Student fails to respond to documented research-based differentiated instruction and core instructional strategies or displays speech/language that is not age appropriate. Teacher consults with professional staff and intensifies instruction. If student does not make adequate progress despite sustained Tier 1 efforts or student exhibits history of no progress, (10-12 weeks/6-8 speech), teacher presents data, including universal screener assessment, at Grade Level Meetings (GLM).
• Data guides decision to initiate RtI documentation and students are prioritized for Tier 1 meetings according to need. For 504, language/speech, or student in need of immediate intervention (serious developmental, health, emotional, behavioral and/or academic difficulty), consult with evaluation staff or appropriate professional staff.
• Referring teacher makes formal parent contact to share speech/language, behavioral and/or academic difficulties and inform parent that nurse will schedule conference to access health information.
Step 2 Tier 1 Data Review
• RtI Coordinator schedules Tier 1 Review of Data meeting and invites RtI Team members, including School Psychologist, as well as other professionals whose expertise/knowledge will contribute to the decision-making process. RtI Coordinator provides parent with Parent Notification/Tier 1 Meeting Invitation and Consent for RtI Data Collection and copy of district RtI brochure.
• Nurse conferences with parent and completes Health Information. If applicable, medical records from outside agencies are reviewed with appropriate staff. Medical conditions, including vision and hearing, are corrected where appropriate.
• RtI Coordinator chairs Tier 1 Review of Data meeting. Teacher presents problem and supporting documentation while coordinator documents data. Student Study Team (SST) selects strategies and progress monitoring instruments in core instruction. Specific plan for intervention, instructional services and programs, and recommendations are reviewed and agreed upon and documented.
• RtI Coordinator schedules and chairs additional tier meetings, forwards Parent RtI Team Meeting Invitation as appropriate, and documents tier meeting decisions and follow-up meeting information.
Step 3 Movement to Tier 2
• Movement to Tier 2 occurs using historical and current data indicators as a guideline. Student Study Team (SST) selects and documents interventions and progress monitoring. Student Study Team (SST) is required to be in attendance.
Step 4 Movement to Tier 3
• For students not showing progress in Tier 2 (10-12 weeks/6-8 weeks speech/language), SST uses district/state assessment data and progress monitoring results to determine movement to Tier 3. If data analysis confirms student continues to exhibit lack of progress following Tier 3 intervention, SST considers referral to ESE and completes all required paperwork.
• Principal's signature on Tier 3 denotes all required RtI paperwork has been collected, completed, and reviewed. For ESE referral, evaluation staff is responsible for ensuring procedural safeguards, prior written notice and consent for evaluation. Referral documents are provided and parental consent for evaluation is secured.

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

Suwannee Middle School Parent Involvement Plan Calendar of Events
2014-2015
Event Date Time Participants
Open House/Meet your Teacher August 14, 2014
August 15, 2014 5:15-6:45 p.m.
6:00-7:00 p.m. 6th grade students & parents
7th & 8th grade students & parents
Watchdog Orientation: Donuts for Dads TBD 7:30 a.m. 6th, 7th, and 8th grade Watchdog volunteers Donuts and juice
Title 1 Welcome to SMS Breakfast August 20, 2014 7:30 a.m. 6th grade parents Donuts and juice
Title 1 Welcome Back to SMS Breakfast August 22, 2014 7:30 a.m. 7th and 8th grade parents Donuts and juice
Title 1 Annual Parent Meeting September 25, 2014 6:30 p.m. SMS Stakeholders
SAC Meetings August 28, 2014
September 25, 2014
October 23, 2014
November 13, 2014
December 11, 2014
January 29, 2015
February 26, 2015
March 26, 2015
April 23, 2015
May 21, 2015
June 25, 2015 5:00 p.m. SMS Stakeholders
Title 1 Progress Report Breakfasts September 26, 2014
December 12, 2014
March 6, 2015
May 15, 2015 7:30 a.m. SMS parents Donuts and juice
Title 1 Curriculum Nights November 4, 2014
January 27, 2015
April 14, 2015 6:00-8:00 p.m. SMS parents Pizza and sodas

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

Suwannee Middle School will take the following actions to:
1. Convene an annual meeting at a time convenient for parents of participating children:
• All parents shall be invited and encouraged to attend
• The school will provide information and explain the requirements of Title I and the rights of parents
Activity/Task
(What will be done) Staff Responsible (Who will be doing it) Timeline (When it will be done) Steps

(How it will be done) Accountability/Evaluations
(How success will be measured)
Plan annual parent meeting, make agenda, handouts and power point Lila Udell, Jay Jolicoeur, Keri Bean, Kim Jennings August, 2014 Schedule meeting, notify parents and students using One Call, send home notices in newsletters, newspaper, and flyers. Copies of agenda and handouts, sign-in sheet, flyers, newsletters, and power point presentation
Discuss requirements of Title 1 and rights of parents Lila Udell, Jay Jolicoeur, Keri Bean, Kim Jennings September 25 2014 (SAC meeting) Present power point presentation, provide parent survey for feedback Parent comments and surveys
Maintain documentation of attendance at annual meeting Kim Jennings September 25, 2014
(SAC meeting) Provide sign in sheets Sign in sheets
2. Offer a flexible number of meetings and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement:
Activity/Task
(What will be done) Staff Responsible (Who will be doing it) Timeline (When it will be done) Steps (How it will be done) Accountability/Evaluations
(How success will be measured)
Open House (Meet your teacher) SMS Faculty and Staff August 14, 2014 5:15-6:45 p.m. for 6th grade parents and students
August 15, 2014 6:00-7:00 p.m. for 7th and 8th grade parents and students Sign in sheets
WELCOME TO SMS 6th grade Parent Breakfast Jay Jolicoeur, Keri Bean, Kim Jennings, faculty and staff as needed August 20, 2014 7:30 a.m. in PDC Provide donuts and juice to meet and greet parents, announce in paper and at Open House Sign in sheets
WELCOME BACK TO SMS Breakfast for 7th and 8th grade parents Jay Jolicoeur, Keri Bean, Kim Jennings, faculty and staff as needed August 22, 2014 7:30 a.m. in PDC Provide donuts and juice to meet and greet parents, announce in paper and at Open House Sign in sheets
Progress Report Breakfasts for Parents Jay Jolicoeur, Keri Bean, Kim Jennings, Tiffany Bellenger-Smith, Shawn Herring, faculty and staff as needed September 26, 2014
December 12, 2014
March 6, 2015
May 15, 2015
Provide donuts and juice to meet and greet parents when progress reports go home, notify parents using One Call, send home notices in newsletters, newspaper, and flyers. Sign in sheets
SAC Meetings SAC Chair person, Jay Jolicoeur, Keri Bean, Kim Jennings Monthly SAC meets the fourth Thursday of the month, emails will be sent out 3 days prior to SAC meeting Agendas
Sign in sheets
Minutes
Title 1 Curriculum Night:
Session 1: How to use FOCUS (computer lab)
Session 2: Successful Parenting Tips
Session 3:
Teacher Jay Jolicoeur, Keri Bean, Kim Jennings, faculty and staff as needed Tuesday, November 4, 2014 6:00-8:00 p.m.
(End of first nine weeks) Identify students to invite, mail invitations, provide pizza, plan and prepare sessions, provide surveys Agendas
Sign in sheets
Power point presentations
Parent surveys
Title 1 Curriculum Night:
Session 1:Test Taking Strategies
Session 2: College and Career Readiness
Jay Jolicoeur, Keri Bean, Kim Jennings, faculty and staff as needed Tuesday, January 27, 2015 6:00-8:00 p.m.

(End of second nine weeks) Schedule meeting, notify parents and students using One Call, send home notices in newsletters, newspaper, and flyers Agendas,

Sign in sheets

Power point presentations

Parent surveys

Title 1 Curriculum Night:

Session 1: Promotion/Retention or Credit Recovery

Session 2: Graduation Requirements

Session 3: Next year's scheduling

Session 4: SHTC programs Jay Jolicoeur, Keri Bean, Kim Jennings, Tiffany Bellenger-Smith and Shawn Herring, faculty and staff as needed Tuesday, April 14, 2015 6:00-8:00 p.m.

(End of third nine weeks) Schedule meeting, notify parents and students using One Call, send home notices in newsletters, newspaper, and flyers Agendas

Sign in sheets

Power point presentations

Parent surveys

3. Involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs. This should include the planning, review, and improvement of the school parental involvement policy, as well as the joint development of the school-wide program plan under section 1114 (b)(2):

Activity/Task

(What will be done) Staff Responsible (Who will be doing it) Timeline (When it will be done) Steps (How it will be done) Accountability/Evaluations

(How success will be measured)

SAC Meetings SAC Committee Monthly Parent Involvement Plan will be discussed at each meeting to plan, review and improve Parent Involvement Plan.

SAC will make recommendations on parent involvement meetings and workshops for the year.

This input will include both workshop topics and scheduling issues, such as dates, days and times offered. Parent feedback will be requested and reviewed at each SAC meeting. Using this feedback, topics and scheduling of future workshops will be adjusted in order to address parental concerns.

Agenda

Sign in sheet

Minutes

4. Provide parents of participating children:

• Timely information about the Title I programs

• Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet

• Opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children

Activity/Task

(What will be done) Staff Responsible (Who will be doing it) Timeline (When it will be done) Steps (How it will be done) Accountability/Evaluations

(How success will be measured)

Title 1 Curriculum Nights:

To provide information to parents on content of standards, grade level expectations, and state and local assessments in impact on student progress.

To provide on-line resources at home in increase academic performance Jay Jolicoeur, Keri Bean, Kim Jennings,Tiffany Bellenger-Smith and Shawn Herring, faculty and staff as needed November 4, 2014

January 27, 2015

April 14, 2015 Workshops and meeting will be offered during the school year, during a variety of times and days to help assure that parents have the opportunity to participate. During each of these opportunities, childcare and food will be provided, when allowable. Agendas

Sign in sheets

Power point presentations
Parent surveys
Note: If the school-wide program plan under section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents' comments on the plan that will be available to the local education agency.
(Required) COMPACT: SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT 1118(d)
As a component of the school-¬level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The school-parent compact may be a separate document, but must still be developed in collaboration with parents.
IT Academy Business Partnership-Bi-Annual Business Partner Breakfast, Invite business partners to speak at school, mentor, field trips, serve IT Academy Steering committee.
Dairy Queen Benefit Night-School Personnel work at Dairy Queen, and Dairy Queen donates a percent of the profits.
SMS Summer Bash-Student recognition event sponsored and coordinated through the school and community partners.
Local business donate prizes and money for student incentives.

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
Bean, Keri	Assistant Principal
Jolicoeur, Jay	Principal
Jennings, Kim	Assistant Principal
Herring, Misty	Guidance Counselor
Smith, Tiffany	Guidance Counselor
Bonds, Alan	Dean

Duties

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

PRINCIPAL: JAY JOLICOEUR
FACULTY/STAFF
• Evaluation of administrators
• Teacher/Staff evaluation
• Classroom observations and walkthroughs
• Informal and formal observations
• Coach teachers
• Professional Assistance Plan
• Staff appointments, recommendations
• Personnel issues
PARENT/COMMUNITY INVOLVEMENT

- Coordinate School Advisory Council
- Public and community relations
- Oversee school publications
- Oversee school athletics
- Representative at professional events

SCHOOL PROGRAMS

- Oversee development of the School Improvement Plan
- Annual goals and objectives
- Extra-curricular supervision
- Campus supervision
- Develop student/parent handbook
- Develop teacher handbook

OTHER

- Finance and budgeting
- FTE
- School Improvement Plan

ASSISTANT PRINCIPAL OF STUDENTS: KIM JENNINGS

INSTRUCTION AND LEARNING

- School Improvement Plan
- Serve on the SAC committee as needed
- Classroom walkthroughs
- Informal and formal observations
- Coach teachers
- Teacher/Staff evaluation as assigned

FACILITIES/TRANSPORTATION

Supervise custodians

- Oversee the operation of the physical plant
- Liaison between SMS and maintenance
- Evaluate custodial staff
- Coordinate the School Safety Committee
- Assist in the development and maintenance of the monthly, weekly calendars
- Property records/ inventory
- Technology inventory
- Grounds maintenance
- Coordinate keys assignment and distribution
- Security
- Assist Head Custodian in the purchasing and monitoring of building/custodial supplies
- Emergency procedures/drills
- Furniture equipment purchase
- Development and maintenance of school security plan
- Serve as a liaison between SMS and transportation
- Coordinate CHAMPS training for bus drivers

PARENTS/VOLUNTEERS

- Coordinate the Watch DOGS program
- Coordinate parent involvement
- Maintain Parent Center
- Assist in the development of the Parent involvement Plan
- Participate and lead parent conferences
- Coordinate volunteers

TEACHERS/STAFF

- Develop and monitor the duty schedule
- Assist with room assignments
- Participate in the employee selection process

- CHAMPS train office staff and paraprofessionals
- CHAMPS train substitute teachers
- Assist with the development and monitoring IPDPs
- Beginning Teacher Programs
- Assist in supervision of guidance counselors

STUDENTS
- Oversee student discipline
- Assist the dean working discipline referrals
- Assist teachers with the development of classroom/team discipline plans
- Develop behavior contracts for students with chronic misbehavior
- Serve as the school CHAMPS coordinator
- Supervise and assist with In-School Suspension
- Coordinate and oversee RTI
- Alternative school staffing
- Oversee attendance/truancy
- Assist in the coordination of student activities
- Supervision at lunch
- Supervision on campus
- Extra-curricular supervision
- Coordinate lunch schedule
- Assist with the coordination of assembly programs
- Assist with fund raising
- Assist in the development of the Student Handbook
- Coordinate school spirit activities
- Coordinate extracurricular activities

OTHER
- Demonstrate initiative in the performance of assigned responsibilities
- Perform all other duties assigned by the principal or designee

ASSISTANT PRINCIPAL FOR CURRICULUM: KERI BEAN

CURRICULUM
- Daily curriculum matters
- Coordinate curriculum meetings
- Coordinate department meetings
- Assist in leading department meetings
- Textbook ordering
- Textbook inventory
- Program monitoring (ESE, Gifted, ESOL)
- Master schedule
- Assist in the development and monitoring of the School Improvement Plan
- Serve on the School Advisory Council as needed
- Serve as the school liaison with the IT Department
- Oversee the Common Core Coaches

STUDENTS
- Student promotion/retention
- Coordinate the award/incentive programs
- FTE
- Oversee Credit Recovery
- Assist with ESE staffing meetings.
- Serve as the administrator on the ELL committee
- Serve as the school liaison at the ELL Roundtables
- Participate and lead parent conferences
- Supervision at lunch
- Supervision on campus

- Extra-curricular supervision
- Assist with the development of the student handbook

TESTING
- Data collection/progress monitoring
- Data processing
- Student testing
- Assessment Coordinator
- Assist in the development and maintenance of the monthly, weekly calendars
- IPDP

TEACHERS/STAFF
- Monitor teacher lesson plans
- Monitor Grade Books
- Classroom walkthroughs
- Informal and formal observations
- Coach teachers
- Assist with teacher/staff evaluation
- Participate in the employee selection process
- Serve as the liaison between the school and college for student interns
- Conduct evaluations for paraprofessionals
- Assist in supervising guidance department
- Assist with coordination of In-service/professional development
- Coordinate attendance records for PD
- Assist with the development of the teacher handbook
- Assist with the development and monitoring IPDPs
- Demonstrate initiative in the performance of assigned responsibilities
- Perform all other duties assigned by the principal or designed

OTHER
- All other duties assigned

DEAN: ALAN BONDS
- Discipline
- Work with and mentor teachers on classroom management strategies
- School Safety Issues
- Alternative School Staffing
- Property Records/Inventory
- Supervise student behavior and safety at bus loading areas, parking lots, cafeteria, and all campus areas
- Supervise extra-curricular activities
- Demonstrate initiative in the performance of assigned responsibilities
- Perform all other duties assigned by the principal or designee

SCHOOL NURSE: GOLDIE FRALICK
- First Aid/Accident Reports
- CPR/First Aid Training
- Student Health Records
- Medication Administration
- Vision and Hearing Screenings
- Immunization Compliance
- Referral and Follow-up for Medical/Dental
- Referrals to Healthy Start for Pregnant Students
- Referrals to Florida Kid Care for Low-Cost Insurance
- Individual Student Health Care Plans for Students with Chronic Conditions
- Health Education for Sunshine State Standards where specified to be instructed by a registered nurse
- Annual Emergency Info and Health Record Updates

• Staff OSHA Educator
• Demonstrate initiative in the performance of assigned responsibilities
• Perform all other duties assigned by the principal or designee
GUIDANCE COUNSELOR: SHAWN HERRING AND TIFFANY BELLENGER-SMITH
GUIDANCE PLAN
Develop a comprehensive Guidance Plan for effectively delivery of the school counseling program prior to the start of the school year. The plan should be based on the Florida's School Counseling and Guidance Framework and current individual school data.
• Communicate the goals of the comprehensive school counseling program to education stakeholders (i.e., administrators, teachers, students, parents, and community/business leaders)
• Maintain current and appropriate resources for education stakeholders. (i.e., graduation requirements, guidance brochure, career counseling, counseling services, suicide information, homeless information etc.)
• Use the majority of time providing direct services through the Guidance Curriculum, Individual Student Planning and Preventive and Responsive Services and most remaining time in program management, system support, and accountability
• Use data to develop comprehensive programs that meet student needs
• Discuss the comprehensive school counseling program with the school administrator
• Create long- and short-term goals based on the needs of students, needs assessments and school and district policies
Academic and Career Development
• Implement developmentally appropriate and prevention-oriented group activities to meet student needs and school goals
• Incorporate into their programs the life skills that students need to be successful in the 21st century
• Coordinate the delivery of classroom units per state guidelines in content areas. For example: Career counseling, character education and other topics as outlined in state statute
• Coordinate and provide orientation activities to incoming students.
• Guide middle school students in the development of their individual graduation plans
• Plan and collaborate with elementary school counselors and high school counselors regarding preregistration of incoming sixth graders and outgoing eighth graders
• Plan, coordinate, and assist in preregistration
• Assist new students with course selection
• Coordinate career interest assessment and the administration and interpretation of results
• Coordinate career education activities
• Organize and coordinate a career day for SMS students
• Plan and organize for student visits to Suwannee-Hamilton Technical Center
• Assist all students, individually or in groups, with developing academic, career and personal/social skills, goals and plans
• Accurately and appropriately interpret and utilize student data
• Collaborate with parents/guardians and educators to assist students with educational, career, and life planning
Personal/Social Development and Emotional Growth
• Conduct goal-oriented student sessions in systematic response to the identified needs of individuals or groups of students regarding such issues as friendship and peer concerns, family problems, substance abuse, suicide prevention/intervention, and/or such skills as building the self-image, applying sound study skills, and handling stress
• Conduct threat assessments
• Provide individual and group discussions for students with identified concerns and needs
• Consult and collaborate effectively with parents/ guardians, teachers, administrators, and other educational/community resources regarding students with identified concerns and needs
• Implement an effective referral and follow-up process as needed
• Accurately and appropriately use assessment procedures for determining and structuring individual and student group services

Step 1
Define the problem or goal by determining the difference between what is expected and what is occurring. Ask, "What specifically do we want students to know and be able to do when compared to what they do know and are able to do?" When engaged in problem solving at the individual student level, the team should strive for accuracy by asking, "What exactly is the problem?"
Step 2
Analyze the problem using data to determine why the issue is occurring. Generate hypotheses (reasons why students are not meeting performance goals) founded in evidence-based content area knowledge, alterable variables, and instructionally relevant domains. Gather assessment data to determine valid/non-valid hypotheses. Link validated hypotheses to instruction/intervention so that hypotheses will lead to evidence-based instructional decisions. Ask, "Why is/are the desired goal(s) not occurring? What are the barriers to the student(s) doing and knowing what is expected?" Design or select instruction to directly address those barriers.
Step 3
Develop and implement a plan driven by the results of the team's problem analysis by establishing a performance goal for the group of students or the individual student and developing an intervention plan to achieve the goal. Then delineate how the student's or group of students' progress will be monitored and implementation integrity will be supported. Ask, "What are we going to do?"
Step 4
Measure response to instruction/interventions by using data gathered from progress monitoring at agreed upon intervals to evaluate the effectiveness of the intervention plan based on the student's or group of students' response to the intervention. Progress-monitoring data should directly reflect the targeted skill(s). Ask, "Is it working? If not, how will the instruction/intervention plan be adjusted to better support the student's or group of students' progress?" Team discussion centers on how to maintain or better enable learning for the student(s).

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

Multi-Tiered Framework
Within the MTSS, resources are allocated in direct proportion to student needs. Data collected at each tier are used to measure the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered.
The MTSS involves the systematic use of multi-source assessment data to most efficiently allocate resources in order to improve learning for all students, through integrated academic and behavioral supports.
To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data.
Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.
The MTSS is characterized by a continuum of integrated academic and behavior supports reflecting the need for students to have fluid access to instruction and supports of varying intensity levels. Three tiers describe the level and intensity of the instruction/interventions provided across the continuum.
Title I Basic Part A, will be utilized to provide teachers with opportunities to attend professional development workshops and conferences to enhance their teaching strategies. Title I provides Paraprofessional and Title I schools.
Title I. Basic pays for the administration of our Supplemental Educational Services, which includes ALL subgroups.

Title I also provides a District-wide parent Liaison who provides workshops and other services to parents and students.

Title I Part C-Migrant funds provide tutoring for Migrant students, English in a Flash software, computers, SRA, and supplies for Migrant Students. This program assist parents in helping their children in the home.

School based administrators will observe the use of "The Essential Six" reading strategies from the Florida Reading Initiative (FRI) in all classrooms.

This initiative is funded by Title I Part C and district professional development funds. ALL activities funded by Title I Part C will be supplementary.

Reading First and FRI strategies will be monitored by administrators. Highly qualified teachers, tutors and paraprofessionals will collaborate to ensure successful opportunities for Non-ELL and LEP (ELL) students.

Title I Part D (neglected and delinquent) funds will be used to provide a uniform curriculum throughout all the district's secondary schools, including the residential juvenile facility and the district's alternative center. The funds will also provide three paraprofessionals.

Title II-School based administrators will observe the use of "The Essential Six" reading strategies from the Florida Reading Initiative (FRI) in all classrooms. This initiative is funded by Title II Part A and district professional development funds. ALL activities funded by Title II will be supplementary and will not supplant existing State- and District-funded and required services.

Funds from Title II, Part D, (E2T2) will provide funding for the site license renewals for READ 180 and other computer-based programs and a Technology Specialist.

Title III- Funds from Title III Part A are used to provide tutors for ELL students, purchased instructional materials and software for ELL students. All activities funded by Title III will be supplementary and will not supplant existing State and District funded and required services.

Title X- Homeless funds are used to provide supplies, dues, fieldtrip fund and other needs for Homeless students.

Supplemental Academic Instruction (SAI) T

School Advisory Council (SAC)

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

Name	Stakeholder Group
Jay Jolicoeur	Principal
Matt McMillan	Parent
Theresa Creech	Parent
Lisa Long	Parent
Joyce Warren	Education Support Employee
Susie Helvenston	Teacher
Leslie Breland	Teacher
John Hendrick	Parent
Shana Hodge	Parent
Reid Paget	Parent
Tracy Cantrell	Parent
Pam Cochran	Parent
LaDonna Hall	Parent
Arnold Philmore	Business/Community
Katrina Thomas	Parent
Jasmine Burns	Parent
Kevin Gary	Parent
Flor Veya	Parent
	Student

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 SAC reviews the plans used to make up the SIP. They provide input and suggestions.

Development of this school improvement plan

Training/Discussion of the SIP process and brainstorming ideas done in meetings throughout the year.
Discussion and explanation of different facets of our SIP including, but not limited to, Parent Involvement Plan, Strategic Plan, CHAMPS classroom management plan, Awards Incentive Plan, Writing Plan, Professional Development Plan, and Industry Certification Plan.

Preparation of the school's annual budget and plan

The SAC reviews the annual budget. They provide input and suggestions.

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

NA

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

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

Literacy Leadership Team (LLT)

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

Name	Title
Jolicoeur, Jay	Principal
Bean, Keri	Assistant Principal
Herring, Misty	Guidance Counselor
Smith, Tiffany	Guidance Counselor
Bonds, Alan	Dean
Bonds, Robyn	Teacher, K-12
Grillo, Matthew	Teacher, K-12
Chauncey, Annette	Teacher, K-12
Check-Cason, Mary	Teacher, K-12
Cockburn, Tasha	Teacher, K-12
Disken, Cara	Teacher, K-12
Jacobson, Sarah	Teacher, K-12
Harrell, Meri	Teacher, K-12
Helvenston, Brantley	Teacher, K-12
Clark, Jenny	Teacher, K-12
Horton, Deanna	Teacher, K-12
Tice, Melinda	Teacher, K-12
Zimmerman, Lawanna	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

In 2014-2015 the Literacy Team is developing a comprehensive Literacy Plan to be implemented school wide across all curriculum areas. The plan will focus on reading, writing, speaking, thinking/ reasoning in all subjects.

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

Core Academic Teams are grouped as teams.
Vocational and PE are grouped in Departments.
Each Core Team has a common planning period.
Each Core Team has a team leader who serves on the school Team Leader/Department Head committee as well as on the Literacy Committee
Each Core Team meets weekly. They keep an agenda and minutes that is reported to guidance and administration.

The Team Leaders/Department Heads meet every other week to review Core Team Agendas and minutes, school issues and to plan for growth. This year's the focus in Literacy.
Each month there are department meetings to discuss curriculum. The department meetings are led by the department head and the administrator assigned to the department.
Monthly there is a school wide professional development scheduled during early release.

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

Goal Statement: TEAM on the FIELD
We are a championship team on a mission to empower student learning. Our goal, as a team, is to recruit, to develop, and to retain highly-qualified, talented, dedicated teachers, staff, and administrators. We are reflective, life-long learners who love our students, our jobs, and have a thirst for knowledge. In order to impact student learning, we self-assess, reflect on, and take ownership of our own teaching and learning practices. We are enthusiastic, hardworking, committed, and positive catalysts for change.
Objective 1:
To recruit highly qualified, talented and dedicated teachers, staff and administrators
Strategies:
1) Recruit teachers as early as possible in the school year
2) Develop relationships/contacts with teacher programs and EPI programs in area
a. Develop a list of contacts
b. Meet with Directors of St. Leos teacher program
3) Be intern friendly
a. Increase the number of teachers who are Clinical Education trained
i. Identify teachers who would make good supervising teachers
ii. Set up trainings for identified teachers
4) Attend recruiting fairs
5) Complete minimum of three reference checks per applicant. Reference checks should be three previous supervisors.
a. Develop a phone reference form.
6) Follow minority recruitment plan.
7) Develop a plan to screen interns
a. Meet and great
b. Observations
c. Request evaluations forms from St. Leo supervisor
8) Develop an Administrator development program at SMS
a. Identify potential administrators
b. Encourage them to get the necessary credentials
c. Provide opportunities to serve in leadership roles
d. Serve as a mentor.
Objective 2:
To develop highly qualified, talented and dedicated teachers, staff and administrators
1) Develop Professional Learning Communities for developing professionals
2) Revisit training for new hires (developing professionals)
3) School based orientation for new hires.
a. School based during pre-plan (August 12th). Mail invites, welcome, breakfast with peer teachers
4) Utilize Teacher Support Colleagues, Renee Bass and Debbie Jackson-Develop a plan and calendar for support
5) Arrange Peer Observations
6) Develop high quality systematic professional development plan
7) Walkthroughs, conversations, OPDPs
8) Grow and groom master teachers
Objective 3:

To retain highly qualified, talented and dedicated teachers, staff and administrators
1) Neat Process, 97 days, NRB when necessary
2) Recognize faculty and staff for:
a. Attendance
b. Kudos
c. Just Because
d. Data
e. Teacher of the Month
f. Birthdays
g. Etc.
3) Respect teachers time
4) Relevant, meaningful activities
5) Teacher appreciation four times annually
6) Show case good teachers
7) Faculty Staff Socials 2 times annually
8) Fun, food and fellowship

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

1) All first year teachers are placed in the district's year long PECDES mentor-mentee. Mentor teachers have clinical education training.
2) Administrators and coaches do frequent walkthroughs and monthly meetings with novice teacher to provide feedback and support. More informal feedback is ongoing.
3) Veteran teachers, but new to SMS, are given peer support by someone on the same grade level with same teaching assignment.

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

The curriculum is dependent upon the professional staff's commitment to, and involvement in, a comprehensive, ongoing review of the curriculum. It shall be aligned with the state-, district-, and school-wide academic expectations and shall ensure that all students have sufficient opportunity to practice and achieve each of those expectations. The written curriculum shall prescribe content; integrate relevant school-wide learning expectations; identify course-specific learning goals; suggest instructional strategies and suggest assessment techniques; be appropriately integrated; and emphasize depth of understanding over breadth of coverage.
Objective 1:
To develop curriculum maps that are aligned with state, district and school standards.
Strategies:
1) Train and teach teachers how to develop curriculum maps (NEFEC)
2) Utilize CPalm resources
3) Select Template
4) Look at instructional days
a. Time on Task policy with in school
b. Teach March to March
5) Implementation of maps
a. Use maps with fidelity

b. Living document that is not set in stone
i. Having hard copies to anectdote as needed
ii. Work in progress
c. Monitor
i. Curriculum map checks ups 4 times annually
ii. Hire subs to allow time to meet with subject area teachers by grade level.

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

We will use best practices to create a culture that embraces high-quality instructional delivery focused on learning and critical thinking in order to promote rigorous academic standards and student accountability. As a result, we will develop life-long learners as well as provide opportunities for the authentic application of knowledge and skills.
Objective 1: To create a culture that is rigorous and relevant.
1) Celebrate learning gains and proficiency levels with teachers
2) Develop a system of accountability
3) Train and require teachers to use higher order DOK questions and Blooms Taxonomy in lessons.
4) Focus on Teaching how to think
5) Focus on Literacy for all-Reading, writing, talking and thinking
6) Beginning, middle and end of the year data review.
7) Develop guidelines for teaching honors and advance classes.
8) Become an educated community of professionals who are making researched, data base decisions.
9) Develop common language
Objective 2: To develop best practices
1) Identify best practices
a. Collins Writing (monitoring content areas)
b. CIM Assessments
c. Student placement in intensive reading/math based on in on instructional needs
d. Kagan Strategies-Strategy of the Month
Objective 3: To Train and implement best practices
1) Assess ineffective strategies and eliminate their use.
2) Model the use of effective strategies in training sessions
3) Train and implement Research based high yield practices in the classroom
4) Focus on teaching content in context
5) Make the focus of department meetings to be PLCs focused on empowering teachers to improve student performance.
6) Use Peer observations to improve instruction
7) Use of teacher videos for self-reflecting and peer coaching.
8) Use of free resources FDLRS (CHAMPS), FIN, CPalms to provide coaching.
9) Interactive notebooks
10) Note taking strategies/Cornell Notes
11) Test-Taking Strategies
12) Cloze Reading
13) Thematic Units
14) Hands- on Equations
15) Caught Ya's

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 8,640

Provide Language Arts, Reading, Math, Social Studies and Science Instruction

Strategy Rationale

Provide additional instruction for students

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Bean, Keri, keri.bean@suwannee.k12.fl.us

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

Student grades

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

A parent night for all students transitioning from 5th to 6th grade.
A school wide tour of Suwannee Middle School for incoming 6th grade students.
A school wide tour of Suwannee High School for all 8th grades students transitioning to 9th grade.
A meeting including staff from both schools and parents is held for all special needs students transitioning from the 5th to the 6th grade and 8th to 9th grades.

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

Students are able to explore career options and complete a personalized academic and career plan, which must be signed by the student and students' parents. Students are counseled and work with counselor, teacher and parents to create personalized academic and career plan that best suits student needs. Counselors use Florida Choices to work with 8th grade students in career planning, high school planning, college planning and financial aid planning. Students create a portfolio to guide them as they progress through high school and start looking closely at college and careers.
With the assistance of counselors and teachers students are able to create a portfolio and explore career options with use of the Florida Choices online software during the 8th grade.
This acts as a guide as they progress through high school and begin looking more closely at college and career opportunities
Students work with counselors and parents to create an academic plan that best suits the individual students needs.
Counselors provide all 8th grade students with information on college costs, financial aid, and scholarship opportunities, as well as the correlation between income earning potential and education

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

Suwannee Middle School believes that students who succeed in higher education and the workforce tend to demonstrate a maturity that is evidenced by: effective communication skills, critical thinking and analytical skills, good time management skills, intellectual curiosity and a commitment to learning.

Students are enrolled in a critical thinking class yearly where they are able to focus on the skills listed above. In addition students coming into middle school are placed on a wheel of applied classes to explore offerings in music, agriculture, art, physical education, technology and journalism. Students are given options for these elective courses throughout middle school.

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

NA

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

NA

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.   The percentage of students scoring Achievement Level 3 and above in science will increase to at least 60%.

G2.   Students making gains in math in the bottom quartile in math will increase from 62nd percentile to 80th percentile.

G3.   Students making gains in math will increase from 68th percentile to 80th percentile.

G4.   6th grade students demonstrating proficiency will increase from the 36th percentile to the 60th percentile. 7th grade students demonstrating proficiency will increase from the 42nd percentile to the 60th percentile. 8th grade students demonstrating proficiency will increase from the 56th percentile to the 70th percentile.

G5.   Annual measurable objectives for math will increase by at least 10%.

G6.   Students achieving proficiency in math will increase from the 52nd percentile to the 70th percentile.

G7.   Student demonstrating proficiency in writing will increase from the 84th percentile to 100th percentile. Students performance percentile will increase from the 28th percentile to the 60th percentile.

G8.   Students making gains in reading will increase from the 38th percentile to the 60th percentile.

G9.   Students scoring proficient in reading will increase from the 30th percentile to the 50th percentile.

G10.   Annual measurable objectives for reading will increase by 10%.

G11.   Students making gains in reading will increase from the 38th percentile to the 60th percentile

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. The percentage of students scoring Achievement Level 3 and above in science will increase to at least 60%. `1a`

🔑 G036488

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal `2`

- Kagan and cooperative learning resources
- Curriculum maps,
- Implementation of literacy strategies

Targeted Barriers to Achieving the Goal `3`

- Limited use of high yield/research-based teaching strategies
- Teachers do not use higher level of complexity when planning and implementing lessons in science.
- Earth Science is taught in 6th grade, Life Science in 7th grade, and Physical Science in 8th. Student retention of concepts taught in untested grades may be limited.

Plan to Monitor Progress Toward G1. `8`

CIM Assessments

Person Responsible
Keri Bean

Schedule
Monthly, from 8/19/2014 to 6/12/2015

Evidence of Completion
Data will be used to determine student progress, and determine who needs to be remediated.

G2. Students making gains in math in the bottom quartile in math will increase from 62nd percentile to 80th percentile. `1a`

🔑 G036489

Targets Supported `1b`

Indicator	Annual Target
Math Lowest 25% Gains	80.0

Resources Available to Support the Goal `2`

- Kagan and cooperative learning resources
- Curriculum maps
- Implementation of literacy strategies
- Intensive math

Targeted Barriers to Achieving the Goal `3`

- Limited use of high yield/research-based teaching strategies.
- Lack of rigor in instruction

Plan to Monitor Progress Toward G2. `8`

Monitor the implementation of Literacy strategies in lesson plans.

Person Responsible
Keri Bean

Schedule
Weekly, from 8/19/2014 to 6/12/2015

Evidence of Completion
Documentation of strategies

Plan to Monitor Progress Toward G2. `8`

9 week progress monitoring assessments

Person Responsible
Keri Bean

Schedule
Quarterly, from 8/19/2014 to 6/12/2015

Evidence of Completion
Results of 9 week progress monitoring assessments

G3. Students making gains in math will increase from 68th percentile to 80th percentile. 1a

G036490

Targets Supported 1b

Indicator	Annual Target
Math Gains	80.0

Resources Available to Support the Goal 2

- Curriculum maps

- Kagan and cooperative learning resources

- Intensive Math

- Implementation of Literacy Strategies

Targeted Barriers to Achieving the Goal 3

- Limited use of high yield/research-base teaching strategies

- Lack of instructional Rigor

Plan to Monitor Progress Toward G3. 8

Monitor the implementation of Literacy strategies in lesson plans

Person Responsible

Keri Bean

Schedule

Weekly, from 8/19/2014 to 6/12/2015

Evidence of Completion

Documentation of literacy strategies in lesson plans

Plan to Monitor Progress Toward G3. 8

9 weeks progress monitoring assessments

Person Responsible

Keri Bean

Schedule

Quarterly, from 8/19/2014 to 6/12/2015

Evidence of Completion

Results of progress monitoring assessments

G4. 6th grade students demonstrating proficiency will increase from the 36th percentile to the 60th percentile. 7th grade students demonstrating proficiency will increase from the 42nd percentile to the 60th percentile. 8th grade students demonstrating proficiency will increase from the 56th percentile to the 70th percentile. 1a

G036491

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Curriculum maps

- Implementation of literacy strategies

Targeted Barriers to Achieving the Goal 3

- Limited use of high yield/research-based teaching strategies

- Lack of rigor in instruction

Plan to Monitor Progress Toward G4. 8

Progress will be monitored using 9 week progress monitoring exams.

Person Responsible

Keri Bean

Schedule

Quarterly, from 8/19/2014 to 6/12/2015

Evidence of Completion

Students will demonstrate proficiency

G5. Annual measurable objectives for math will increase by at least 10%. `1a`

🔍 G036492

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	62.0
AMO Math - Asian	87.0
AMO Math - African American	45.0
AMO Math - ED	56.0
AMO Math - ELL	44.0
AMO Math - Hispanic	59.0
AMO Math - SWD	43.0
AMO Math - White	67.0

Resources Available to Support the Goal `2`

- Kagan and cooperative learning resources
- Curriculum maps
- Implementation of Literacy Strategies

Targeted Barriers to Achieving the Goal `3`

- Limited use of high yield/research-based teaching strategies
- Lack of rigor in instruction

Plan to Monitor Progress Toward G5. `8`

9 week progress monitoring assessments

Person Responsible
Keri Bean

Schedule
Quarterly, from 8/19/2014 to 6/12/2015

Evidence of Completion
Results of 9 week progress monitoring assessments

G6. Students achieving proficiency in math will increase from the 52nd percentile to the 70th percentile. `1a`

G036493

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Curriculum maps

- Implementation of Kagan and Cooperative Learning Strategies

- Intensive Math

- Implementation of Literacy Strategies

Targeted Barriers to Achieving the Goal `3`

- Limited use of high yield/research-base teaching strategies

- Lack of instructional rigor

Plan to Monitor Progress Toward G6. `8`

9 week progress monitoring assessments

Person Responsible
Keri Bean

Schedule
Quarterly, from 8/19/2014 to 6/12/2015

Evidence of Completion
Results of 9 week progress monitoring assessments

G7. Student demonstrating proficiency in writing will increase from the 84th percentile to 100th percentile. Students performance percentile will increase from the 28th percentile to the 60th percentile. `1a`

🔍 G036494

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- John Collins Writing Program
- Teaching literacy in all subject areas
- Write Score testing
- Use of Caught Ya's as bell ringers
- Curriculum maps
- Development of a 6-12 writing plan

Targeted Barriers to Achieving the Goal `3`

- Lack of knowledge across subject areas about implementing literacy instruction
- Lack of knowledge in the change in the writing format

Plan to Monitor Progress Toward G7. `8`

Write Score Progress Monitoring Assessment

Person Responsible
Keri Bean

Schedule
Every 2 Months, from 8/19/2014 to 6/1/2015

Evidence of Completion
Scores

G8. Students making gains in reading will increase from the 38th percentile to the 60th percentile. 1a

G036495

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Intensive Reading

- Accelerated Reader

- Literacy instruction across the curriculum

Targeted Barriers to Achieving the Goal 3

- Limited use of high yield/research-based teaching strategies

- Differentiated instruction for all students.

- Lack of targeted instruction based on student needs

Plan to Monitor Progress Toward G8. 8

9 week progress monitoring assestments

Person Responsible
Keri Bean

Schedule
Monthly, from 8/19/2014 to 6/12/2015

Evidence of Completion
Student data

G9. Students scoring proficient in reading will increase from the 30th percentile to the 50th percentile. `1a`

G036496

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Intensive Reading
- Accelerated Reading
- Literacy instruction across the curriculum

Targeted Barriers to Achieving the Goal `3`

- Limited use of high yield/research-based strategies
- Lack of rigor in instruction

Plan to Monitor Progress Toward G9. `8`

9 Week progress monitoring assessment

Person Responsible
Keri Bean

Schedule
Quarterly, from 8/19/2014 to 6/1/2015

Evidence of Completion
Student scores

G10. Annual measurable objectives for reading will increase by 10%. 1a

G036497

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Intensive Reading

- Accelerated Reader

- Literacy instruction across the curriculum

Targeted Barriers to Achieving the Goal 3

- Limited use of high yield/research-based teaching strategies

- Lack of rigor in instruction

Plan to Monitor Progress Toward G10. 8

9 week progress monitoring assestments

Person Responsible
Keri Bean

Schedule
Quarterly, from 8/19/2014 to 6/1/2015

Evidence of Completion
Student scores

G11. Students making gains in reading will increase from the 38th percentile to the 60th percentile `1a`

G036498

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Intensive Reading

- Accelerated Reader

- Literacy instruction across the curriculum

Targeted Barriers to Achieving the Goal `3`

- Limited use of high yield/research-based teaching strategies

- Lack of rigor in instruction

Plan to Monitor Progress Toward G11. `8`

9 week progress monitoring assestment

Person Responsible
Keri Bean

Schedule
Quarterly, from 8/19/2014 to 6/1/2015

Evidence of Completion
student scores

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. The percentage of students scoring Achievement Level 3 and above in science will increase to at least 60%. 1

🔑 G036488

G1.B2 Teachers do not use higher level of complexity when planning and implementing lessons in science. 2

🔑 B087378

G1.B2.S1 Provide training on differentiated instruction, gradual release of instruction, increasing rigor. 4

🔑 S098100

Strategy Rationale

It will increase teacher proficiency in high-yield strategies.

Action Step 1 5

Plan and implement the comprehensive instructional sequence.

Person Responsible

Keri Bean

Schedule

Quarterly, from 7/1/2014 to 6/30/2015

Evidence of Completion

Lesson plans, Classroom observations

Action Step 2 `5`

Train teachers in cooperative learning strategies.

Person Responsible

Keri Bean

Schedule

On 9/30/2014

Evidence of Completion

Lesson Plans, Classroom observations

Action Step 3 `5`

Train teachers how to use writing to enhance science instruction.

Person Responsible

Keri Bean

Schedule

On 10/24/2014

Evidence of Completion

Implementation of Collins Writing into science instruction.

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

The development of curriculum maps. Discussion in department meetings and the use of templates for planning to include all aspects of the comprehensive instructional sequence.

Person Responsible

Keri Bean

Schedule

Weekly, from 8/19/2014 to 6/12/2015

Evidence of Completion

Lesson plans Teacher observations Curriculum maps Department Meetings

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

CIM test

Person Responsible

Keri Bean

Schedule

Biweekly, from 8/19/2014 to 6/12/2015

Evidence of Completion

Data will be used to determine student progress, and determine who needs to be re-mediated.

G1.B3 Earth Science is taught in 6th grade, Life Science in 7th grade, and Physical Science in 8th. Student retention of concepts taught in untested grades may be limited. `2`

🔑 B116835

G1.B3.S1 8th Grade teachers review concepts taught in 6th and 7th grade. `4`

🔑 S128657

Strategy Rationale

Review will increase students' proficiency in concepts learned the previous two years.

Action Step 1 `5`

Review of concepts taught in Earth Science and Life Science

Person Responsible

Keri Bean

Schedule

Weekly, from 8/19/2014 to 6/12/2015

Evidence of Completion

Documentation of review in lesson plans

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

Lesson plans will be checked weekly

Person Responsible

Keri Bean

Schedule

Weekly, from 8/19/2014 to 6/12/2015

Evidence of Completion

Documentation of review

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

CIM test

Person Responsible

Keri Bean

Schedule

Biweekly, from 8/19/2014 to 6/12/2015

Evidence of Completion

G2. Students making gains in math in the bottom quartile in math will increase from 62nd percentile to 80th percentile. 1

🔑 G036489

G2.B1 Limited use of high yield/research-based teaching strategies. 2

🔑 B087379

G2.B1.S1 Continue to train teachers in differentiated instruction, how to increase rigor, cooperative learning and gradual release of instruction. 4

🔑 S128578

Strategy Rationale

Faculty and staff are unaware or misinformed of the named strategies. Increasing knowledge and competency will strengthen instruction.

Action Step 1 5

Continue to train teachers in differentiated instruction, how to increase rigor, cooperative learning and gradual release of instruction.

Person Responsible

Keri Bean

Schedule

Monthly, from 8/19/2014 to 6/12/2015

Evidence of Completion

Documentation of participation

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

Documentation in the lesson plans

Person Responsible

Keri Bean

Schedule

Weekly, from 8/19/2014 to 6/12/2015

Evidence of Completion

Documentation of the strategies

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

Proficiency on 9 week progress monitoring

Person Responsible

Keri Bean

Schedule

On 6/12/2015

Evidence of Completion

Student scores

G2.B2 Lack of rigor in instruction `2`

`B116888`

G2.B2.S1 Incorporate literacy strategies into math instruction. `4`

`S128577`

Strategy Rationale

If students can read, write, reason and speak mathematics they will have a deeper understanding of the subject.

Action Step 1 `5`

Develop a school-wide, comprehensive literacy plan.

Person Responsible

Jay Jolicoeur

Schedule

Biweekly, from 9/8/2014 to 6/12/2015

Evidence of Completion

Development of plan

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Documentation in lesson plans

> **Person Responsible**
>
> Keri Bean
>
> **Schedule**
>
> Weekly, from 8/19/2014 to 6/12/2015
>
> *Evidence of Completion*
>
> Literacy strategies will be documented in lesson plans, and evident in instruction.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

9 Week progress monitoring

> **Person Responsible**
>
> Keri Bean
>
> **Schedule**
>
> Quarterly, from 8/19/2014 to 6/12/2015
>
> *Evidence of Completion*
>
> Student scores

G3. Students making gains in math will increase from 68th percentile to 80th percentile. 1

G036490

G3.B1 Limited use of high yield/research-base teaching strategies 2

B087381

G3.B1.S1 Continue to train teachers in differentiated instruction, how to increase rigor, cooperative learning and gradual release of instruction. 4

S128583

Strategy Rationale

Faculty and staff are unaware or miss informed of the named strategies. Increasing knowledge and competency will strengthen instruction.

Action Step 1 5

Continue to train teachers in differentiated instruction, how to increase rigor, cooperative learning and greadual release of instruction.

Person Responsible

Keri Bean

Schedule

Monthly, from 8/19/2014 to 6/12/2015

Evidence of Completion

Documentation of training

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

Documentation on lesson plans

Person Responsible

Keri Bean

Schedule

Weekly, from 8/19/2014 to 6/12/2015

Evidence of Completion

Documentation of strategies

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

Proficiency on 9 week progress monitoring

Person Responsible

Keri Bean

Schedule

On 6/12/2015

Evidence of Completion

Student scores

G3.B2 Lack of instructional Rigor `2`

🔑 B116891

G3.B2.S1 Introduce literacy strategies into math instructions `4`

🔑 S128584

Strategy Rationale

If students can read, write, reason and speak mathematics they will have a deeper understanding of the subject.

Action Step 1 `5`

Monitor the implementation of Literacy strategies in lesson plans

Person Responsible

Keri Bean

Schedule

Weekly, from 8/19/2014 to 6/12/2015

Evidence of Completion

Documentations of strategies

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Documentation of literacy strategies in lesson plan

Person Responsible

Keri Bean

Schedule

Weekly, from 8/19/2014 to 6/19/2015

Evidence of Completion

Strategy documented

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

9 Week progress monitoring

Person Responsible

Keri Bean

Schedule

Quarterly, from 8/19/2014 to 6/12/2015

Evidence of Completion

Student scores

G4. 6th grade students demonstrating proficiency will increase from the 36th percentile to the 60th percentile. 7th grade students demonstrating proficiency will increase from the 42nd percentile to the 60th percentile. 8th grade students demonstrating proficiency will increase from the 56th percentile to the 70th percentile. 1

G036491

G4.B1 Limited use of high yield/research-based teaching strategies 2

B087383

G4.B1.S1 Continue to train teachers in differentiated instruction, how to increase rigor, cooperative learning and gradual release of instruction. 4

S098104

Strategy Rationale

Faculty and staff are unaware or miss informed of the named strategies. Increasing knowledge and competency will strengthen instruction.

Action Step 1 5

Provide training for teachers and paraprofessionals on differentiated instruction, rigor, curriculum alignment

Person Responsible

Keri Bean

Schedule

Monthly, from 9/3/2014 to 5/6/2015

Evidence of Completion

Completion of inservice and evidence of strategies in lesson plans and classroom observations.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Records of inservice will be provided. Teachers will be required to highlight strategies in their lesson plans.

Person Responsible

Keri Bean

Schedule

Monthly, from 9/3/2014 to 5/6/2015

Evidence of Completion

Implementation of strategies.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Lesson plans will be reviewed and teacher observations should show evidence of the high yield strategies.

Person Responsible

Keri Bean

Schedule

On 6/12/2015

Evidence of Completion

Observation Lesson plans IEPs

G4.B2 Lack of rigor in instruction `2`

🔍 B116901

G4.B2.S1 Introduce literacy strategies into math instructions `4`

🔍 S128593

Strategy Rationale

If students can read, write, reason and speak mathematics they will have a deeper understanding of the subject.

Action Step 1 `5`

Literacy plan will be developed by Literacy Team

Person Responsible

Jay Jolicoeur

Schedule

Biweekly, from 9/8/2014 to 6/12/2015

Evidence of Completion

Development of the plan

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Development of the plan and documentation in the lesson plan

Person Responsible

Jay Jolicoeur

Schedule

Weekly, from 8/19/2014 to 6/12/2015

Evidence of Completion

Documentation

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Student achievement on 9 week progress monitoring

Person Responsible

Keri Bean

Schedule

Quarterly, from 8/19/2014 to 6/12/2015

Evidence of Completion

Student scores will show achievement.

G5. Annual measurable objectives for math will increase by at least 10%. 1

G036492

G5.B1 Limited use of high yield/research-based teaching strategies 2

B087384

G5.B1.S1 Continue to train teachers in differentiated instruction, how to increase rigor, cooperative learning and gradual release of instruction. 4

S098105

Strategy Rationale

Faculty and staff are unaware or misinformed of the named strategies. Increasing knowledge and competency will strengthen instruction.

Action Step 1 5

Continue to train teachers in differentiated instruction, how to increase rigor, cooperative learning and gradual release of instruction

Person Responsible

Keri Bean

Schedule

Monthly, from 8/19/2014 to 6/12/2015

Evidence of Completion

Documentation of participation

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Documentation in lesson plans

Person Responsible

Schedule

Weekly, from 8/19/2014 to 6/12/2015

Evidence of Completion

Documentation of strategies

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 `7`

Proficiency on 9 week progress monitoring

Person Responsible

Keri Bean

Schedule

Quarterly, from 8/19/2014 to 6/12/2015

Evidence of Completion

student scores

G5.B2 Lack of rigor in instruction `2`

B087385

G5.B2.S1 Introduce literacy strategies into math instruction `4`

S098106

Strategy Rationale

If students can read, write, reason and speak mathematics they will have a deeper understanding of the subject.

Action Step 1 `5`

Teachers will implement literacy strategies into their daily instruction

Person Responsible

Keri Bean

Schedule

Weekly, from 8/19/2014 to 6/12/2015

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Monitor lesson plans and classroom observations

Person Responsible

Keri Bean

Schedule

Weekly, from 8/19/2014 to 8/19/2014

Evidence of Completion

Lesson plans Observation notes

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

9 Week progress monitoring assestments

Person Responsible

Keri Bean

Schedule

Quarterly, from 8/19/2014 to 6/16/2015

Evidence of Completion

Student scores

G6. Students achieving proficiency in math will increase from the 52nd percentile to the 70th percentile. [1]

G036493

G6.B1 Limited use of high yield/research-base teaching strategies [2]

B087387

G6.B1.S1 Continue to train teachers in differentiated instruction, how to increase rigor, cooperative learning and gradual release of instruction. [4]

S129232

Strategy Rationale

Faculty and staff are unaware or misinformed of the named strategies. Increasing knowledge and competency will strengthen instruction.

Action Step 1 [5]

Continue to train teachers in differentiate instruction, how to increase rigor, cooperative learning and gradual release of instruction.

Person Responsible

Keri Bean

Schedule

Monthly, from 8/19/2014 to 6/12/2015

Evidence of Completion

Documentation of participation in training

Action Step 2 [5]

Continue to train teachers in differentiate instruction, how to increase rigor, cooperative learning and gradual release of instruction.

Person Responsible

Keri Bean

Schedule

Monthly, from 8/19/2014 to 6/12/2015

Evidence of Completion

Documentation of participation in training

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Documentation in lesson plans

Person Responsible

Keri Bean

Schedule

Weekly, from 8/19/2014 to 6/12/2015

Evidence of Completion

Documentation of strategies

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Proficiency on 9 week progress monitoring

Person Responsible

Keri Bean

Schedule

Quarterly, from 8/19/2014 to 6/12/2015

Evidence of Completion

Student scores

G6.B2 Lack of instructional rigor 2

B087388

G6.B2.S1 Incorporate literacy strategies into math instruction. 4

S129235

Strategy Rationale

If students can read, write, reason and speak mathematics they will have a deeper understanding of the subject.

Action Step 1 5

Literacy plan will be developed by the Literacy Team

Person Responsible

Schedule

On 6/12/2015

Evidence of Completion

Development of the plan

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Documentation of literacy strategies in lesson plans

Person Responsible

Keri Bean

Schedule

On 6/12/2015

Evidence of Completion

Literacy strategies documented in lesson plans.

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 `7`

9 week progress monitoring assessments

Person Responsible

Keri Bean

Schedule

Quarterly, from 8/19/2014 to 6/12/2015

Evidence of Completion

Student data

G7. Student demonstrating proficiency in writing will increase from the 84th percentile to 100th percentile. Students performance percentile will increase from the 28th percentile to the 60th percentile. `1`

G036494

G7.B1 Lack of knowledge across subject areas about implementing literacy instruction `2`

B087390

G7.B1.S1 Develop a school wide literacy plan. `4`

S098108

Strategy Rationale

If students can read, write, reason and speak mathematics they will have a deeper understanding of the subject. By implementing the literacy plan students will become better communicators and writers.

Action Step 1 `5`

Schoolwide Literacy Plan

Person Responsible

Jay Jolicoeur

Schedule

On 6/1/2015

Evidence of Completion

Literacy Plan Job embedded professional development completed

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Development of the plan and the documentation in lesson plans

Person Responsible

Jay Jolicoeur

Schedule

Weekly, from 8/19/2014 to 6/12/2015

Evidence of Completion

Documentation in lesson plan

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Documentation in lesson plan

Person Responsible

Keri Bean

Schedule

Weekly, from 8/19/2014 to 6/1/2015

Evidence of Completion

Documentation in lesson plan

G7.B2 Lack of knowledge in the change in the writing format [2]

B087392

G7.B2.S1 Training in Collins writing, and the use of Write Score to progress monitor [4]

S098110

Strategy Rationale

Training in Collins Writing will grow all instructional personnel in teaching writing. The use of the Write Score progress monitoring familiarizes both faculty and students with similar assessments and identifies strengths and weakness.

Action Step 1 [5]

Writing in all subject areas.

Person Responsible

Keri Bean

Schedule

Weekly, from 8/19/2014 to 6/1/2015

Evidence of Completion

Documentation in lesson plans, submission of artifacts in department meetins.

Plan to Monitor Fidelity of Implementation of G7.B2.S1 [6]

Each teacher will bring a sample to their respective monthly department meetings for review by members of the PLC's.

Person Responsible

Keri Bean

Schedule

Monthly, from 8/19/2014 to 6/1/2015

Evidence of Completion

Lesson plans, submitted artifacts

Plan to Monitor Effectiveness of Implementation of G7.B2.S1 `7`

Student progress on Write Score progress monitoring

Person Responsible

Keri Bean

Schedule

Quarterly, from 8/19/2014 to 6/1/2015

Evidence of Completion

Three times per year students will write using Write Score. Students scores will be evaluated.

G8. Students making gains in reading will increase from the 38th percentile to the 60th percentile. `1`

G036495

G8.B1 Limited use of high yield/research-based teaching strategies `2`

B087395

G8.B1.S1 Continue to train teachers in differentiated instruction, how to increase rigor, cooperative learning and gradual release of instruction. `4`

S098113

Strategy Rationale

Faculty and staff are unaware or miss informed of the named strategies. Increasing knowledge and competency will strengthen instruction.

Action Step 1 `5`

Completion of weekly lesson plans using high yield teaching strategies including differentiation, cooperative learning and reciprocal teaching.

Person Responsible

Keri Bean

Schedule

Weekly, from 8/19/2014 to 6/1/2015

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G8.B1.S1 `6`

Lesson Plans

Person Responsible

Keri Bean

Schedule

Weekly, from 8/19/2014 to 6/1/2015

Evidence of Completion

Documentation in lesson plans

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 `7`

Lesson Plans

Person Responsible

Keri Bean

Schedule

Weekly, from 8/19/2014 to 6/1/2015

Evidence of Completion

Documentation in Lesson Plans

G8.B2 Differentiated instruction for all students. 2

B087396

G8.B2.S1 Increase small group instruction in intensive reading classes. 4

S098114

Strategy Rationale

If small groups are being created in intensive reading classes, then students' specific needs can be met.

Action Step 1 5

Develop Literacy plan and implement it in instruction

Person Responsible

Jay Jolicoeur

Schedule

On 6/12/2015

Evidence of Completion

Development of plan and documentation in lesson plans.

Plan to Monitor Fidelity of Implementation of G8.B2.S1 6

Documentation in lesson plans

Person Responsible

Keri Bean

Schedule

Weekly, from 8/19/2014 to 6/12/2015

Evidence of Completion

Strategies documented in lesson plans

Plan to Monitor Effectiveness of Implementation of G8.B2.S1 `7`

9 week progress monitoring assessments

Person Responsible

Keri Bean

Schedule

Quarterly, from 8/19/2014 to 6/1/2015

Evidence of Completion

Student score

G8.B3 Lack of targeted instruction based on student needs `2`

`🔑 B119679`

G8.B3.S1 Implement a schedule of intervention classes that are specific to students' needs. `4`

`🔑 S131487`

Strategy Rationale

By creating specific intervention classes that are specific to students needs, then instruction can be targeted and rigorous for all students.

Action Step 1 `5`

Use progress monitoring tools to determine students areas for improvement and develop interventions based on progress monitoring data.

Person Responsible

Kim Jennings

Schedule

Monthly, from 8/19/2014 to 5/29/2015

Evidence of Completion

Progress monitoring assessments will be given throughout the year and the results will be analyzed.

G9. Students scoring proficient in reading will increase from the 30th percentile to the 50th percentile. [1]

G036496

G9.B1 Limited use of high yield/research-based strategies [2]

B087397

G9.B1.S1 Continue to train teachers in differentiated instruction, how to increase rigor, cooperative learning and gradual release of instruction. [4]

S098115

Strategy Rationale

Faculty and staff are unaware or miss informed of the named strategies. Increasing knowledge and competency will strengthen instruction.

Action Step 1 [5]

Professional development on differentiated instruction, how to increase rigor, cooperative learning and gradual release of instruction.

Person Responsible

Keri Bean

Schedule

On 6/12/2015

Evidence of Completion

Sign in sheets

Plan to Monitor Fidelity of Implementation of G9.B1.S1 [6]

Implementation of learned strategies

Person Responsible

Keri Bean

Schedule

Weekly, from 8/19/2014 to 6/12/2015

Evidence of Completion

Documentation in lesson plans

Plan to Monitor Effectiveness of Implementation of G9.B1.S1 `7`

9 week progress monitoring assessments

Person Responsible

Keri Bean

Schedule

Weekly, from 8/19/2014 to 6/1/2015

Evidence of Completion

Student scores

G9.B2 Lack of rigor in instruction `2`

🔑 B117672

G9.B2.S1 Introduce literacy strategies into math instructions `4`

🔑 S129438

Strategy Rationale

If students can read, write, reason and speak mathematics they will have a deeper understanding of the subject

Action Step 1 `5`

Development and implementation of a school wide literacy plan

Person Responsible

Jay Jolicoeur

Schedule

Quarterly, from 8/19/2014 to 6/12/2015

Evidence of Completion

Documentation in lesson plans

Plan to Monitor Fidelity of Implementation of G9.B2.S1 6

Development of literacy plan and documentation in teacher lesson plans

Person Responsible

Keri Bean

Schedule

Weekly, from 8/19/2014 to 6/12/2015

Evidence of Completion

Documentation in lesson plans

Plan to Monitor Effectiveness of Implementation of G9.B2.S1 7

9 week student assessment tests

Person Responsible

Keri Bean

Schedule

Quarterly, from 8/19/2014 to 6/1/2015

Evidence of Completion

Student scores

G10. Annual measurable objectives for reading will increase by 10%. 1

G036497

G10.B1 Limited use of high yield/research-based teaching strategies 2

B087398

G10.B1.S1 Continue to train teachers in differentiated instruction, how to increase rigor, cooperative learning and gradual release of instruction. 4

S098116

Strategy Rationale

Faculty and staff are unaware or miss informed of the named strategies. Increasing knowledge and competency will strengthen instruction.

Action Step 1 5

Continue to train teachers in differentiated instruction, how to increase rigor, cooperative learning and gradual release of instruction.

Person Responsible

Keri Bean

Schedule

Monthly, from 8/19/2014 to 6/12/2015

Evidence of Completion

Documentation in lesson plans, observed strategies being used during instruction.

Plan to Monitor Fidelity of Implementation of G10.B1.S1 6

Documentation in lesson plans

Person Responsible

Keri Bean

Schedule

Weekly, from 8/19/2014 to 6/12/2015

Evidence of Completion

Documentation of strategies

Plan to Monitor Effectiveness of Implementation of G10.B1.S1 `7`

9 Week progress monitoring assestments

Person Responsible

Keri Bean

Schedule

Quarterly, from 8/19/2014 to 6/12/2015

Evidence of Completion

Student scores

G10.B2 Lack of rigor in instruction `2`

🔑 B117695

G10.B2.S1 Introduce literacy strategies into math instructions `4`

🔑 S129462

Strategy Rationale

If students can read, write, reason and speak mathematics they will have a deeper understanding of the subject.

Action Step 1 `5`

Develop and implement a school wide literacy plan

Person Responsible

Jay Jolicoeur

Schedule

On 6/12/2015

Evidence of Completion

Development of the plan and implementation

Plan to Monitor Fidelity of Implementation of G10.B2.S1 [6]

Documentation in lesson plans

Person Responsible

Keri Bean

Schedule

Weekly, from 8/19/2014 to 6/1/2015

Evidence of Completion

Documentation of strategies in teacher lesson plans

Plan to Monitor Effectiveness of Implementation of G10.B2.S1 [7]

9 week assestments

Person Responsible

Keri Bean

Schedule

Quarterly, from 8/19/2014 to 6/12/2015

Evidence of Completion

Student scores

G11. Students making gains in reading will increase from the 38th percentile to the 60th percentile [1]

G036498

G11.B1 Limited use of high yield/research-based teaching strategies [2]

B087399

G11.B1.S1 Continue to train teachers in differentiated instruction, how to increase rigor, cooperative learning and gradual release of instruction. [4]

S098117

Strategy Rationale

Faculty and staff are unaware or miss informed of the named strategies. Increasing knowledge and competency will strengthen instruction.

Action Step 1 [5]

Continue to train teachers in differentiated instruction, how to increase rigor, cooperative learning and gradual release of instruction.

Person Responsible

Keri Bean

Schedule

Monthly, from 8/19/2014 to 6/12/2015

Evidence of Completion

Documentation of participation in training

Plan to Monitor Fidelity of Implementation of G11.B1.S1 [6]

Documentation of use of strategies in lesson plans.

Person Responsible

Keri Bean

Schedule

Weekly, from 8/19/2014 to 6/12/2015

Evidence of Completion

Documentation in lesson plans

Plan to Monitor Effectiveness of Implementation of G11.B1.S1 7

9 week progress monitoring assestment

Person Responsible

Keri Bean

Schedule

Quarterly, from 8/19/2014 to 6/1/2015

Evidence of Completion

Student scores

G11.B2 Lack of rigor in instruction 2

B087400

G11.B2.S1 Introduce literacy strategies into math instructions 4

S098118

Strategy Rationale

If students can read, write, reason and speak mathematics they will have a deeper understanding of the subject.

Action Step 1 5

Develop and implement a school wide literacy plan

Person Responsible

Jay Jolicoeur

Schedule

On 6/12/2015

Evidence of Completion

Plan and documentation in lesson plans

Plan to Monitor Fidelity of Implementation of G11.B2.S1 [6]

Documentation of the use of literacy strategies in lesson plans

Person Responsible

Keri Bean

Schedule

Weekly, from 8/19/2014 to 6/12/2015

Evidence of Completion

Documentation of strategies

Plan to Monitor Effectiveness of Implementation of G11.B2.S1 [7]

9 week progress monitoring assessments

Person Responsible

Keri Bean

Schedule

Quarterly, from 8/19/2014 to 6/12/2015

Evidence of Completion

Student scores

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	Plan and implement the comprehensive instructional sequence.	Bean, Keri	7/1/2014	Lesson plans, Classroom observations	6/30/2015 quarterly
G4.B1.S1.A1	Provide training for teachers and paraprofessionals on differentiated instruction, rigor, curriculum alignment	Bean, Keri	9/3/2014	Completion of inservice and evidence of strategies in lesson plans and classroom observations.	5/6/2015 monthly
G5.B1.S1.A1	Continue to train teachers in differentiated instruction, how to increase rigor, cooperative learning and gradual release of instruction	Bean, Keri	8/19/2014	Documentation of participation	6/12/2015 monthly
G5.B2.S1.A1	Teachers will implement literacy strategies into their daily instruction	Bean, Keri	8/19/2014	Lesson Plans	6/12/2015 weekly
G7.B1.S1.A1	Schoolwide Literacy Plan	Jolicoeur, Jay	9/8/2014	Literacy Plan Job embedded professional development completed	6/1/2015 one-time
G7.B2.S1.A1	Writing in all subject areas.	Bean, Keri	8/19/2014	Documentation in lesson plans, submission of artifacts in department meetins.	6/1/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G8.B1.S1.A1	Completion of weekly lesson plans using high yield teaching strategies including differentiation, cooperative learning and reciprocal teaching.	Bean, Keri	8/19/2014	Lesson Plans	6/1/2015 weekly
G9.B1.S1.A1	Professional development on differentiated instruction, how to increase rigor, cooperative learning and gradual release of instruction.	Bean, Keri	8/4/2014	Sign in sheets	6/12/2015 one-time
G10.B1.S1.A1	Continue to train teachers in differentiated instruction, how to increase rigor, cooperative learning and gradual release of instruction.	Bean, Keri	8/19/2014	Documentation in lesson plans, observed strategies being used during instruction.	6/12/2015 monthly
G11.B1.S1.A1	Continue to train teachers in differentiated instruction, how to increase rigor, cooperative learning and gradual release of instruction.	Bean, Keri	8/19/2014	Documentation of participation in training	6/12/2015 monthly
G4.B2.S1.A1	Literacy plan will be developed by Literacy Team	Jolicoeur, Jay	9/8/2014	Development of the plan	6/12/2015 biweekly
G1.B3.S1.A1	Review of concepts taught in Earth Science and Life Science	Bean, Keri	8/19/2014	Documentation of review in lesson plans	6/12/2015 weekly
G2.B1.S1.A1	Continue to train teachers in differentiated instruction, how to increase rigor, cooperative learning and gradual release of instruction.	Bean, Keri	8/19/2014	Documentation of participation	6/12/2015 monthly
G2.B2.S1.A1	Develop a school-wide, comprehensive literacy plan.	Jolicoeur, Jay	9/8/2014	Development of plan	6/12/2015 biweekly
G3.B1.S1.A1	Continue to train teachers in differentiated instruction, how to increase rigor, cooperative learning and greadual release of instruction.	Bean, Keri	8/19/2014	Documentation of training	6/12/2015 monthly
G3.B2.S1.A1	Monitor the implementation of Literacy strategies in lesson plans	Bean, Keri	8/19/2014	Documentations of strategies	6/12/2015 weekly
G6.B2.S1.A1	Literacy plan will be developed by the Literacy Team		9/8/2014	Development of the plan	6/12/2015 one-time
G6.B1.S1.A1	Continue to train teachers in differentiate instruction, how to increase rigor, cooperative learning and gradual release of instruction.	Bean, Keri	8/19/2014	Documentation of participation in training	6/12/2015 monthly
G8.B2.S1.A1	Develop Literacy plan and implement it in instruction	Jolicoeur, Jay	9/8/2014	Development of plan and documentation in lesson plans.	6/12/2015 one-time
G9.B2.S1.A1	Development and implementation of a school wide literacy plan	Jolicoeur, Jay	8/19/2014	Documentation in lesson plans	6/12/2015 quarterly
G10.B2.S1.A1	Develop and implement a school wide literacy plan	Jolicoeur, Jay	9/8/2014	Development of the plan and implementation	6/12/2015 one-time
G11.B2.S1.A1	Develop and implement a school wide literacy plan	Jolicoeur, Jay	9/8/2014	Plan and documentation in lesson plans	6/12/2015 one-time
G8.B3.S1.A1	Use progress monitoring tools to determine students areas for improvement and develop interventions based on progress monitoring data.	Jennings, Kim	8/19/2014	Progress monitoring assessments will be given throughout the year and the results will be analyzed.	5/29/2015 monthly
G1.B2.S1.A2	Train teachers in cooperative learning strategies.	Bean, Keri	9/30/2014	Lesson Plans, Classroom observations	9/30/2014 one-time
G6.B1.S1.A2	Continue to train teachers in differentiate instruction, how to increase rigor, cooperative learning and gradual release of instruction.	Bean, Keri	8/19/2014	Documentation of participation in training	6/12/2015 monthly
G1.B2.S1.A3	Train teachers how to use writing to enhance science instruction.	Bean, Keri	10/24/2014	Implementation of Collins Writing into science instruction.	10/24/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1	CIM Assessments	Bean, Keri	8/19/2014	Data will be used to determine student progress, and determine who needs to be remediated.	6/12/2015 monthly
G1.B2.S1.MA1	CIM test	Bean, Keri	8/19/2014	Data will be used to determine student progress, and determine who needs to be re-mediated.	6/12/2015 biweekly
G1.B2.S1.MA1	The development of curriculum maps. Discussion in department meetings and the use of templates for planning to include all aspects of the comprehensive instructional sequence.	Bean, Keri	8/19/2014	Lesson plans Teacher observations Curriculum maps Department Meetings	6/12/2015 weekly
G1.B3.S1.MA1	CIM test	Bean, Keri	8/19/2014		6/12/2015 biweekly
G1.B3.S1.MA1	Lesson plans will be checked weekly	Bean, Keri	8/19/2014	Documentation of review	6/12/2015 weekly
G2.MA1	Monitor the implementation of Literacy strategies in lesson plans.	Bean, Keri	8/19/2014	Documentation of strategies	6/12/2015 weekly
G2.MA2	9 week progress monitoring assessments	Bean, Keri	8/19/2014	Results of 9 week progress monitoring assessments	6/12/2015 quarterly
G2.B2.S1.MA1	9 Week progress monitoring	Bean, Keri	8/19/2014	Student scores	6/12/2015 quarterly
G2.B2.S1.MA1	Documentation in lesson plans	Bean, Keri	8/19/2014	Literacy strategies will be documented in lesson plans, and evident in instruction.	6/12/2015 weekly
G2.B1.S1.MA1	Proficiency on 9 week progress monitoring	Bean, Keri	8/19/2014	Student scores	6/12/2015 one-time
G2.B1.S1.MA1	Documentation in the lesson plans	Bean, Keri	8/19/2014	Documentation of the strategies	6/12/2015 weekly
G3.MA1	Monitor the implementation of Literacy strategies in lesson plans	Bean, Keri	8/19/2014	Documentation of literacy strategies in lesson plans	6/12/2015 weekly
G3.MA2	9 weeks progress monitoring assessments	Bean, Keri	8/19/2014	Results of progress monitoring assessments	6/12/2015 quarterly
G3.B1.S1.MA1	Proficiency on 9 week progress monitoring	Bean, Keri	8/19/2014	Student scores	6/12/2015 one-time
G3.B1.S1.MA1	Documentation on lesson plans	Bean, Keri	8/19/2014	Documentation of strategies	6/12/2015 weekly
G3.B2.S1.MA1	9 Week progress monitoring	Bean, Keri	8/19/2014	Student scores	6/12/2015 quarterly
G3.B2.S1.MA1	Documentation of literacy strategies in lesson plan	Bean, Keri	8/19/2014	Strategy documented	6/19/2015 weekly
G4.MA1	Progress will be monitored using 9 week progress monitoring exams.	Bean, Keri	8/19/2014	Students will demonstrate proficiency	6/12/2015 quarterly
G4.B1.S1.MA1	Lesson plans will be reviewed and teacher observations should show evidence of the high yield strategies.	Bean, Keri	8/19/2014	Observation Lesson plans IEPs	6/12/2015 one-time
G4.B1.S1.MA1	Records of inservice will be provided. Teachers will be required to highlight strategies in their lesson plans.	Bean, Keri	9/3/2014	Implementation of strategies.	5/6/2015 monthly
G4.B2.S1.MA1	Student achievement on 9 week progress monitoring	Bean, Keri	8/19/2014	Student scores will show achievement.	6/12/2015 quarterly
G4.B2.S1.MA1	Development of the plan and documentation in the lesson plan	Jolicoeur, Jay	8/19/2014	Documentation	6/12/2015 weekly
G5.MA1	9 week progress monitoring assessments	Bean, Keri	8/19/2014	Results of 9 week progress monitoring assessments	6/12/2015 quarterly
G5.B1.S1.MA1	Proficiency on 9 week progress monitoring	Bean, Keri	8/19/2014	student scores	6/12/2015 quarterly
G5.B1.S1.MA1	Documentation in lesson plans		8/19/2014	Documentation of strategies	6/12/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B2.S1.MA1	9 Week progress monitoring assessments	Bean, Keri	8/19/2014	Student scores	6/16/2015 quarterly
G5.B2.S1.MA1	Monitor lesson plans and classroom observations	Bean, Keri	8/19/2014	Lesson plans Observation notes	8/19/2014 weekly
G6.MA1	9 week progress monitoring assessments	Bean, Keri	8/19/2014	Results of 9 week progress monitoring assessments	6/12/2015 quarterly
G6.B1.S1.MA1	Proficiency on 9 week progress monitoring	Bean, Keri	8/19/2014	Student scores	6/12/2015 quarterly
G6.B1.S1.MA1	Documentation in lesson plans	Bean, Keri	8/19/2014	Documentation of strategies	6/12/2015 weekly
G6.B2.S1.MA1	9 week progress monitoring assessments	Bean, Keri	8/19/2014	Student data	6/12/2015 quarterly
G6.B2.S1.MA1	Documentation of literacy strategies in lesson plans	Bean, Keri	8/19/2014	Literacy strategies documented in lesson plans.	6/12/2015 one-time
G7.MA1	Write Score Progress Monitoring Assessment	Bean, Keri	8/19/2014	Scores	6/1/2015 every-2-months
G7.B1.S1.MA1	Documentation in lesson plan	Bean, Keri	8/19/2014	Documentation in lesson plan	6/1/2015 weekly
G7.B1.S1.MA1	Development of the plan and the documentation in lesson plans	Jolicoeur, Jay	8/19/2014	Documentation in lesson plan	6/12/2015 weekly
G7.B2.S1.MA1	Student progress on Write Score progress monitoring	Bean, Keri	8/19/2014	Three times per year students will write using Write Score. Students scores will be evaluated.	6/1/2015 quarterly
G7.B2.S1.MA1	Each teacher will bring a sample to their respective monthly department meetings for review by members of the PLC's.	Bean, Keri	8/19/2014	Lesson plans, submitted artifacts	6/1/2015 monthly
G8.MA1	9 week progress monitoring assessments	Bean, Keri	8/19/2014	Student data	6/12/2015 monthly
G8.B1.S1.MA1	Lesson Plans	Bean, Keri	8/19/2014	Documentation in Lesson Plans	6/1/2015 weekly
G8.B1.S1.MA1	Lesson Plans	Bean, Keri	8/19/2014	Documentation in lesson plans	6/1/2015 weekly
G8.B2.S1.MA1	9 week progress monitoring assessments	Bean, Keri	8/19/2014	Student score	6/1/2015 quarterly
G8.B2.S1.MA1	Documentation in lesson plans	Bean, Keri	8/19/2014	Strategies documented in lesson plans	6/12/2015 weekly
G9.MA1	9 Week progress monitoring assessment	Bean, Keri	8/19/2014	Student scores	6/1/2015 quarterly
G9.B1.S1.MA1	9 week progress monitoring assessments	Bean, Keri	8/19/2014	Student scores	6/1/2015 weekly
G9.B1.S1.MA1	Implementation of learned strategies	Bean, Keri	8/19/2014	Documentation in lesson plans	6/12/2015 weekly
G9.B2.S1.MA1	9 week student assessment tests	Bean, Keri	8/19/2014	Student scores	6/1/2015 quarterly
G9.B2.S1.MA1	Development of literacy plan and documentation in teacher lesson plans	Bean, Keri	8/19/2014	Documentation in lesson plans	6/12/2015 weekly
G10.MA1	9 week progress monitoring assessments	Bean, Keri	8/19/2014	Student scores	6/1/2015 quarterly
G10.B1.S1.MA1	9 Week progress monitoring assessments	Bean, Keri	8/19/2014	Student scores	6/12/2015 quarterly
G10.B1.S1.MA1	Documentation in lesson plans	Bean, Keri	8/19/2014	Documentation of strategies	6/12/2015 weekly
G10.B2.S1.MA1	9 week assessments	Bean, Keri	8/19/2014	Student scores	6/12/2015 quarterly
G10.B2.S1.MA1	Documentation in lesson plans	Bean, Keri	8/19/2014	Documentation of strategies in teacher lesson plans	6/1/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G11.MA1	9 week progress monitoring assestment	Bean, Keri	8/19/2014	student scores	6/1/2015 quarterly
G11.B1.S1.MA1	9 week progress monitoring assestment	Bean, Keri	8/19/2014	Student scores	6/1/2015 quarterly
G11.B1.S1.MA1	Documentation of use of strategies in lesson plans.	Bean, Keri	8/19/2014	Documentation in lesson plans	6/12/2015 weekly
G11.B2.S1.MA1	9 week progress monitoring assessments	Bean, Keri	8/19/2014	Student scores	6/12/2015 quarterly
G11.B2.S1.MA1	Documentation of the use of literacy strategies in lesson plans	Bean, Keri	8/19/2014	Documentation of strategies	6/12/2015 weekly

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 Opportuntities

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

G4. 6th grade students demonstrating proficiency will increase from the 36th percentile to the 60th percentile. 7th grade students demonstrating proficiency will increase from the 42nd percentile to the 60th percentile. 8th grade students demonstrating proficiency will increase from the 56th percentile to the 70th percentile.

G4.B1 Limited use of high yield/research-based teaching strategies

G4.B1.S1 Continue to train teachers in differentiated instruction, how to increase rigor, cooperative learning and gradual release of instruction.

PD Opportunity 1

Provide training for teachers and paraprofessionals on differentiated instruction, rigor, curriculum alignment

Facilitator

DA Team

Participants

All Teachers

Schedule

Monthly, from 9/3/2014 to 5/6/2015

G7. Student demonstrating proficiency in writing will increase from the 84th percentile to 100th percentile. Students performance percentile will increase from the 28th percentile to the 60th percentile.

G7.B1 Lack of knowledge across subject areas about implementing literacy instruction

G7.B1.S1 Develop a school wide literacy plan.

PD Opportunity 1

Schoolwide Literacy Plan

Facilitator

Jay Jolicoeur

Participants

Literacy Team

Schedule

On 6/1/2015

G7.B2 Lack of knowledge in the change in the writing format

G7.B2.S1 Training in Collins writing, and the use of Write Score to progress monitor

PD Opportunity 1

Writing in all subject areas.

Facilitator

Kim Jennings and Keri Bean

Participants

All teachers

Schedule

Weekly, from 8/19/2014 to 6/1/2015

Technical Assistance Items

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

G8. Students making gains in reading will increase from the 38th percentile to the 60th percentile.

G8.B3 Lack of targeted instruction based on student needs

G8.B3.S1 Implement a schedule of intervention classes that are specific to students' needs.

PD Opportunity 1

Use progress monitoring tools to determine students areas for improvement and develop interventions based on progress monitoring data.

Facilitator

Kim Jennings, Assistant Principal

Participants

Intensive reading teachers

Schedule

Monthly, from 8/19/2014 to 5/29/2015

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**