

Brown Barge Middle School



2014-15 School Improvement Plan

Brown Barge Middle School

201 HANCOCK LN, Pensacola, FL 32503

www.escambia.k12.fl.us

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Combination	No	45%

Alternative/ESE Center	Charter School	Minority
No	No	41%

School Grades History

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

School Board Approval

This plan is pending approval by the Escambia 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	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Brown-Barge Middle School is to meet the specific needs of each student through the implementation of a program of academic excellence which incorporates technology into an integrative curriculum. This curriculum includes individual and cooperative learning experiences designed to foster and promote a positive school culture. Mutual respect, ethical behavior, pride and integrity in one's self, school and community and success for all students will be the realization of this mission

Provide the school's vision statement

We believe that each student, working at his or her own pace, has the right to pursue academic, social, and personal goals in a nurturing, supportive environment. We believe that secure students will be motivated to accept the challenge of the differentiated and integrative curriculum designed to produce academic excellence at Brown-Barge Middle School. The ultimate goal at Brown-Barge is to assist students in becoming happy, productive, and knowledgeable young people who believe in themselves and their ability to make a positive contribution to society.

School Environment

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

Our school delivers curriculum through a thematic process that employs a great deal of group work and peer sharing. Some thematic units are specifically designed to elicit information and foster sharing of cultural information between and among students and teachers. Our first thematic unit (12-weeks' long) for all sixth grade students is called "Communities" and lessons are built around recognition of what a community is, how communities function, and the design of Brown-Barge Middle School as a learning community in which teachers and students interact on personal and academic levels to help each other accomplish their goals. An example of a later thematic unit that builds on this foundation is the American Tapestry unit, in which students study the melting pot of American cultures of the 1600's and following. They discuss their own ancestry and study the impact of cultures on our history. Because the teachers and students get to express their preferences on the thematic units they will study after Communities, a natural affinity based on shared interest is also common between teachers and students.

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

As more than 95% of the students come through the Communities stream, they learn early on about membership in our learning community, and the responsibilities of students to help maintain a safe environment. The thematic teaching teams meet twice a week to discuss both student concerns and curricular matters. The guidance counselor and administrators try to attend one meeting each week for each team in order to hear about any interpersonal issues and intervene early. Because of the teaming approach (88-132 students in a typical stream) and the care that teachers expend on individual student concerns, a danger or threat is more likely to surface quickly and get addressed before the matter escalates. Our guidance counselor is also developing a student leadership cadre that will meet as an extracurricular activity, but study curriculum that is specifically designed to help

develop responsible student leaders. Any mention of bullying is immediately investigated by guidance and administration, and follow-up is prescribed when the matter is resolved.

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

All students receive clear expectations from the beginning of the school year. The Assistant Principal meets with each stream and goes over the district Rights and Responsibilities Handbook. Students who miss this presentation have a make-up in his office when they return to school. All students take a quiz on the material in the handbook. In addition, each stream has a protocol that is followed with minor behavioral issues. This protocol begins with warnings, followed by the team of teachers meeting with the student so that expectations are clear beyond the level of a single teacher. Parents are contacted by phone or email, and a conference is scheduled if the conduct does not improve. This conference is with all teachers who can attend, so that the student does not selectively conform, or fail to conform, to expectations in certain classes. Students understand that they will be sent to administration if they do not comply with the behavioral standards at the team level. The principal or assistant principal review student conduct records before administering any punishment, in order to see that they are consistent and fair.

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

We are fortunate to have an experienced guidance counselor. All teachers have laminated guidance passes, and they send any student who needs to speak with her to the office. We also have a part-time military counselor who works with groups of military students on issues of deployment, relocation, and other matters that these students' experiences. The district provides a Licensed Mental Health Counselor one day a week. He takes appointments, and also intervenes in a crisis if that becomes necessary. Our Guidance Secretary is the manager of our mentoring system. District mentors visit weekly with the students to whom they are assigned. Students may be referred to Lakeview Center if they need more psychological services than we can provide here.

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 are monitored for individual interventions for the following: attendance below 90 per cent; suspensions; course failure in ELA, math, science, or social studies; and Level 1 scores on standardized assessments in ELA or mathematics.

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	6	11	6	23
One or more suspensions	0	7	8	15
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	7	7	7	21

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

Indicator	Grade Level		Total
	7	8	
Students exhibiting two or more indicators	2	3	5

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

The district has provided the data on students who are currently at risk on the basis of 2 or more risk factors. The district is working on an automatic system that will make the risk factor matrix available to all principals in real time, rather than as a district delivered report. Our School-Wide Behavior Plan for 2014-2015 is supported by a matrix that only allows out of school suspensions as a last resort for dangerous behaviors. If a student is suspended, the administration will contact the parent and explain the reason and work to engage the parent in preventing a repeat of the offense. When a pattern of absenteeism is encountered, our team will conduct a parent conference. If we cannot reach the parent, a school social worker will be asked to visit the home. Teams will request parent conferences with parents whose children are failing any core subject at the six week mark, and administration will speak with the parents if students are failing at the end of trimester additionally. Flexible make-ups are possible for students who have not completed work on time. Tutoring will be offered in mathematics beyond the school day, beginning the second month of school, for those who are having difficulty. Readers who have a Level 1 score are placed in an additional pull-out reading class in addition to the regular class by a reading-endorsed teacher.

There were no students who failed math or English for the year last year, and no sixth graders had 2 or more risk factors. Teaching teams regularly have conferences with the student who is having difficulty, either academic or behavioral, and a parent conference will follow if necessary.

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

Brown-Barge will strive to continue to have total parent visits at the school exceed the enrollment. The activities include SAC meetings, PTSA meetings, Open House, New Student/Parent Orientation, 15 to 18 portfolio reviews for parents to view student work, Literacy Night, band and orchestra concerts, Beautification Day, and at least 10 simulations to which parents are invited. We also send out three-week and six-week advisories, as well as 12-week report cards to keep parents informed. Each team of teachers meets twice a week, discussing student concerns and scheduling parent conferences as needed.

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

We are fortunate to have partnerships with the military, several businesses, and a local church. The military provides service people to assist us with our trimester reorganization of teams. Each trimester, students express their preference of thematic unit, and the teachers are reorganized into new teams to present those units. This involves moving about 25 teachers' materials from their current wing to the wing in which their new teaching team is located. The military greatly helps our ability to be able to maintain a high level of student engagement by allowing these preferences to be honored. Our business partners give us coupons for rewards and food for events. The church provides an auditorium for our eighth grade completion ceremony, so that proud parents and grandparents can attend with their students. Our own auditorium would only allow a student to bring 2 guests each, and we formerly had to use a ticket system to manage the attendance. The church also gives our teachers materials that assist our program. We recognize our partners at a joint ceremony, and we provide a meal for the military men and women from the faculty fund. In addition, our students write letters requesting donations and thank-you notes for specific assistance, such as help with student travel for competitions.

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
McMichael, Kathlyn	Principal
Snyder, Joseph	Assistant Principal
Lerille, Nicole	Guidance Counselor
Moran, David	Teacher, K-12
Mellor, David	Teacher, K-12
Parr, Heath	SAC Member
Hartley, Julie	Instructional Technology
Ingram, Susan	Instructional Media
Geri, Laura	Teacher, K-12
Pierce, Lalla	Teacher, K-12
Basford, Lauren	Teacher, K-12

Duties

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

Team of Teachers: Implement high-yield strategies with all students; provide small group instruction; and conference with individual students as needed; attend team meetings and discuss student issues with administration, guidance, and media specialist; let these support persons know of difficulties and plan together to meet individual student needs. The teaching team leaders change every twelve weeks.

Media Specialist: Allows students who need extra time on assessments to continue in the library, suggests materials for specific students or small groups with subject area deficiencies, including Discovery Education; conducts DE assessments for the identification of areas of opportunity for individual students.

Guidance Counselor: addresses any need for counseling, including IEP specificity such as anxiety,

etc.. make referrals for special services that are identified by teachers, parents, administrators, or herself;

Administrators: Make scheduling accommodations; address discipline issues; manage budget resources to meet group and individual needs; research solutions for new problems as they arise.

Staffing Specialist and Licensed Mental Health Counselor: Accept and process referrals in their areas of expertise. The names of these two are not listed above, because they are not at our school on a daily basis.

ESE-endorsed teachers: We have a low number of IEPs at our school, and their services are consult only. Two ESE-endorsed teachers conduct the IEP meetings for students with disabilities other than speech. We also have an itinerant speech teacher conducts IEP meetings for speech only IEPs.

Management Groups (Climate, Technology, Visionary, Curriculum, and Literacy) meet twice a month to consider issues in their area of leadership and report back or make recommendations to the School Improvement Committee. The School Improvement Committee has representatives from each management team, plus other leaders including Media Specialist, Guidance Counselor, Technology Coordinator, and Administrators. They function in shared decision-making on issues relating the school and our students.

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

Our teaching teams of 4 to 6 teachers have the same students assigned to them to provide Tier 1. They meet twice a week to discuss student academic and behavioral concerns, and they have a list prepared by the Guidance Secretary of all 504 and IEP students to make sure that they are discussing and implementing accommodations. The Guidance Counselor, Media Specialist, and Administrators meet with the teams weekly, and teaching teams keep team notes and send them out to administration and guidance after all meetings. If students encounter difficulty, the team tries other strategies and reports to each other about successes through this mechanism. Resources are allocated for tutoring for students who continue to have difficulty despite small group or individual direct instruction that the teaching team can manage within the classes. Licensed Mental Health Counselor and ESE Staffing Specialist are available weekly as needed for help with mental health issues or with teacher or parent referrals for special services. Itinerant vision and hearing specialists assist with specific students as needed. We use a Progressive Discipline Plan and have a protocol in place for keeping a record of successive interventions. A variety of behavioral interventions are available, including work details, In School Suspension, and Out of School Suspension. We are not a Title I school. The district will provide additional training on Discovery Ed resources to trainers from our school, who will replicate within their teaching teams. Tutoring in mathematics before and after school is funded through SAE, as is the pull-out additional reading class for the relatively low number of Level 1 readers and Level 2 readers who have no history of scores above the district cut-off. Although not directly related to the two goals of this School Improvement Plan, we do coordinate with the Title X staff to meet the needs of homeless students, and we work closely with Food Services to encourage students to eat healthy meals. We are changing our fund-raising practices for extracurricular groups to sell SmartSnacks in accordance with federal guidelines, except for the two-week exclusion window. Our CTE teacher will work closely with the district Technology Ed specialist to strengthen students' skills for the demands of a technical workforce.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
D'Amarco Brown	Student
Faith Sellers	Student
Christine Guy	Parent
Kelly Orr	Parent
Joy McMichael	Principal
Heath Parr	Teacher
Melissa Hughes	Teacher
Stephanie Oberhausen	Parent
David Geri	Business/Community
Benjamin Geri	Student
Sharon Knight	Education Support Employee
Massiah Leo	Student
Julius Hammond	Parent

Duties

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

Evaluation of last year's school improvement plan

At the first meeting of the year, the SAC receives a summary of the performance of the previous year and the members have a chance to participate in discussion of over-arching goals and major strategies, with a look at the outcomes from the previous year.

Development of this school improvement plan

The SAC reviews goals brainstormed by the faculty this year and has an opportunity to suggest other strategies to help meet those general goals. Although we are an "A" school, our stakeholders are all investing in continuous improvement.

Preparation of the school's annual budget and plan

The SAC is invited to peruse the budget and give any input they may choose at the beginning of the year. The SAC must approve specific expenditures of discretionary lottery money. The school improvement plan has been, and will continue to be, a primary consideration in those expenditures. The SAC members each have a vote on the spending of A+ money that the school has received for more than a decade, and when the new amounts are announced, they can also submit plans for how the money will be spent. All plans from stakeholders are then voted on by all faculty, staff, and School Advisory Council members. Our PTSA members on the SAC also use the SAC budget considerations to adjust their Association budget to help meet needs the school budget does not cover.

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

The School Improvement funds of slightly over \$3000 were not received until March of last year, so the SAC only met twice after that. They voted to approve up to \$1200 extra pay for teachers to meet during the summer to write a new interdisciplinary thematic unit and to discuss visionary issues to sustain our magnet program. Teachers met at school in July and August before school started, and so far, about \$900 has been paid to teachers for their work on the new thematic unit.. The SAC will

receive future requests for expenditures as the needs arise. At their first meeting of the 2014-2015 year, they looked at the total school budget and we discussed the unusual supply expenses encountered so far, including \$870 required for projector bulbs. This seems to be caused by the projectors being purchased the same year, and the bulb use being approximately the same in different classrooms, so they are burning out this fall.. The SAC expressed it's willingness to purchase future supplies with SIP money if that is where the school needs help.

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
Ingram, Susan	Instructional Media
Gilley, Shirley	Teacher, K-12
Judge, Megan	Teacher, K-12
McMillan, Jessica	Teacher, K-12
Prescott, Ronna	Teacher, K-12
McGugin, Carrie	Teacher, K-12
Manthei, Corina	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The group conducted a Poetry Slam (talent contest) last year in which students read original or previously-written poems. Another activity was Literacy Night, when each of the team members (as well as other teacher volunteers) presents an activity that parents can do with their children. There are also follow-up activities and resources for parents to continue to use at home. This Literacy Night has become an annual event, and parents who attend are very appreciative. This year, there is also a school-wide read aloud planned, with a book to be chosen by the team. The team will review the Discovery Ed results and make recommendations for adjusting instruction as needed. The Intensive Reading teachers are all on the Literacy Team, so that plans consider the needs of the lowest performing students.

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 teachers on thematic teams have common planning periods. The teams meet twice a week to discuss student concerns and to coordinate instruction on the integrated curriculum. They work together to select high-interest materials and to maximize student engagement. They plan and conduct at least 2 simulations per thematic unit, in which the stream content is applied to life-like situations.

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

The principal is ultimately responsible for recruitment and retention of highly qualified, certified-in-field, effective teachers. However, all our teachers are interviewed by a committee that is composed of administrators and teachers, including at least one teacher who is a member of the bargaining organization. Applicants are scored on their performance and references are called for the top candidates. Once they are hired, beginning teachers are assigned a mentor teacher by the district, and a buddy teacher from the school. Other new hires also have a buddy at school. Team meetings are held twice weekly, and team leaders assist new teachers with problems that arise. Administrators meet with the new teachers after 30 and 90 days to make sure they bring up any issues they have. Out-of-field teachers have been tutored for the certification tests for free in the past by a retired teacher who was certified in all core areas. Lyn Harris also sends out study materials from FDLRS. However, this year, all teachers are highly qualified and are fully certified for all subjects they are teaching. Teachers receive feedback on their effectiveness and areas for improvement through our evaluation system. A variety of training sessions are offered by the district, and we have resident experts who assist with content and methodology to assist teachers. The mentoring program described below also helps develop and retain talented teachers.

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

Our new teachers are assigned a highly competent mentor from their team. The teams attend meetings twice a week and discuss issues with students and plan lessons across the curriculum. The mentors meet informally with the new teachers and assist them with any problems that arise. The rationale for pairing with someone on the team is that the entire team works closely together in our integrated curriculum model, and they teach the same students, so they can collaborate on instructional and discipline issues. Our new band director's mentor is another elective teacher, because they have the same planning period and are both required to do end of course exams this year. Our one Science/Math teacher who is also a Beginning Teacher has a START teacher assigned by the district to observe and give feedback many times during the first year. This person is experienced and is a Teacher on Assignment for the district. The Beginning Teacher also has a mentor from her team as described above.

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

Teachers are all familiar with C-palms, and the teaching teams put their standards for thematic units into a Google Doc matrix. This matrix has been shown to the Director of Middle Schools, as well as several district subject area specialists. This matrix is updated as often as needed at the twice weekly team meetings, as well as the thematic unit pre-planning and post-planning meetings at the beginning and end of the trimesters. Administrators analyze lesson plans for each teacher through the evaluation system. Representatives attend subject-specific training and bring back any materials that our teams use, such as training on the new math and ELA instructional materials purchased for this year.

Instructional Strategies

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

The school uses data in placement of students in specific classes. For example, Level 1 readers have the intensive reading class in groups of less than 12. An example on the other end of the performance spectrum is that eighth graders who were proficient (FCAT level 3-5) in seventh-grade mathematics are placed in Algebra 1 for high school credit. If they are not fully successful, they are removed to regular eighth-grade mathematics before the start of second semester. In addition to selection of classes as a customizing strategy, work within classes is differentiated. The thematic teams all have at least one gifted-endorsed teacher to make sure that gifted students have challenging work. Gifted students are also provided the opportunity to attend enrichment classes at our Gifted Center 1 day per week. All teachers are expected to provide a range of activities to keep students at the doable-challenge level. We expect to provide an individually planned review for seventh graders as they approach the Civics EOC. Their weaknesses on specific benchmarks from Discovery Education will be used to customize online and hard-copy modules they will be given in the second and third trimesters for a review. Last year, this strategy resulted in over 50% of our students scoring in the upper one-third of the State.

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: 3,360

Summer Camp

Students accepted to the magnet program for sixth grade, whose fifth grade FCAT scores are below proficient in reading and/or math, have been invited to a summer camp for the past two years. The camp provides them a thematic experience with integration across disciplines in order to strengthen core area performance and raise confidence level with the new emphasis on integration that many students have not had before coming to our magnet school. The total number of hours that instruction was delivered was 56.

Strategy Rationale

Giving new middle school students an opportunity to try out middle school integrated methods will make those who have been weaker students in the past build self-efficacy in the new setting. And the extra 56 hours of instruction will be directed toward critical thinking and the application of content to real world issues.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Prescott, Ronna, rprescott@escambia.k12.fl.us

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

The grades at the end of the first trimester are compared to those students who were invited but did not attend.

Strategy: Extended School Day

Minutes added to school year: 3,840

STEM Activities through Military Grant

Strategy Rationale

Students who are able to participate will be more engaged and achieve at a higher level than before the grant.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Parr, Heath, hparr@escambia.k12.fl.us

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

Participation in the extended school day, performance in mathematics and science

Strategy: Weekend Program

Minutes added to school year: 600

Future Physicists of Florida: FCAT Level 5 mathematics students from seventh grade are invited to participate in Future Physicists of Florida, a grant-funded enrichment program designed to encourage students to elect to take physics in high school after they leave us. Seventh grade students taking high school Algebra I are also invited. The students visit the School of Science and Technology and perform experiments at UWF under the direction of a professor and his graduate students. A fall and a spring session are planned for Saturdays, as well as an evening induction program.

Strategy Rationale

This program began last year, and students were enthusiastic about participating. They were able to use STEM equipment at the University that is not available at our middle school, and they also received recognition for their high achievement by being invited to participate. We have been told the program will continue this year.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Moran, David, dmoran@escambia.k12.fl.us

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

The enrollment in high school physics is being tracked by a state-wide collaborative group of physics professors with participation in FPF as a factor being analyzed. The students from last year would now be in ninth grade, so the tracking will begin with their cohort.

Strategy: Extended School Day

Minutes added to school year: 1,500

Before and after school tutoring in math by six math tutors.

Strategy Rationale

Low-performing and/or absent students need extra help to catch up.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Pierce, Lalla, lpierce1@escambia.k12.fl.us

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

Mrs. Pierce will collect data on students tutored by the six teachers. Administration will check the progress of these students, compared to their previous FCAT scores.

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

We have a meeting for parents and incoming students after their registration in the spring, to give further details about the magnet program. Summer camp program is offered for those whose previous FCAT scores were low in Reading or Math. We have an orientation on the Thursday before school starts, so that the new students can go through their schedules and meet their teachers, learn about PE uniforms, etc. The two sixth grade teams have a common presentation for the beginning of school to make sure that all new students understand the make-up of their learning community, including visits to each team by the principal, assistant principal, and other key persons at the school. For outgoing cohorts, we have high school registration at our middle school, so that all high schools are represented. Our Guidance Department forwards information on pep squads, sports, cheer-leading, etc. to the team leaders for distribution to eighth graders before they leave us. All eighth grade students are encouraged to select magnet programs that feature their interests, and the Guidance Counselor makes sure they know about the various magnet programs and their requirements. We make announcements over closed-circuit T.V. about presentations by various magnet programs, including the School Choice Exposition.

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

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

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

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

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.** To improve student writing performance to be able to be at or above the 66th percentile rank on the new ELA assessments, which combine both reading and writing proficiency.

- G2.** Increase performance of the lower quartile in Reading.

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. To improve student writing performance to be able to be at or above the 66th percentile rank on the new ELA assessments, which combine both reading and writing proficiency. 1a

G037457

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	66.0

Resources Available to Support the Goal 2

- New language arts materials purchased by the district
- Step Up to Writing kits in the resource library
- Write-On Binder of writing ideas developed last year

Targeted Barriers to Achieving the Goal 3

- Need sequential instruction across all trimesters.
- Thematic unit materials should be better adapted to maintain a standard of quality and quantity of writing assignments.
- Students are not adjusted to the DBQ format of using evidence to support arguments and positions, addressing counterclaims.

Plan to Monitor Progress Toward G1. 8

The Principal will monitor written communication assignments (and performance on these assignments) in FOCUS by stream and by observation of pre-planning and post-planning documents. Mrs. Ingram and Mrs. McMillan will turn in the compiled list of data collected from team notes on the strategies they monitor. The number of students whose names are listed as failing to master the elements of the pacing guide will also be monitored.

Person Responsible

Kathlyn McMichael

Schedule

Monthly, from 10/1/2014 to 4/30/2015

Evidence of Completion

Table showing numbers of communication assignments by stream, number of lessons re-addressed in preplanning and post-planning documents. Compiled lists from team notes. Ultimately, the results from the new test will be analyzed to see where our plan was successful.

G2. Increase performance of the lower quartile in Reading. 1a

G037458

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	30.0
ELA/Reading Gains	77.0

Resources Available to Support the Goal 2

- All teachers received training last year on techniques to use with students to help them analyze complex texts.
- New language arts curricular materials feature classroom sets of paperbacks for students to use in analysis.
- Discovery Education training continues this year. Our DE representative from each team will bring back new resources to their teams. This program provides reading materials at a variety of complexity levels for topics across the curriculum. It also provides assessments that are being administered 3 times a year.

Targeted Barriers to Achieving the Goal 3

- Most lower quartile students do not choose to read.
- Level 1 and low Level 2 students need additional instruction in reading.
- Lack of fidelity/consistency of reading instruction within a thematic unit for higher level 2's and above.

Plan to Monitor Progress Toward G2. 8

Students' progress in reading performance

Person Responsible

Joseph Snyder

Schedule

Quarterly, from 9/18/2014 to 5/29/2015

Evidence of Completion

DE reports State assessment reports

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. To improve student writing performance to be able to be at or above the 66th percentile rank on the new ELA assessments, which combine both reading and writing proficiency. **1**

 G037457

G1.B1 Need sequential instruction across all trimesters. **2**

 B090006

G1.B1.S1 Develop school-wide calendar to be used to emphasize different facets of writing. Increase time devoted to writing instruction across the curriculum, using the newly-developed pacing guide. **4**

 S100745

Strategy Rationale

With the whole school devoting attention to specific skills according to the pacing calendar, no student should miss instruction on a critical area.

Action Step 1 **5**

Teachers receive materials and give input to Reading/Language Arts Chair to prepare the calendar (pacing guide) for language conventions and analysis skills.

Person Responsible

Jessica McMillan

Schedule

On 8/15/2014

Evidence of Completion

Calendar (pacing guide) developed by faculty consensus, sent out after the professional development session through email dated Aug. 22. Mrs. McMillan shared ELA conventions and analysis skills and helped the faculty organize these for school-wide emphases.

Action Step 2 5

Faculty follows pacing guide, documents activities in team notes to be monitored by team leaders, Mrs. McMillan and administrators.

Person Responsible

Jessica McMillan

Schedule

Every 6 Weeks, from 9/2/2014 to 5/29/2015

Evidence of Completion

Mrs. McMillan and the Literacy Team will cut and paste the team references to lessons from the trimester's guide.

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

Monitor for fidelity of calendar use through individual team conference records

Person Responsible

Jessica McMillan

Schedule

Weekly, from 9/22/2014 to 5/30/2015

Evidence of Completion

Meeting notes related to this implementation compiled by Ms. McMillan

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

Effectiveness of calendar

Person Responsible

Jessica McMillan

Schedule

Every 6 Weeks, from 9/19/2014 to 5/29/2015

Evidence of Completion

Anecdotal evidence will be shared in Literacy meetings and School Improvement Committee meetings, including class progress.

G1.B1.S2 Document instruction on identifying and addressing counterclaims, lead students in identifying areas of weakness in arguments before writing compositions. 4

 S100746

Strategy Rationale

Students cannot write good arguments if they do not know what constitutes a well-supported opinion.

Action Step 1 5

.Teachers will document lessons presented that have provided opportunities for identifying and addressing counterclaims, during discussions and through writing assignments.

Person Responsible

Susan Ingram

Schedule

Monthly, from 9/17/2014 to 5/29/2015

Evidence of Completion

Brief descriptions of lessons presented, shown as addenda to team notes

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Lesson notes from team plans will be collected.

Person Responsible

Susan Ingram

Schedule

Biweekly, from 9/18/2014 to 5/29/2015

Evidence of Completion

Lesson notes will be put into a document and given to administration.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Effectiveness of teachers in delivering the program

Person Responsible

Kathlyn McMichael

Schedule

Every 2 Months, from 9/19/2014 to 5/29/2015

Evidence of Completion

Teachers will present samples of student work.

G1.B2 Thematic unit materials should be better adapted to maintain a standard of quality and quantity of writing assignments. 2

 B090007

G1.B2.S1 Team leaders will lead teams to adapt thematic materials for a higher standard of quality and quantity writing assignments. 4

 S100747

Strategy Rationale

Pre-planning for second and third trimesters can include these analyses/adaptations for higher expectations.

Action Step 1 5

Team leaders will make sure that adapted materials will be added to team records.

Person Responsible

Lauren Basford

Schedule

Quarterly, from 9/18/2014 to 5/29/2015

Evidence of Completion

Please mark newly adapted materials with a Counterclaims Activity label.

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

Implementation of activities from the team records

Person Responsible

Lauren Basford

Schedule

Quarterly, from 9/19/2014 to 9/19/2014

Evidence of Completion

Notes will be kept from their weekly meetings concerning successes and improvements for the activities/lessons.

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

Usefulness of activities

Person Responsible

Lauren Basford

Schedule

Semiannually, from 9/19/2014 to 5/29/2015

Evidence of Completion

Teachers on each team will be surveyed to determine the effectiveness of the rewrites.

G1.B3 Students are not adjusted to the DBQ format of using evidence to support arguments and positions, addressing counterclaims. **2**

 B090008

G1.B3.S1 Document instruction on identifying and addressing counterclaims, lead students in identifying areas of weakness in arguments before writing compositions. **4**

 S124920

Strategy Rationale

Students cannot write good arguments if they do not know what constitutes a well-supported opinion.

Action Step 1 **5**

.Teachers will document lessons presented that have provided opportunities for identifying and addressing counterclaims, during discussions and through writing assignments.

Person Responsible

Susan Ingram

Schedule

Monthly, from 9/17/2014 to 5/29/2015

Evidence of Completion

Brief descriptions of lessons presented, shown as addenda to team notes

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

Each team will provide lesson descriptions

Person Responsible

Kathlyn McMichael

Schedule

Monthly, from 9/19/2014 to 9/26/2014

Evidence of Completion

Administrators ask that they be invited to listen when teachers are leading students to strengthen support of opinions from text and address counterclaims. Administrators will give observe and give feedback on student engagement and grasp of the instruction.

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

Student work will improve on writing to address counterclaims

Person Responsible

Susan Ingram

Schedule

Quarterly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Portfolio reviews in the Media Center will feature analysis of argumentative skills.

G2. Increase performance of the lower quartile in Reading. 1

 G037458

G2.B1 Most lower quartile students do not choose to read. 2

 B090009

G2.B1.S1 Teachers will hold students more accountable in Sustained Silent Reading. 4

 S100750

Strategy Rationale

Some may goof off if we don't increase accountability.

Action Step 1 5

Teams will use activities related to SSR to check for student engagement.

Person Responsible

Lauren Basford

Schedule

Weekly, from 9/22/2014 to 5/29/2015

Evidence of Completion

team notes

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

Classroom Walkthroughs

Person Responsible

Joseph Snyder

Schedule

Monthly, from 9/19/2014 to 9/26/2014

Evidence of Completion

This will be ongoing. Both administrators will be doing observations.

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

Reading grades of lower performing students will be checked for progress

Person Responsible

Joseph Snyder

Schedule

Every 6 Weeks, from 10/1/2014 to 5/29/2015

Evidence of Completion

Report cards

G2.B1.S2 School-wide Read Aloud will be conducted, using a high-interest book. 4

 S126092

Strategy Rationale

Being part of the whole school activity will help students be engaged.

Action Step 1 5

School-Wide Read Aloud will be planned and conducted by the Literacy Team

Person Responsible

Shirley Gilley

Schedule

On 11/14/2014

Evidence of Completion

Literacy Team will facilitate book distribution and administration will visit classes while they read.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Walkthroughs

Person Responsible

Joseph Snyder

Schedule

On 11/21/2014

Evidence of Completion

We are not sure of the dates, but walk-through observations will be conducted by administration during the school-wide read aloud.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Level of student engagement will be observed.

Person Responsible

Joseph Snyder

Schedule

On 11/21/2014

Evidence of Completion

Student engagement with the read aloud will be observed to determine whether or not we should do this again.

G2.B2 Level 1 and low Level 2 students need additional instruction in reading. 2

 B090010

G2.B2.S1 Extra reading class will be attended by Level 1 and Low Level 2 students. 4

 S100751

Strategy Rationale

These smaller classes will give teachers a better chance to work with them individually, and they will also provide more practice for students.

Action Step 1 5

Extra reading class will be attended by Level 1 and Low Level 2 students.

Person Responsible

Ronna Prescott

Schedule

On 5/29/2015

Evidence of Completion

Students will attend classes, do reading activities, be assessed. Discovery Ed will be used as monitoring tool.

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

Observations will be conducted by administration

Person Responsible

Joseph Snyder

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Evaluators do a walk-through with feedback.

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

DE scores of low-performers

Person Responsible

Joseph Snyder

Schedule

Quarterly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Quarterly DE Reading assessments will be analyzed. New statewide assessment data will also be analyzed.

G2.B3 Lack of fidelity/consistency of reading instruction within a thematic unit for higher level 2's and above. **2**

 B090011

G2.B3.S1 Reading-endorsed teachers on a team will meet together to coordinate instruction for all students during stream classes **4**

 S100752

Strategy Rationale

Coordination will strengthen consistency.

Action Step 1 **5**

Collaborations will be detailed in team notes.

Person Responsible

Joseph Snyder

Schedule

Monthly, from 9/19/2014 to 5/29/2015

Evidence of Completion

Notes of collaborations.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6**

Teams with more than one reading teacher will be asked for notes if none appear.

Person Responsible

Joseph Snyder

Schedule

Monthly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Discussions at, and notes from, meetings and conferences

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Effectiveness of DE assessments in preparing students for analysis of complex texts

Person Responsible

Schedule

Evidence of Completion

Documentation of student DE score changes over time

G2.B3.S2 All teams will send a person to Discovery Ed training related to the use of Centers, and receive school-based training from that person. 4

 S126108

Strategy Rationale

We have not used DE Centers before, and this may help our school-wide implementation of reading instruction by all teachers.

Action Step 1 5

Team representatives attend DE training from the district.

Person Responsible

Lalla Pierce

Schedule

On 9/29/2014

Evidence of Completion

Representatives come back and share with teams on the teacher plan day.

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Administration will meet with teams to discuss what was used. Observations will also be conducted.

Person Responsible

Joseph Snyder

Schedule

Weekly, from 10/13/2014 to 11/21/2014

Evidence of Completion

Centers used will be observed.

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Student engagement will be noted. Teachers will share at weekly meetings the success they perceive.

Person Responsible

Joseph Snyder

Schedule

Weekly, from 10/13/2014 to 12/5/2014

Evidence of Completion

Teacher discussions as reflected in team notes, and student engagement as Centers are being observed.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Teachers receive materials and give input to Reading/Language Arts Chair to prepare the calendar (pacing guide) for language conventions and analysis skills.	McMillan, Jessica	8/15/2014	Calendar (pacing guide) developed by faculty consensus, sent out after the professional development session through email dated Aug. 22. Mrs. McMillan shared ELA conventions and analysis skills and helped the faculty organize these for school-wide emphases.	8/15/2014 one-time
G1.B1.S2.A1	.Teachers will document lessons presented that have provided opportunities for identifying and addressing counterclaims, during discussions and through writing assignments.	Ingram, Susan	9/17/2014	Brief descriptions of lessons presented, shown as addenda to team notes	5/29/2015 monthly

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Brown Barge Middle School

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	Team leaders will make sure that adapted materials will be added to team records.	Basford, Lauren	9/18/2014	Please mark newly adapted materials with a Counterclaims Activity label.	5/29/2015 quarterly
G2.B1.S1.A1	Teams will use activities related to SSR to check for student engagement.	Basford, Lauren	9/22/2014	team notes	5/29/2015 weekly
G2.B2.S1.A1	Extra reading class will be attended by Level 1 and Low Level 2 students.	Prescott, Ronna	8/18/2014	Students will attend classes, do reading activities, be assessed. Discovery Ed will be used as monitoring tool.	5/29/2015 one-time
G1.B3.S1.A1	.Teachers will document lessons presented that have provided opportunities for identifying and addressing counterclaims, during discussions and through writing assignments.	Ingram, Susan	9/17/2014	Brief descriptions of lessons presented, shown as addenda to team notes	5/29/2015 monthly
G2.B1.S2.A1	School-Wide Read Aloud will be planned and conducted by the Literacy Team	Gilley, Shirley	10/1/2014	Literacy Team will facilitate book distribution and administration will visit classes while they read.	11/14/2014 one-time
G2.B3.S2.A1	Team representatives attend DE training from the district.	Pierce, Lalla	9/29/2014	Representatives come back and share with teams on the teacher plan day.	9/29/2014 one-time
G2.B3.S1.A1	Collaborations will be detailed in team notes.	Snyder, Joseph	9/19/2014	Notes of collaborations.	5/29/2015 monthly
G1.B1.S1.A2	Faculty follows pacing guide, documents activities in team notes to be monitored by team leaders, Mrs. McMillan and administrators.	McMillan, Jessica	9/2/2014	Mrs. McMillan and the Literacy Team will cut and paste the team references to lessons from the trimester's guide.	5/29/2015 every-6-weeks
G1.MA1	The Principal will monitor written communication assignments (and performance on these assignments) in FOCUS by stream and by observation of pre-planning and post-planning documents. Mrs. Ingram and Mrs. McMillan will turn in the compiled list of data collected from team notes on the strategies they monitor. The number of students whose names are listed as failing to master the elements of the pacing guide will also be monitored.	McMichael, Kathlyn	10/1/2014	Table showing numbers of communication assignments by stream, number of lessons re-addressed in preplanning and post-planning documents. Compiled lists from team notes. Ultimately, the results from the new test will be analyzed to see where our plan was successful.	4/30/2015 monthly
G1.B1.S1.MA1	Effectiveness of calendar	McMillan, Jessica	9/19/2014	Anecdotal evidence will be shared in Literacy meetings and School Improvement Committee meetings, including class progress.	5/29/2015 every-6-weeks
G1.B1.S1.MA1	Monitor for fidelity of calendar use through individual team conference records	McMillan, Jessica	9/22/2014	Meeting notes related to this implementation compiled by Ms. McMillan	5/30/2015 weekly
G1.B2.S1.MA1	Usefulness of activities	Basford, Lauren	9/19/2014	Teachers on each team will be surveyed to determine the effectiveness of the rewrites.	5/29/2015 semiannually
G1.B2.S1.MA1	Implementation of activities from the team records	Basford, Lauren	9/19/2014	Notes will be kept from their weekly meetings concerning successes and improvements for the activities/ lessons.	9/19/2014 quarterly
G1.B3.S1.MA1	Student work will improve on writing to address counterclaims	Ingram, Susan	9/26/2014	Portfolio reviews in the Media Center will feature analysis of argumentative skills.	5/29/2015 quarterly
G1.B3.S1.MA1	Each team will provide lesson descriptions	McMichael, Kathlyn	9/19/2014	Administrators ask that they be invited to listen when teachers are leading students to strengthen support of opinions from text and	9/26/2014 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				address counterclaims. Administrators will give observe and give feedback on student engagement and grasp of the instruction.	
G1.B1.S2.MA1	Effectiveness of teachers in delivering the program	McMichael, Kathlyn	9/19/2014	Teachers will present samples of student work.	5/29/2015 every-2-months
G1.B1.S2.MA1	Lesson notes from team plans will be collected.	Ingram, Susan	9/18/2014	Lesson notes will be put into a document and given to administration.	5/29/2015 biweekly
G2.MA1	Students' progress in reading performance	Snyder, Joseph	9/18/2014	DE reports State assessment reports	5/29/2015 quarterly
G2.B1.S1.MA1	Reading grades of lower performing students will be checked for progress	Snyder, Joseph	10/1/2014	Report cards	5/29/2015 every-6-weeks
G2.B1.S1.MA1	Classroom Walkthroughs	Snyder, Joseph	9/19/2014	This will be ongoing. Both administrators will be doing observations.	9/26/2014 monthly
G2.B2.S1.MA1	DE scores of low-performers	Snyder, Joseph	9/26/2014	Quarterly DE Reading assessments will be analyzed. New statewide assessment data will also be analyzed.	5/29/2015 quarterly
G2.B2.S1.MA1	Observations will be conducted by administration	Snyder, Joseph	9/22/2014	Evaluators do a walk-through with feedback.	5/29/2015 monthly
G2.B3.S1.MA1	Effectiveness of DE assessments in preparing students for analysis of complex texts		Documentation of student DE score changes over time	once	
G2.B3.S1.MA1	Teams with more than one reading teacher will be asked for notes if none appear.	Snyder, Joseph	9/26/2014	Discussions at, and notes from, meetings and conferences	5/29/2015 monthly
G2.B1.S2.MA1	Level of student engagement will be observed.	Snyder, Joseph	10/15/2014	Student engagement with the read aloud will be observed to determine whether or not we should do this again.	11/21/2014 one-time
G2.B1.S2.MA1	Walkthroughs	Snyder, Joseph	10/15/2014	We are not sure of the dates, but walk-through observations will be conducted by administration during the school-wide read aloud.	11/21/2014 one-time
G2.B3.S2.MA1	Student engagement will be noted. Teachers will share at weekly meetings the success they perceive.	Snyder, Joseph	10/13/2014	Teacher discussions as reflected in team notes, and student engagement as Centers are being observed.	12/5/2014 weekly
G2.B3.S2.MA1	Administration will meet with teams to discuss what was used. Observations will also be conducted.	Snyder, Joseph	10/13/2014	Centers used will be observed.	11/21/2014 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 Opportunities

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

G1. To improve student writing performance to be able to be at or above the 66th percentile rank on the new ELA assessments, which combine both reading and writing proficiency.

G1.B1 Need sequential instruction across all trimesters.

G1.B1.S1 Develop school-wide calendar to be used to emphasize different facets of writing. Increase time devoted to writing instruction across the curriculum, using the newly-developed pacing guide.

PD Opportunity 1

Teachers receive materials and give input to Reading/Language Arts Chair to prepare the calendar (pacing guide) for language conventions and analysis skills.

Facilitator

Jessica McMillan

Participants

Faculty during the last day of pre-planning in preschool inservice

Schedule

On 8/15/2014

G2. Increase performance of the lower quartile in Reading.

G2.B3 Lack of fidelity/consistency of reading instruction within a thematic unit for higher level 2's and above.

G2.B3.S2 All teams will send a person to Discovery Ed training related to the use of Centers, and receive school-based training from that person.

PD Opportunity 1

Team representatives attend DE training from the district.

Facilitator

Teachers who attend district training

Participants

All core teachers

Schedule

On 9/29/2014

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 2: Increase performance of the lower quartile in Reading.	11,400
Grand Total	11,400

Goal 2: Increase performance of the lower quartile in Reading.		
Description	Source	Total
B2.S1.A1 - SAI will be used to pay the teachers for the extra periods.	Other	11,400
Total Goal 2		11,400