2014-2015 SCHOOL IMPROVEMENT PLAN
[DRAFT]

Tyrone Middle School

6421 22ND AVE N
St Petersburg, FL 33710
727-893-1819
http://www.tyrone-ms.pinellas.k12.fl.us

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user have been excluded from this document.

Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Tyrone Middle School will provide a safe and quality educational setting with engaging and rigorous classroom experiences that help create educated, respectful and responsible citizens who are prepared for college, career and life.

Provide the school's vision statement

Ensuring Achievement for ALL Students

School Environment

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

FOCUS Time-the first 15 minutes of each day is designated to learn about students' cultures and build relationships between teachers and students. The entire school used the same lesson plans the first week of school for this FOCUS Time. This FOCUS time is designated to welcome each child to school, set a positive tone for the day, encourage a sense of community, send students into the day ready to learn and prompt the child to think about learning, participating and cooperating. The FOCUS time provides a structure where every student has the opportunity to connect with a supportive teacher each day.
Our school's Principal Multicultural Advisory Committee (PMAC) schedules monthly activities and shares lessons with the staff to use to increase leanings about the various student cultures represented at our school.
Demographic data is reviewed during the Data Analysis Professional Development provided during pre school and throughout the year in various Professional Learning Communities (PLCs).

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

All of our instructional staff, assistant principals, principal and staff developers attended Capturing Kids Heart Training. The goal of this training is to increase the relational capacity on our campus. We will build and implement social contracts. The goal is to have self managing and self responsible people on our campus. We develop social contracts for the adults and students on campus.
Each of our classrooms have developed a social contract. Each period, for each class, students communicated how they will treat each other and agree to help each other follow what is decided.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school wide behavior system in place consists of the School Wide Behavior Committee which gathers and analyzes data and the T3 (Tyrone Turnaround Team) who determines positive incentives for students and staff throughout the year to help decrease behavior concerns.
The school wide behavior committee works together to set goals and troubleshoot problem behaviors before and as they occur throughout the year. This data is analyzed in order to help improve processes, procedures and decrease problem behaviors before, during and after they occur.

The data and goals that are set forth by the school wide behavior committee are then taken and put into achievable incentives for students that occur every 4 weeks.
A teacher and administrative matrix has been established to address behavioral issues both within the classroom and once the student has been referred to administration.
Behavior expectations have been identified: respect, responsibility and safety. These expectations have been taught to students and staff through trainings and grade level assemblies.

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 occurs with a variety of students who have an identified need as determined by the staff, student, parent or other stakeholder. Students, at any time, can request to see the counselor through the use of an appointment slip or immediately based on their individual needs. Each counselor works with administrators and other staff of the child study team and Tier 3 MTSS team to evaluate attendance, behaviors and academics.
Mentoring occurs through: Big Brothers, Big Sisters, Eagle Eye teacher mentoring for targeted students and outside agencies/ community volunteers have come in to mentor students on an individual basis.
The school social worker and psychologist are used as resources for students with both in and out of school issues.
The SRO on campus works with students who may exhibit harm to themselves or others.

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

* Attendance below 90%, regardless of whether absence is excused or a result of out-of-school suspension
* One referral that results in suspension, whether in school or out of school
* Failed 1 or more core courses
* Level 1 or 2 on either part of the FCAT
* Retained at least once

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	Students
Attendance below 90 percent	6	39
Attendance below 90 percent	7	73
Attendance below 90 percent	8	66
	Total	178
One or more suspensions	6	29
One or more suspensions	7	40
One or more suspensions	8	41
	Total	110
Course failure in ELA or Math	6	10
Course failure in ELA or Math	7	18
Course failure in ELA or Math	8	17
	Total	45
Level 1 on statewide assessment	6	131
Level 1 on statewide assessment	7	169
Level 1 on statewide assessment	8	172
	Total	472

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

Indicator	Grade	Students
Students exhibiting two or more indicators	6	73
Students exhibiting two or more indicators	7	97
Students exhibiting two or more indicators	8	70
	Total	240

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators)

Extended Learning
Differentiated Instruction using resources such as R180, Think Through Math, Achieve 3000, etc.
Academic Success Plans (in conjunction with parents)
Positive Behavior Intervention Plans
Check-In Connect
Mentorship
Social Service Referrals

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?
Yes

PIP Link
No PIP plan available
This application does not have a PIP plan uploaded for this school or this district. Please forward or have your district forward the plan document via an Intercom support request and we will upload it.

Description

Overall Objectives: Focus on Family and Community:
1. Increase Engagement of families and community in student and school success
2. Increase surrounding community's Awareness of Tyrone Middle Schools successes, opportunities, and risks
3. Transition awareness into action that results in a diverse Support network
Expected Outcomes:
1. Increased student achievement
2. Improved school reputation
3. Increased faculty and staff retention
Overall Strategy:
1. Execute Exec Pass Workplan
2. Align Parent workshops with Sac meetings
3. Maximize Studnet-Centered Evening Events as an aopportuntiyt to engage parents and community stakeholders.
4. Increase communication and visibility of Parent Involvement
Refer to the Title I Parent Involvement Plan for additional information.

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

Through our Community Involvement Liasion, we connect with our local businesses to establish business partnerships with the school. These partnerships provide resources such as: mentors, school supplies, staff incentives and recognitions. Tyrone Middle School participates in the Executive Pass Program in a partnership with the Pinellas Education Foundation and the Pinellas County Schools. Our corporate partner is Duke Energy. Duke solicits staff to participate in the Big Brothers Big Sister Mentor Program, provide guest speakers for the Great American Teach In and sponsors teacher appreciation events. Additionally, we partner with JW Cape Recreation Center, which is a few blocks down the road. We hold parent nights at the facility and students attend before and after school care at the recreation center as well.
Increased Community Communication and Visibility of Parent Involvement Events-
• Ongoing community and parent involvement events will be planned that seek to inform parents about Title I programs, the curriculum, and forms of academic assessments used to measure student progress.
• As a part of SAC meetings, parents will learn about our school's program and the following subjects taught: math, reading, science, social studies, language arts, and PE.
• During "Parent Portal Workshops", parents will learn about how to interact with teachers and staff through Parent Focus (Portal) and how they can participate in decisions related to the education of their child.
• During back to school night, details of the Title I School/Parent compact will be presented, and parents will be invited to visit their child's classrooms and meet their teachers. At this time, teachers will provide additional information on the subjects they teach and how students are individually assessed.
• A community/school newsletter highlighting school events, volunteer opportunities, and community events will be shared with parents and community members on a monthly basis.
• Weekly stakeholder messenger communications will be recorded and shared to emphasis important

information.
• Remind101 will be used to communicate current events via text message.

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	Email
Howell, Bridget	Instructional Coach	howellb@pcsb.org
Lyons, Derrick	Assistant Principal	lyonsde@pcsb.org
Mobley, Robin	Principal	mobleyro@pcsb.org
Porter-Isom, Kiana	Other	porter-isomk@pcsb.org
Walker, Kristy	Instructional Coach	walkerkri@pcsb.org
Zito Weaver, Shannon	Instructional Coach	zitoweavers@pcsb.org
Joslyn, Jayme	Assistant Principal	joslynj@pcsb.org
Moore, LaSonya	Assistant Principal	moorela@pcsb.org

Duties

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

Principal: Robin Mobley
Assistant Principals: Jayme Joslyn, Derrick Lyons, LaSonya Moore
Behavior Specialist: Heather Crawford
School Psychologist: Mary Whitlow
Social Worker: Erica Dickerson
Guidance: Meredith Hano, Jennifer August
Department Chairs Heather Davis, Brenda Helbling, Aisha Seraphin, Kerry Hogan, Quwan Dukes, Josette Harris, Marlene Ricalde
Reading/Literacy Coach: Bridgette Howell
Math Instructional Coach: Shannon Zito-Weaver
MTSS Instructional Staff Developers: Kristy Walker
Facilitator – generates agenda and leads team discussions
MTSS Instructional Staff Developer – assist team in accessing and interpreting (aggregating/ disaggregating) the data
Technology Specialist – brokers technology necessary to manage and display data
Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access
Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda
Meeting time: Every Tuesday at 8:00 am
Tyrone Middle School seeks to implement a distributed leadership model wherein all stakeholders have the opportunity to develop leadership skills, contribute to leadership decisions and assume leadership roles. The principal's role is to coordinate and align the leadership efforts and resources within the school to create a quality educational setting and thereby increase student achievement.
The School Based Leadership team is coordinated by our MTSS Staff Developer and consists of all assistant principals, guidance counselors, academic coaches, social workers, Behavior Specialist,

Varying Exceptionalities Liaison, school psychologist and teacher representatives. Our School Based Leadership Team calendar is structured on a nine week rotation. There are sub committees for certain topics and other topics are discussed by the entire School Based Leadership Team. Facilitators are assigned to specific topics and they prepare the agenda, secure the data and facilitate the meeting based on their specific topic (i.e. Attendance, Behavior, AVID Essentials, Literacy, Math, Science, Civics, etc.) This team is charged with reviewing academic, behavior, attendance and school culture data and then using this information to develop actions plans for the implementation of a multi-tiered system of student support. This system will include monitoring the effectiveness of our core programs and defining appropriate tier 2 and tier 3 interventions. SBLT meets weekly before school.

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

The SBLT will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and revising the School Improvement Plan. A comprehensive needs assessment is conducted, using the components of Title 1, in the Spring of the prior year to plan for the allocation of all available resources and align to the needs identified. Tyrone Middle School students benefit from a variety of local, District, State and Federal funding sources. These sources are used to coordinate instructional programs and student services for increased academic engagement supporting the School Improvement Plan.
Title 1, Part A – Title I, Part A funds are utilized, in conjunction with district operating funds and other federal resources, to support teaching and learning, parental engagement, and professional development. In addition, Tyrone Middle School forms partnerships with businesses and agencies as additional means of support/funding. Some of these Community partnerships include: Duke Energy, City of St. Petersburg J. W. Cate & Gladden Park Recreation Centers' TASCO (Teen Arts, Sports, and Cultural Opportunities), Big Brothers Big Sisters, Christian Church, Chick Fil-A (Tyrone), Subway (Tyrone), Lee Roy Selmon (Tyrone), Macy's (Tyrone), Panera Bread (Tyrone), Bob Evans (Tyrone), McDonalds (Tyrone), Jimmy Johns, Office Depot (Tyrone), Publix (Tyrone), Olive Garden, Clothes to Kids. From these resources, Tyrone receives funding for field trips, school wide field day, student recognition events, mentoring, contributions towards rewards for positive student behavior.
Title 1 funds support Subject Area coaches, MTSS Staff Developers and a Curriculum Specialist that are available to all teachers on campus to support teaching and learning and offer professional development. To support Parental engagement, there are various clubs, student support groups and recognition organizations that hold numerous parent-centered events throughout the school year. The School Advisory Council meets the first Monday of the month at 5:00 pm. Title I services are coordinated and integrated with other resources through the Division of Teaching and Learning, Student Assignment, and Research and Accountability.
Title 1, Part C – Migrant – N/A
Title 1, Part D – The district receives Title I, Part D funds which provide transition services from alternative education programs to zoned schools. In addition, a portion of Title I, Part A funds is reserved for services to neglected and delinquent students. Examples of these services at Tyrone Middle include free breakfast and lunch for all students and free school supplies if needed. Funds are targeted to support continuous education services to students in neglected and delinquent facilities through before and after school tutoring, instructional materials and resources, and technology. TMS also offers credit recovery through the Nova Net program for those students who have fallen behind in their credits.
Title II – The district receives funds to increase student achievement through professional development for teachers and administrators. Title II funds provide math and science coaches, as required by Differentiated Accountability, in some of the district's lowest performing schools. A portion of Title I, Part A funds is used to provide additional reading and math coaches in targeted schools

based on FCAT results. Tyrone Middle School uses Subject Area Coaches for Professional Learning Communities at least weekly throughout the school year.

Title III – Title III funds provide educational materials, bilingual translators, summer programs, and other support services to improve the education of immigrant and English Language Learners. Bilingual translators and ESOL Assistants provide assistance with parent workshops, disseminate information in various languages for Title I schools and act as home/school liaisons.

Title X – Homeless – The District receives funds to provide resources for students identified as Homeless (Lack a fixed, regular and adequate nighttime residence, Share the housing of others due to financial hardship, Live in motels, hotels, trailer parks, camping grounds, substandard housing due to lack of adequate alternative accommodations, Living in emergency or transitional shelters, Abandoned in hospitals, Awaiting foster care placement, Living in a public or private place not designed for humans to live, Living in cars, parks, abandoned buildings, bus or train stations, Migratory children living in above circumstances, etc) under the McKinney Vento Act to eliminate barriers for a free and appropriate education. A portion of Title 1, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring and technology). The school works in conjunction with our Homeless Education Assistance Team (HEAT) Social Worker assigned to Tyrone Middle to ensure that our students who are identified as homeless are getting their educational, social, and family needs met so that they can achieve academic success at their highest ability.

Supplemental Academic Instruction (SAI) – SAI funds are coordinated with Title I, Part A funds to provide extended learning opportunities for students before/during/after school and during the summer. Also, through Professional Learning Communities, the various subject area coaches provide ongoing support.

Violence Prevention Programs – The Violence Prevention Program is funded by the Juvenile Welfare Board and Gulf Coast Jewish Family and Community Services. The Violence Prevention Program is to help decrease aggression, violence, bullying, and to increase school success and develop pro-social skills in our students. The School Board and Juvenile Welfare Board have a Research Agreement which coordinates with RTI to provide services such as feedback, progress, and to identify trends, gaps, and behaviors within the student community.

Nutrition Programs – Title I coordinates with district food services to provide breakfast and lunch to students in Title I summer extended learning camps. With a poverty rate of greater than 40%, all Tyrone Middle School students receive free breakfast and lunch. All Tyrone Middle School students benefit from participation in the Community Eligibility Option through Food Services. Title I coordinates with district Food Services staff members to monitor poverty rates at schools and determine Title I eligibility. Title I and Food Services also collaborate to implement the Community Eligibility Option in schools with poverty rates of 40% or greater, so that all students receive free breakfast and lunch during the school year and during extended year/summer programs.

Housing Programs – N/A

Head Start – N/A

Adult Education – N/A

Career and Technical Education – N/A

Job Training – N/A

Other – N/A

School Advisory Council (SAC)

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

Name	Stakeholder Group
Robin Mobley	Principal
Kim Richards	Teacher
LaSonya Moore	Principal
Erika Washington	Student
Heather Moreland	Parent
Tamia Simmons	Parent
Melissa Sexias	Business/Community
	Student

Duties

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

Evaluation of last year's school improvement plan

At the meeting SAC members reviewed the School Improvement Plan for the 2014-2015 school year. An opportunity to ask questions or make suggestion about needed resources was planned.

Development of this school improvement plan

Reviewed and updated by SAC committee
Principal routinely engages SAC in data updates and the council provides input and suggestions for improvement.

Preparation of the school's annual budget and plan

At the meeting SAC members reviewed the Title 1 budget for the 2014-2015 school year. An opportunity to ask questions or make suggestion about needed resources was planned.

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

Oct 7: School Improvement Plan Overview (no SIP funds required)
Nov 4: Common Core Parent Update (no SIP funds required)
April 7: Title I Needs Assessment (no SIP funded required)
May 5: School Improvement Plan Update (no SIP funds required)

Verify that the school is in compliance with section 1001.452, F.S., 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)
Meets the requirements of Rule 6A-6.053(3), F.A.C.

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

Name	Title	Email
Howell, Bridget	Instructional Coach	howellb@pcsb.org
Silkie-Rees, Marissa	Instructional Coach	silkie-reesm@pcsb.org
Porter-Isom, Kiana	Instructional Coach	porter-isomk@pcsb.org
Mobley, Robin	Principal	mobleyro@pcsb.org
Joslyn, Jayme	Assistant Principal	joslynj@pcsb.org
Zito Weaver, Shannon		zitoweavers@pcsb.org

Duties

Describe how the LLT promotes literacy within the school

The major initiatives this year are to develop school wide literacy routines aligned to the Common Core State Standards and deliver professional development based on these routines.

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

All teachers engage in bi-weekly professional learning communities(PLC) focused on responding to student needs through analyzing data and lesson planning. All PLC minutes are uploaded and feedback is provided through the weekly instructional leadership team.

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

1. Common practice to hire those with best experience and skills that are targeted toward attaining learning
gains for all students. Persons Responsible: Principal and Assistant Principals
2. Yearlong new teacher mentoring program to give support and information for all new teachers to the school.
Persons Responsible:Designated teacher mentors, curriculum specialist and designated assistant principal.
3. Classroom walkthroughs for evaluation and data collection. Assistant Principal/Principal/Department Heads
4. Offer training opportunities throughout the year to help teachers in areas of: classroom management/ best practices, curriculum support and leadership opportunities.

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

New teachers will attend monthly new teacher meetings to receive support in lesson planning and classroom management. Instructional Coaches will prioritize new teachers for the following support: Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons
Mentor Pairings
1. Ashton Payne: Jessie Boyce
2. Kathryn Murphy: Seraphin
3. Kelly McKinnon: Seraphin

4. Mitchell Hunter: Roberts
5. Nichole Beliveau: Douglas
6. Columbe O'hara: Groenink
7. Alexander Wang: Dukes
8. Groenink, Jame' Anne (TTT): TBA
9. Tabitha Shorter: Dukes
10. Maria Miller: Rose
11. Tamara Brooks:
12. Douglas, Paul (TTT):
13. Sandy Lambert:
14. Brittany Rickett: RICALDE
15. Rachel Ressler: Kendricks
16. Tara Simionescu: Porter-Isom
17. Cindy Carmody: Mr. D
18. Stephen Ogburn: Mr. Dukes
19. Laurie Palmquist: Seraphin
20. Cathy Morgan: Howell
21. Dawn Causin: Honeycutt
22. Jacquline Pollard: Kim Richards
23. Ernest Dixon:

All mentor and mentee pairings are based on same subject area taught.

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

Each core subject area is provided a pacing guide by the district with specific standards which will be taught for each quarter. Units and scales will be created by content teams in PLC's to support the focus standards for the quarter. Each core subject area also has cycle tests which provide data for remediation and show areas of growth for each standard. School based leaders will conduct a minimum of two formal and three informal observations of each teacher using the iObservation platform to provide timely feedback. Additionally, district classroom visits are conducted monthly to determine the progress and pace for individual teachers.

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

Data is shared through content PLC's led by instructional coaches or team facilitators. We use the data driven dialogue protocol to sort through the data.
Math- based on cycle assessments and classroom assessments, we identify strengths and weaknesses to reteach using rotations that consist of small group with teacher, technology supported instruction and collaborative structured activities. Math teachers will also use focused "ticket out the door" questions to determine depth of knowledge of the focus standard being taught. In PLC teachers will group kids for remediation based ticket answers.
Science- At the beginning of the year 8th grade students take a GAP assessment covering 6th and 7th grade benchmarks. 6th and 7th grade teachers reflect on the data and make instructional adjustments according to lowest reporting benchmarks throughout the year. From that we then

identify the lowest performing standards and develop remediation plans embedded in our lesson plans tied to similar content. Teachers will embed remediation efforts into current units of instruction throughout the school year. Remediation effectiveness will be monitored using Florida achieves and other teacher made formative assessments, and adjusted according to data collected. Teachers will use smaller formative assessments to differentiate small group lessons.

Reading- Reading teachers will use the FAIR-FS data as well as program specific data (R180, A3000) to monitor student's growth and plan for differentiation. Teachers will group students according to areas of needs based on the data and differentiate teacher led small group lessons to meet the needs of individual students.

Additionally, our ESE support teachers will work individually with students in math and ELA that have disabilities and keep a monthly running record on each student which will be used to help guide the differentiation in small group setting.

ELA- ELA teachers will use cycle writing test data along with SRI testing to differentiate their lessons and create small groups for focused remediation. ELA teachers will also use focused "ticket out the door" questions to determine depth of knowledge of the focus standard being taught. In PLC teachers will group kids for remediation based ticket answers.

Social Studies-Social Studies teachers will use cycle assessment data to determine which standards need to be re-mediated both in small and whole group. Social Studies teachers will also use focused "ticket out the door" questions to determine depth of knowledge of the focus standard being taught. In PLC teachers will group kids for remediation/

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 type: Extended School Day

Minutes added to school year: 5,000

Strategy Purpose(s)

- Core Academic Instruction

Strategy Description

Extended Learning Program at Tyrone Middle will include Promise Time Tutoring for support in core academic classes. ELP-PT will target all level 1 and 2 math students with the goal of encouraging students to participate at least thee days per week, 1 1/2 hours per day, for 30 weeks. We will use the iReady curriculum and online component for instruction.

Strategy Rationale

Students who are below grade level in reading and math require additional time to catch up in addition to moving forward with on grade level instruction.

Person(s) responsible for monitoring implementation of the strategy
Walker, Kristy, walkerkri@pcsb.org

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

Data will be collected and analyzed by the Promise Time Facilitator. We will be using the I-Ready program which consists of a pretest, online and pencil/paper instructional materials and posttests.

Strategy type: Extended School Day

Minutes added to school year: 5,000

Strategy Purpose(s)

- Enrichment

Strategy Description

A few after school clubs and enrichment activities are available for students-STEAM, Computers, and gardening.

Strategy Rationale

Middle School students need multiple entry points into the school community. After school enrichment programs allow students to explore and develop their passions.

Person(s) responsible for monitoring implementation of the strategy
Joslyn, Jayme , joslynj@pcsb.org

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

EWS data for participants.

Strategy type: Extended School Day

Minutes added to school year: 8,000

Strategy Purpose(s)

- Core Academic Instruction

Strategy Description

Core content tutoring for FSA tested subjects (math, Algebra, Geometry, reading, science and Civics)

Strategy Rationale

Some students need additional academic support to avoid course failures, retention and increased risk of dropping out.

Person(s) responsible for monitoring implementation of the strategy
Joslyn, Jayme , joslynj@pcsb.org

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

Grades will be monitored at the mid term and final points of each grading period. Students falling behind will be encouraged to take advantage of additional time on task.

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

The counselor articulates with the elementary counselors to communicate programs and middle school expectations to ensure incoming students are most informed about the expectations in advance. Summer Stomp is used before school begins to induct incoming students into the school climate by allowing them the opportunity to come onto the campus prior to school start to learn about the various aspects of middle school life at Tyrone. The students are given a mock schedule to learn the campus and attend informative sessions (AVID, dress code, etc.). Grade level assistant principals plan intervention plans as needed and meet with those individuals in the summer in preparation for the upcoming school year to proactively establish a positive reinforcement plan for specifically identified students. Outgoing cohorts are given opportunities to go onto the high school campus via visitation days to shadow selected programs to help support decision making for high school selections.

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

Readistep Assessment (pre-SAT) for all 7th and 8th graders, test will be given in October and results will be back by January so teachers can use data to help prepare them for other classes. Guidance Counselor will go into 8th grade history classes in October to promote high school programs which are geared towards career paths. In addition Guidance Counselor will go over each student high school request forms with them prior to high school guidance coming out. Lighthouse Guidance System: will be involved in history classes once high schools are selected—planning 4 year high school courses which gear to which college they will go to. Possible 6th and 7th grade counselors will use Choices (website planning tool for career paths)
School Counselors meet with students in their Social Studies classes several times throughout the year providing a college and career readiness curriculum with consists of lessons plans, power point presentations, student activity worksheets and pre-and post-assessments. The curriculum for 6th grade includes course selection, skills needed for post secondary success, career of interests, post secondary investigation, SMART goals, middle school academic planning and academic skills needed for post secondary work. The curriculum for 7th grade includes course selection, growth mindset, learning style inventory, income vs. expenses, build college belief, middle school academic planning and post secondary costs. The curriculum for 8th grade includes course selection, personal strengths, career and post secondary academic planning, careers in the community, high school academic planning and ready financially: post secondary institutions.

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

Incorporating STEM lessons in science classes that integrate science and math to offer real work applications through project based learning. The AVID elective course is offered at each grade level. The course progresses through organization of materials and responsibilities, note-taking, collaborative inquiry for problem solving (all subjects), cultural and college awareness through close reading and performance projects, and public speaking experiences. The course promotes a college/ career driven culture through exposure to college tours, college tutors and guest speakers.

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

When meeting with students in 6th and 7th grade, we plan to increase their postsecondary readiness through career exploration. During this time, students will learn about their interests, and how these interests relate to careers and career pathways. 8th grade students then use this knowledge to create a 4 year high school plan using the new Lighthouse Guidance Program.

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), F.S

School Improvement Goals

Goals Summary

G1. Develop and implement a systematic process for early warning detection and a proactive response utilizing multi-tiered systems of support to reduce at risk indicators.

G2. Student achievement of African American and English Language Learner (ELL) students will increase when students are engaged in culturally responsive instructional practices and data is being used to track their progress.

G3. Student achievement will increase when students are engaged in rigorous tasks/assignments that are aligned to grade level standards and data is being used to drive instruction.

Goals Detail

G1. Develop and implement a systematic process for early warning detection and a proactive response utilizing multi-tiered systems of support to reduce at risk indicators.

Targets Supported

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	100.0

Resources Available to Support the Goal

- Attendance Specialist
- Social Worker
- School Psychologist
- Behavior Specialist
- Guidance Counselor
- MTSS Coaches
- School Based Leadership Team
- Gulf Coast
- Community Partners
- Violence Prevention Specialist
- Teachers

Targeted Barriers to Achieving the Goal

- Lack of a structured system or processes to collect, analyze, review, and communicate data in regards to at risk students.

Plan to Monitor Progress Toward the Goal	
Looking at EWS report	
Person Responsible	Robin Mobley
Schedule	Every 6 Weeks, from 08/25/2014 to 06/01/2015
Evidence of Completion	SBLT Notes

G2. Student achievement of African American and English Language Learner (ELL) students will increase when students are engaged in culturally responsive instructional practices and data is being used to track their progress.

Targets Supported

Indicator	Annual Target
AMO Targets Math - African American	41.0
AMO Targets Math - ELL	50.0
AMO Targets Reading - African American	47.0
AMO Targets Reading - ELL	45.0

Resources Available to Support the Goal

- Extended Learning Program

- Partnership with community based after school programs

- Monthly club activities including 5000 Role Models, International Young Ladies Academy and STEP programs.

- AVID program

Targeted Barriers to Achieving the Goal

- Students experience excessive loss of instructional time because they are not engaged in culturally responsive classroom environments and high yield instructional strategies

Plan to Monitor Progress Toward the Goal	
Will analyze progress monitoring data to identify student achievement of African American and ELL students that are at-risk	
Person Responsible	Kristy Walker
Schedule	Quarterly, from 09/02/2014 to 05/29/2015
Evidence of Completion	Data PLC with MTSS and Guidance Counselors

G3. Student achievement will increase when students are engaged in rigorous tasks/assignments that are aligned to grade level standards and data is being used to drive instruction.

Targets Supported

Indicator	Annual Target
AMO Targets Math - All Students	55.0
AMO Targets Reading - All Students	60.0
FCAT 2.0 Science % Proficient	38.0

Resources Available to Support the Goal

- Instructional Coaches
- District Professional Development
- Collaborative Planning in PLC
- District provided exemplar lessons
- District Content Supervisors

Targeted Barriers to Achieving the Goal

- Data is not used to consistently differentiate and scaffold instruction to increase student performance in all classrooms.
- Students are not consistently engaged in rigorous tasks and assignments aligned with grade level content standards.

Plan to Monitor Progress Toward the Goal	
Instructional leadership team will monitor PLC logs and classroom walk-through data to monitor evidence of implementation of high yield instructional strategies	
Person Responsible	Robin Mobley
Schedule	Weekly, from 09/02/2014 to 05/29/2015
Evidence of Completion	PLC logs and classroom walk-through data

Action Plan for Improvement of SIG-Targeted Schools

Problem Solving Key

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

G1. Develop and implement a systematic process for early warning detection and a proactive response utilizing multi-tiered systems of support to reduce at risk indicators.

G1.B1 Lack of a structured system or processes to collect, analyze, review, and communicate data in regards to at risk students.

G1.B1.S1 MTSS to create Early Warning System(EWS) report with necessary components to support/ help monitor at risk students.

Strategy Rationale

Systematic way is needed to monitor at-risk students

Action Step 1	
Create report when necessary to include all necessary indicators	
Person Responsible	Kristy Walker
Schedule	Quarterly, from 08/25/2014 to 06/01/2015
Evidence of Completion	SBLT Notes and Instructional Leadership Team Notes

Plan to Monitor Fidelity of Implementation of G1.B1.S1	
EWS report contains all necessary indicators.	
Person Responsible	Kristy Walker
Schedule	Quarterly, from 08/25/2014 to 06/01/2015
Evidence of Completion	Report provides list of at risk students

Plan to Monitor Effectiveness of Implementation of G1.B1.S1	
Early Warning System (EWS) Report	
Person Responsible	Robin Mobley
Schedule	Quarterly, from 08/25/2014 to 06/01/2015
Evidence of Completion	SBLT Notes and Instructional Leadership Team Notes

G2. Student achievement of African American and English Language Learner (ELL) students will increase when students are engaged in culturally responsive instructional practices and data is being used to track their progress.

G2.B1 Students experience excessive loss of instructional time because they are not engaged in culturally responsive classroom environments and high yield instructional strategies

G2.B1.S1 Students will set growth goals utilizing their own data received during periodic data chats

Strategy Rationale

There is a very diverse group of students at Tyrone

Action Step 1	
Teachers will complete data chats with students following each assessment.	
Person Responsible	Bridget Howell
Schedule	Biweekly, from 08/25/2014 to 05/29/2015
Evidence of Completion	Teacher lesson plans which are reviewed by Assistant Principals

Plan to Monitor Fidelity of Implementation of G2.B1.S1	
Will conduct bi-weekly classroom walkthroughs using Administrative Walk-through Tool with look fors for cultural responsiveness	
Person Responsible	Derrick Lyons
Schedule	Biweekly, from 08/25/2014 to 05/29/2015
Evidence of Completion	Walkthrough data and feedback

Plan to Monitor Effectiveness of Implementation of G2.B1.S1	
Review of walkthrough data	
Person Responsible	Jayme Joslyn
Schedule	Biweekly, from 09/02/2014 to 05/29/2015
Evidence of Completion	Walkthrough data

G2.B1.S2 Capturing Kids Hearts and EXCEL Model

Strategy Rationale

There is a very diverse group of students at Tyrone

Action Step 1	
Capturing Kids Hearts Training	
Person Responsible	Robin Mobley
Schedule	On 08/12/2014
Evidence of Completion	Monitor by AP's during walk-throughs

Plan to Monitor Fidelity of Implementation of G2.B1.S2	
Person Responsible	
Schedule	
Evidence of Completion	

Plan to Monitor Effectiveness of Implementation of G2.B1.S2	
Person Responsible	
Schedule	
Evidence of Completion	

G2.B1.S3 Effective Writing, Inquiry, Collaborative, Organization, Reading and Technology (WICORT) strategies will be implemented in all classes

Strategy Rationale

There is a very diverse group of students at Tyrone

Action Step 1	
AVID Path Training	
Person Responsible	Robin Mobley
Schedule	On 06/16/2014
Evidence of Completion	Lesson Plans which are reviewed by Assistant Principals

Plan to Monitor Fidelity of Implementation of G2.B1.S3	
Offer AVID boost trainings during The Eagle University	
Person Responsible	Kiana Porter-Isom
Schedule	On 09/03/2014
Evidence of Completion	

Plan to Monitor Effectiveness of Implementation of G2.B1.S3	
Person Responsible	
Schedule	
Evidence of Completion	

G3. Student achievement will increase when students are engaged in rigorous tasks/assignments that are aligned to grade level standards and data is being used to drive instruction.

G3.B1 Data is not used to consistently differentiate and scaffold instruction to increase student performance in all classrooms.

G3.B1.S1 Data is used to inform and differentiate instruction based on student needs.

Strategy Rationale

Differentiation of instruction is needed to reach all learners.

Action Step 1	
All teachers will engage in professional development focused on using data to drive instruction based on student needs.	
Person Responsible	Kristy Walker
Schedule	On 08/05/2014
Evidence of Completion	sign in sheets

Action Step 2	
All teachers will engage in a weekly data PLC to analyze data and inform and differentiate instruction	
Person Responsible	Jayme Joslyn
Schedule	Weekly, from 08/18/2014 to 05/29/2015
Evidence of Completion	PLC logs and sign in sheets

Action Step 3	
teachers will engage in professional development on collecting data from multiple resources and creating advanced reports.	
Person Responsible	Kristy Walker
Schedule	Quarterly, from 09/01/2014 to 05/29/2015
Evidence of Completion	PLC logs and sign in sheets

Plan to Monitor Fidelity of Implementation of G3.B1.S1	
will ensure that each PLC team has attended professional development and will review and give feedback on weekly PLC logs	
Person Responsible	Kristy Walker
Schedule	Quarterly, from 09/01/2014 to 05/29/2015
Evidence of Completion	PLC meeting minutes and sign-in sheets

Plan to Monitor Effectiveness of Implementation of G3.B1.S1	
principal and assistant principals will conduct weekly classroom walk-throughs and provide feedback to teachers	
Person Responsible	Robin Mobley
Schedule	Weekly, from 09/02/2014 to 05/29/2015
Evidence of Completion	weekly walkthrough feedback and data

G3.B1.S2 Teachers meet in PLCs weekly to review student data including responses to tasks and plan text-dependent questions, close reading, skill/strategy based groups, DBQ's, 5E's lessons, and problem based tasks to implement with students to support their success with complex text in all content areas.

Strategy Rationale

Student achievement will increase when students are engaged in answering text-dependent questions, close reading, skill/strategy based groups, DBQ's, 5E's lessons, and problem based tasks

Action Step 1	
All teachers meet in PLCs on a weekly basis to review student data and plan for rigor.	
Person Responsible	Robin Mobley
Schedule	Weekly, from 08/25/2014 to 06/05/2015
Evidence of Completion	Mobley will hold Assistant principals accountable for ensuring that all teachers are engaging in weekly PLCs documented by PLC logs uploaded to Moodle database on a weekly basis

Plan to Monitor Fidelity of Implementation of G3.B1.S2	
PLC facilitators will be provided professional development on facilitating highly effective PLC's	
Person Responsible	Kristy Walker
Schedule	On 09/09/2014
Evidence of Completion	SBLT agenda and sign-in will serve as evidence that all PLC facilitators have engaged in professional development.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2	
Mathematics, Science, and Literacy Instructional Coaches will attend PLC's when not engaged in coaching cycles.	
Person Responsible	Shannon Zito Weaver
Schedule	Weekly, from 08/18/2014 to 06/05/2015
Evidence of Completion	PLC logs will document the presence of Instructional coaches at PLCs

G3.B2 Students are not consistently engaged in rigorous tasks and assignments aligned with grade level content standards.

G3.B2.S1 Teachers engage in Professional Development focused on engaging students in rigorous tasks and assessments aligned with Florida Standards Assessment .

Strategy Rationale

The percentage of students that are proficient on the Standardized Assessments must increase.

Action Step 1	
Instructional coaches will provided continual and ongoing support through coaching cycles and facilitating PLCs	
Person Responsible	Shannon Zito Weaver
Schedule	Monthly, from 09/08/2014 to 05/29/2015
Evidence of Completion	Coaching logs and PLC logs

Plan to Monitor Fidelity of Implementation of G3.B2.S1	
Administrator will continually monitor PLC forms and review coaching logs	
Person Responsible	Derrick Lyons
Schedule	Weekly, from 09/02/2014 to 05/29/2015
Evidence of Completion	feedback will be provided to teachers and instructional coaches

Plan to Monitor Effectiveness of Implementation of G3.B2.S1	
Administrators will observe a shift instruction that reflects topics of PLC logs and includes high-yield instructional strategies. Increase in student achievement as shown on district common assessments via Performance Matters.	
Person Responsible	Robin Mobley
Schedule	Quarterly, from 09/02/2014 to 05/29/2015
Evidence of Completion	Increase in high yield instructional strategies reflected through classroom walk-through data.

G3.B2.S2 Teachers receive professional development around close reading, instructional shifts, standards, assessment, and instructional methods.

Strategy Rationale

The likelihood of students engaging in high yield instructional strategies increases when teachers are adequately and ongoing engaged in professional development.

Action Step 1	
ELA, Reading, Science and Social Studies teachers will receive professional development around close reading, instructional shifts, standards, assessment, instructional methods and exemplar lessons.	
Person Responsible	Bridget Howell
Schedule	Monthly, from 09/02/2014 to 04/01/2015
Evidence of Completion	Eagle University sign in sheets and deliverable tasks

Plan to Monitor Fidelity of Implementation of G3.B2.S2	
Ongoing professional development will be provided through Eagle University (1st Wednesday of each month), PLCs and coaching cycles	
Person Responsible	Marissa Silkie-Rees
Schedule	Monthly, from 09/03/2014 to 04/01/2015
Evidence of Completion	Eagle University sign in sheets and coaching logs will be monitored

Plan to Monitor Effectiveness of Implementation of G3.B2.S2	
Principal and assistant principals will monitor coaching logs to ensure that support and training was provide and lesson plans to ensure that their is a plan to implement the instructional strategies	
Person Responsible	Robin Mobley
Schedule	Weekly, from 09/03/2014 to 04/01/2015
Evidence of Completion	Principal and assistant principals will monitor coaching logs to ensure that support and training was provide and lesson plans to ensure that their is a plan to implement the instructional strategies

G3.B2.S3 Teachers receive professional development on the implementation of the 5E instructional model.

Strategy Rationale

Student achievement increases when students use critical thinking skills to problem solve throughout the phases of the 5E instructional model.

Action Step 1	
Science teachers will use Project Based Learning during the elaborate phase of the 5E instructional model.	
Person Responsible	Marissa Silkie-Rees
Schedule	On 09/01/2014
Evidence of Completion	Science coach will review lesson plans with teachers. Teacher lesson plans will serve as evidence

Plan to Monitor Fidelity of Implementation of G3.B2.S3	
Science coach will use observation with feedback to monitor and support the use of Project Based Learning during the elaborate phase of the 5E instructional model.	
Person Responsible	Marissa Silkie-Rees
Schedule	Monthly, from 09/01/2014 to 06/05/2015
Evidence of Completion	Coaching logs will evidence that science coach is supporting the use of Project Based Learning

Plan to Monitor Effectiveness of Implementation of G3.B2.S3	
Science coach will use student assessment data to monitor and support the effectiveness of using project based learning.	
Person Responsible	Marissa Silkie-Rees
Schedule	Monthly, from 09/01/2014 to 05/01/2015
Evidence of Completion	Coaching logs will evidence that science coach has engaged PLCs in using student assessment data to monitor the effectiveness of using project based learning.

G3.B2.S4 Instructional Coaches (Mathematics, Science, ELA) are embedded in mathematics, science, and ELA classes for the purpose of implementing lessons inspired by the MAFS, LAFS, and Science standards and differentiated for students based on data.

Strategy Rationale

The likelihood of students engaging in high yield instructional strategies increases when teachers are adequately and ongoing engaged in professional development through embedded coaching cycles.

Action Step 1	
All mathematics, science, and ELA teachers will engage in full coaching cycle on an ongoing basis throughout the school year.	
Person Responsible	Bridget Howell
Schedule	On 09/01/2014
Evidence of Completion	Coaching logs will evidence that instructional coaches are implementing full coaching cycles with all teachers.

Plan to Monitor Fidelity of Implementation of G3.B2.S4	
Principal and assistant principals will review coaching logs to ensure that coaching cycles are taking place and lesson plans/conduct walkthroughs to ensure that strategies are being put into practice.	
Person Responsible	Jayme Joslyn
Schedule	Monthly, from 09/01/2014 to 06/05/2015
Evidence of Completion	Feedback on coaching logs, lessons plans and walkthroughs

Plan to Monitor Effectiveness of Implementation of G3.B2.S4	
Person Responsible	
Schedule	
Evidence of Completion	

G3.B2.S5 Math teachers will implement Formative Assessments (MFAS) aligned to the MAFS and including tasks designed using Florida Standards Assessment (FSA) test item specification and additional online resources.

Strategy Rationale

Student achievement increases when mathematics teachers engage students in frequent formative assessment.

Action Step 1	
Math coach will provide support to math teachers implementing Formative Assessments (MFAS) aligned to the MAFS and including tasks designed using Florida Standards Assessment (FSA) test item specification and additional online resources.	
Person Responsible	Shannon Zito Weaver
Schedule	Weekly, from 08/25/2014 to 06/05/2015
Evidence of Completion	Evidence of support will documented in weekly coaching logs

Plan to Monitor Fidelity of Implementation of G3.B2.S5	
School principal will review weekly coaching logs to ensure that adequate support is being provided to mathematics teachers.	
Person Responsible	Robin Mobley
Schedule	Weekly, from 09/05/2014 to 06/05/2015
Evidence of Completion	Weekly coaching logs will be reviewed to monitor support being provided/

Plan to Monitor Effectiveness of Implementation of G3.B2.S5	
Math Coach will review lesson plans with teachers to monitor and support the effectiveness of using Formative assessments.	
Person Responsible	Shannon Zito Weaver
Schedule	Biweekly, from 09/15/2014 to 06/05/2015
Evidence of Completion	Coaching logs will evidence that math coach has reviewed lesson plans with teachers to monitor and support the effectiveness of using Formative assessments.

G3.B2.S6 All teachers attend ongoing Curriculum Cadre (Just-in-Time) trainings, AVID refreshers, and Marzano refreshers to ensure continually implementation of high yield instructional strategies.

Strategy Rationale

The likelihood of students engaging in high yield instructional strategies increases when teachers are adequately and ongoing engaged in professional development.

Action Step 1	
School based Just in time Training will be provided for all teachers on the first Wednesday of each month.	
Person Responsible	Kiana Porter-Isom
Schedule	Monthly, from 09/03/2014 to 04/01/2015
Evidence of Completion	Sign-in sheets and deliverable tasks will serve as evidence of completion.

Plan to Monitor Fidelity of Implementation of G3.B2.S6	
Curriculum specialist will coordinate with instructional leadership team to ensure that relevant and valuable professional development is delivered each month	
Person Responsible	Kiana Porter-Isom
Schedule	Monthly, from 09/03/2014 to 04/01/2015
Evidence of Completion	Instructional leadership team minutes will serve as evidence that a plan for relevant and valuable professional development is discussed each month.

Plan to Monitor Effectiveness of Implementation of G3.B2.S6	
Instructional Coaches and Curriculum Specialist will provide support through coaching cycles and/or PLCs for content delivered at school based just in time professional development.	
Person Responsible	Robin Mobley
Schedule	
Evidence of Completion	Prinipal and assistant principals will monitor coaching logs to hold Instructional Coaches and Curriculum Specialist accountable for providing support of content delivered at school based just in time professional development.

G3.B2.S7 Teachers will engage in a school-wide book study of "The Art and Science of Teaching"

Strategy Rationale

Student achievement will increase when teachers implement the researched based practices describe in "The Art and Science of Teaching"

Action Step 1
Curriculum specialist will facilitate a virtual book study of "The Art and Science of Teaching" through Moodle LMS.

Person Responsible	Kiana Porter-Isom
Schedule	Every 6 Weeks, from 10/01/2014 to 05/29/2015
Evidence of Completion	

Plan to Monitor Fidelity of Implementation of G3.B2.S7
Curriculum specialist will monitor book study and provide feedback to participants.

Person Responsible	Kiana Porter-Isom
Schedule	Biweekly, from 10/01/2014 to 05/29/2015
Evidence of Completion	Curriculum specialist will monitor book study and provide feedback to participants on a weekly basis as evidenced by feedback and artifacts in Moodle LMS

Plan to Monitor Effectiveness of Implementation of G3.B2.S7
Principals and assistant principals will leverage classroom walkthroughs to collect evidence that strategies are being implemented.

Person Responsible	Robin Mobley
Schedule	Monthly, from 09/15/2014 to 05/29/2015
Evidence of Completion	classroom observation feedback

Professional Development

For each professional development activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::

Professional Development Table coming soon

Technical Assistance

For each technical assistance activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::

Technical Assistance Table coming soon

Budget Rollup

Budget summary data as entered into the Problem Solving section of this plan:

Budget Rollup Table coming soon