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| **Restart Component** | **Evidence of Successful Implementation** | **Person(s) Responsible** | **Timeline** |
| Student Profile | William C. March Middle School will utilize early warning indicators in order to target at-risk students. The school will maintain attendance records, behavior records, report cards, and progress reports to identify, monitor and assess interventions. Additionally, the school will collect SANE documents and the Early Warning Indicators (EWI) tracker from EWI meetings.  William C. March will implement PBIS. The team will maintain monthly documentation demonstrating trends in student behavior (office referrals, short term suspensions, long term suspensions, etc.) Teachers will also rate student behavior in each course (excellent, satisfactory, or unsatisfactory). Teachers will distribute IBs (International Bucks) as part of PBIS. Additionally, the school will open a school store and host events as incentives for students as part of PBIS.  Evidence of successful implementation of the Behavior Modification Center will be anecdotal record sheets that include information such as when the student came to the BMC, reason, parent contact notes.  The Attendance Monitor will ensure that all records are accurate. | Interdisciplinary Teams and Support Staff: School Transformation Facilitator, Guidance Counselor, Social Worker, Psychologist, IEP Facilitator, Behavior Intervention Specialist, Network 16 Student Support Liaison, Attendance Monitor | August 2012-June 2013  Interdisciplinary group meets twice weekly, once per week on EWI. PBIS incentive events will take place monthly. |
| Staff Profile | The coaches will keep logs of teacher support, calendars, and SANE documentation of meetings/professional development sessions. The New Teacher Mentor will keep separate documentation for new teacher support. The school will maintain SANE documentation related to the weekly professional development cycle as well. | Community Leader/ ELA Coach, Community Leader/Math Coach/New Teacher Mentor, Network 16 Academic Content Liaisons | Summer 2012-June 2013  Coaches and Facilitators meet with all teachers on a weekly basis. |
| Student Achievement | William C. March Middle School will maintain lesson plans aligned to the common core and IB framework, and each classroom will display evidence of the instructional foci.  The school will utilize pre-assessment  data to identify students in need of intervention. Evidence of successful implementation would include pre-assessment data and a list of identified students.  The school will maintain documentation such as student schedules, I Succeed assessment results, and course performance for identified students to demonstrate success of Math Acceleration Lab and Savvy Reader’s Lab.  Performance assessments will also be displayed throughout the building.  William C. March Middle School will keep progress notes and attendance records for the Eagle’s Nest Youth Development Program to demonstrate student growth. | ELA Coach, Math Coach, JHU Instructional Facilitators, Principal, IB Coordinator, Teachers, ENYDP  staff | August 2012-June 2013 |
| Rigorous Curriculum | In order to demonstrate successful implementation of Agile Minds and the Literacy Development Curriculum the school will maintain classroom lesson plans, instructional foci, SANE  documents from collaborative planning  meetings, and SANE documents from district-level common core support meetings.  To demonstrate successful implementation of the IB framework, the school will collect student work product on the essential questions as well as interdisciplinary lesson plans. | ILT | August 2012-June 2013 |
| Instructional Program | To demonstrate successful implementation of AVID tutorials, tutors will keep logs for each group.  Additionally, the school will maintain the master schedule as well as the physical education/health curriculum, Spanish language lesson plans and documentation of after school activities. | ILT, PE Teacher, Club Coordinators (Teachers), Spanish Teacher | August 2012-June 2013  The master schedule was created to allow for regular math and reading interventions for identified students and AVID daily for every student. |
| Assessments | Evidence of successful implementation will include assessment reports for both Mathematics and English/Language Arts. Coaches and facilitators will maintain  SANE documentation from collaborative planning meetings. | ILT, ELA Coach, Math Coach, Teachers, JHU Instructional Facilitators | August 2012-June 2013 |
| School Climate & Culture | In order to increase communication among stakeholders, the school will communicate expectations through the staff handbook, student code of conduct and school website.  William C. March will maintain SANE documentation for interdisciplinary teams and EWI trackers for students. The school climate survey will also help gauge the school environment.  Guests will be able to observe that the school building is a positive place and staff is welcoming. Evidence of successful implementation of PBIS, attendance campaigns, and academic recognition includes a PBIS tracker, attendance charts, and student assemblies. The school will send out attendance letters to students who are at risk for chronic absenteeism and keep a parent communication log. | SLT, Teachers, JHU Transformation Facilitator, Attendance Monitor, Behavior Modification Interventionist, PBIS Committee | August 2012-June 2013 |
| Student, Family, Community Support | Evidence of successful implementation that demonstrates strengthened relationships with parents and community members will include SANE documentation from the School-Family Council members and interdisciplinary team meetings. The school will maintain a log from the parent resource center. A volunteer wall of fame will also be visible in the school. | School Family Council, Principal, FCE Network Specialist, School-Based FCE Specialist | August 2012-June 2013 |
| Professional Development | Evidence of successful implementation will consist of the William C. March Middle School’s Cycles of Professional Learning document as well as SANE documentation for each session. Additionally, on several occasions, staff will engage in peer reviews. The documentation for this process will also demonstrate the school-wide commitment to targeted and significant professional development opportunities for all learners. | ILT  Teachers | August 2012 – June 2013 |
| Organizational Structure and Resources | An effective organizational structure and use of resources will be evidenced by the integration of the interdisciplinary teams  and small learning communities as the basis of the school structure. SANE documentation from IDT, content, SLT, and ILT meetings will demonstrate the modifications made to the instructional program in order to support the academic, social, and emotional growth of all learners. Additionally, interventions, resources, and supports provided to Special Education students will be documented on a monthly basis. | SLT  Team Leaders  IEP Team | August 2012 – June 2013 |
| Comprehensive and Effective Planning | William C. March has been organized based upon the principles of distributive leadership. This will be evidenced by the duty and responsibilities roster, SANE documents from content and IDT meetings, and the master schedule.  Additionally, technical reports completed in collaboration with JHU Facilitators and school-based content coaches will demonstrate the identification, planning, and lesson execution to address deficiencies and enhance the overall learning experience of all students. | ILT  Content Teachers  IEP Team | August 2012 – June 2013 |
| Effective Leadership | Successful implementation of initiatives surrounding leadership development will be evidenced through observation, document review, and SANE records from SLT and IDT meetings. Specifically, team leaders have been empowered to make critical instructional and social decisions that will enhance the learning experience for students. This method of distributive leadership will allow teachers and leaders to collaboratively plan for student success. As such, team action plans, EWI tracking reports, student specific data, and meeting notes will all demonstrate this process.  Additionally, a school specific template has been developed to monitor implementation, accuracy, and execution of instructional initiatives. Assessment of practice and teacher feedback will demonstrate the scope of responsibilities assumed by the Instructional Leadership Team in order to increase student achievement levels. | Principal  Community Leaders  Team Leaders  ILT | August 2012 – June 2013 |