FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Braden River Middle School	District Name: School Board of Manatee County
Principal: Mr. Randall J. Petrilla	Superintendent: Mr. Robert Gagnon
SAC Chair: Mrs. Kendra Rejcek	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Administrators

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Mr. Randall Petrilla	B.A. Psychology M.S. in Ed. Leadership	18	18	Braden River Middle School 1112 Grade "A" 1011 82% AYP Not Met, Grade "A" 0910 87% AYP Not Met, Grade "A" 0809 87% AYP Not Met, Grade "A" 0708 100% AYP Met, Grade "A" 0607 82% AYP Not Met, Grade "A" 0506 95% AYP Provisional, Grade "A" 0405 95% AYP Provisional, Grade "A" 0304 93% AYP Not Met, Grade "A" 0203 AYP Not Met, Grade "A" 0102 Grade "A" 0001 Grade "C" 9900 Grade "A" 9899 Grade "A"
Assistant Principal	Ms. Kimberlain Zenon	B.A. Biology M.S. in Ed. Leadership National Board Certified	17	1st Year	First Year as Assistant Principal
Assistant Principal	Mrs. Lori Jones	B.S. Business Education M.S. Ed. Leadership	12	14	Braden River Middle School 1112 Grade "A" 1011 82% AYP Not Met, Grade "A" 0910 87% AYP Not Met, Grade "A" 0809 87% AYP Not Met, Grade "A" 0708 100% AYP Met, Grade "A" 0607 82% AYP Not Met, Grade "A" 0506 95% AYP Provisional, Grade "A" 0405 95% AYP Provisional, Grade "A" Harllee Middle School 0304 70% AYP Not Met, Grade "B" 0203 Grade "C" Braden River Middle School 0102 Grade "A" 0001 Grade "C"

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Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)

Effective and Highly Effective Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date
1. Use of PATS hiring to determine highly qualified candidates.	Principal	Continuous
2. Highly qualified candidates are provided trainings and work closely with grade level teachers of same content as well as the Department Chairperson	Principal and Asst. Principals	Continuous
3. Classroom walk throughs are performed and data is provided to help with strong instructional strategies and maintaining focus on the curriculum, the instruction, the learner, the classroom and the needs of all	Principal and Asst. Principals	Continuous
4. Needed curriculum training is provided by the district curriculum specialists.	District Curriculum Specialists	Continuous
5. Teachers will work departments to focus on RtI, AYP and reading strategies	Department Chairperson	Continuous

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
One	Certified to teach Language Arts this person is currently enrolled in Reading courses to complete reading endorsement

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
57	1 (1)	21.1 (12)	38.6 (22)	35.1 (20)	68.4 (39)	96.5 (55)	5.3 (3)	12.3 (7)	66.7 (38)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Nora Hyde	Jennifer Kreisel New teachers are provided trainings and work closely with grade level teachers of same content as well as the Department Chairperson for Science	Curriculum ideas and strategies from the same content. Continued support throughout the year from an experienced science teacher who is highly effective.	Weekly planning and curriculum activities. Reviewing curriculum and instructional strategies for effective teaching and developing ESE students.

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Additional Requirements

*Coordination and Integration-***Title I Schools Only**

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team.
Principal, Mr. Randall Petrilla
Assistant Principal, Mrs. Lori Jones
Guidance Counselor, Ms. Lannette Gillen
Guidance Counselor, Mrs. Nickelsberg
ESE Department Chairperson, Mrs. Katy Kimbrell
School Social Worker, Ms. Valerie Morrison
School Psychologist, Ms. Ursula Camp
Speech, ESE teacher, Ms. Karen Strand
Mathematics teacher, Ms. Shelly Clark
Language Arts teacher, Mr. Geoff Marris
District ESE Specialist, Ms. Kathy Robey
Reading teacher, Ms. Traci Reynolds

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Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The RtI/MTSS team at Braden River Middle School will provide high quality instruction/intervention based on individual student needs using data from diagnostics and assessments as well as performance to make important education decisions to help guide student instruction. The RtI/MTSS team will address progress of students to help students continue on a path to meeting AYP. This team will use a problem-solving model and decisions will be made based on data.

The first level of support will be the instructional and behavioral practice of teachers for all general education students Tier 1

The second level of support will be supplemental instruction and/or interventions in addition to the general practice for students who need additional instruction and/or behavioral support.

The third level of support will be intensive instructional and/or behavioral interventions with a goal of continuing to increase student's rate of progression or growth as measured by benchmark assessments, FAIR and other progress monitoring data.

The RtI/MTSS team will meet 2nd Tuesday – MTSS/Data meeting with reading teacher Tier 2 students
        3rd Tuesday – Problem Solving – Teachers Sign Up

1. Follow the problem solving model.
2. Use the multi-tiered model (Tier 1, Tier 2 and Tier 3).
3. Use a problem-solving method to make decisions within a multi-tiered model.
4. Use research-based, scientifically validated interventions.
5. Review data including academic, behavior and attendance
6. Use data to make decisions.
7. Monitor student progress to inform instruction.
8. Organize the collection of data.
9. Support the Tier 1 instructional needs.

Implement supplemental and intensive interventions for students.

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?

The RtI/MTSS Leadership Team will have members that work on committees that develop goals focused on reading, writing, mathematics, and science improvement and continually focus on moving subgroups to meet the State set AYP goals for the year. The principal and guidance counselor on the RtI/MTSS Leadership Team are also members of the School Advisory Council (SAC). At the end of the year, the RtI/MTSS Team will report to the School Advisory Council what observations were made based on the monitoring of interventions implemented throughout the course of the year.

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MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.
*Quarterly Progress Monitoring: Progress Monitoring and Reporting Network (PMRN), FAIR, District Benchmark Assessments, Florida Comprehensive Assessment Test (FCAT, Read 180 data, District Writing Assessments, Discipline and Attendance through Quick Query.
*Monthly: Review data with Tier 2 reading teachers make adjustments to interventions based on data.
*Quarterly: student progress, quarterly grades, writing assessments
*Midyear: (Reading) Diagnostic Assessment FAIR, textbook diagnostics
                    (Mathematics) Textbook Diagnostic or ASCEND
                    (Behavioral) Universal interventions, classroom observation
*End of the Year: FCAT

Describe the plan to train staff on MTSS. Professional development will be provided during teacher training time and departmental meeting times throughout the year. The RtI/MTSS team will also evaluate additional staff professional development needs during the bi-weekly RtI/MTSS Leadership Team meetings. Trainings will be offered during the morning throughout the school year. The MTSS/RtI team will be conducting a training on October 12th to help teachers become familiar with student data.
Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

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School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Principal, Randy Petrilla Assistant Principal, Kim Zenon Assistant Principal, Lori Jones Language Arts Teacher, Sonja Perkins ESE Department Chair Person, Katy Kimbrell Guidance Counselor, Lannette Gillen Language Arts Chair Person, Alisha Fair Language Arts Teacher, Jennifer Eickelmann Reading Teacher, Cheryl Scholl Science Teacher, Nora Hyde Social Studies, Chris Brown Michelle Clark, Mathematics and Data Media Specialist, Joanne Torlucci
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). Monthly meetings will be conducted reviewing current reading programs in the school and adding other necessary strategies to support all readers including professional development.
What will be the major initiatives of the LLT this year? • A needs assessment based on student data and goals developed • Scheduled monthly meetings to review progress • Arrange professional development based on Text Complexity, Scaffolding, Text Dependent Questioning, Evidence Support Answers, Focus on reading and writing opportunities • Identifying a NGCAR-PD Trainers and making sure our Language Arts Department Chair person is trained in SSR – Sustaining Strategic Readers and will provide PD to all teachers. • Finding a way to have student read at least one book every two weeks and monitoring. • Close reading training and all content area teachers administer close reading after each unit or a minimum of one per quarter.

Public School Choice
- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

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Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Grades 6-12 Only Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

Each content department will focus on administering Close Reading passages after each unit with their students. Many teachers will have renewed training in CRISS to focus on these strategies. Our MTSS/RtI team will be reviewing data and working with reading teachers and their students. The SLLT will be implementing Close Reading training and support throughout the year. This group will also be reviewing the 6th grade Critical Thinking/Advanced Reading class to make sure these Level 3, 4 and 5 6th grade students are being supported and are achieving one year's growth.

High Schools Only

Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A 1 Technological breakdowns. Teachers need to be trained to use the programs. Delays in entering data.	1A 1 Faculty will use Quick Query, Dashboard, and Benchmark Assessments in order to monitor their students' progress.	1A 1 Teachers	1A 1Monthly and Quarterly review of student data	1A 1Benchmark Assessments, FAIR, SRI, FCAT Scores
Reading Goal #1A: Students will achieve 1 year's growth in their DSS , or move up 1 FCAT level. by the end of school year 2012/13.	2012 Current Level of Performance:* *62 (580)*	2013 Expected Level of Performance:* *70 (688)*					
			1A 2 Technological breakdowns. Delays in data entry.	1A 2 The district's Quick Query program will continue to be used by teachers and administrators to monitor student achievement and assist with growth. The district's evaluation and assessment personnel will provide updates and continued training for 100% of BRMS staff to help them utilize Quick Query.	1A 2 Technology Coordinator	1A 2 Use of Quick Query and identification of students needing support	1A 2 Agendas reflecting use of data and discussions of AYP
			1A.3. Lack of teacher training on text complexity	1A.3.Inservice training(s) on Close Reading, text complexity and generating questions	1A.3. Trainer and Administrator	1A.3. Feedback from Departments	1A.3. Lesson Plans
			1A 4 Lack of analysis of complex texts in content areas	1A 4 After training, require core subjects to implement at least one close reading per quarter or a close reading after each unit.	1A 4 Department Chairs and Administration	1A 4 Student writing samples in response to close reading activities.	1A 4 Lesson Plans, FAIR, FCAT
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. Lack of materials and teacher training	2A.1. Tailor 6th Grade Critical Thinking around an advanced reading curriculum.	2A.1.Administrative and Critical Thinking teachers	2A.1.Lesson Plans	2A.1.FAIR, FCAT

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Reading Goal #2A: *Students will achieve one year's growth in DSS or move up 1 level.*	2012 Current Level of Performance:* 32 (299)	2013 Expected Level of Performance:* 40 (393)					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. There may not be enough reading teachers to handle all of the non-proficient students	3A.1. Research-based reading programs (READ 180, SRI, Journey, Janet Allen Plugged into Reading will be used in classes designed to improve reading skills. Strategies as part of intensive reading remediation.	3A.1. Department Chair, Guidance Counselors, Reading Teachers	3A.1. READ 180 data and teacher assessments increased FCAT Levels in reading and FAIR	3A.1. FAIR, FCAT Levels
Reading Goal #3A: *10% fewer students will be non-proficient in reading for all sub-groups, or move up 1 grade level in DSS, or 79% will be proficient*	2012 Current Level of Performance:* *62 (580)*	2013 Expected Level of Performance:* *72 (708)*					
			3A.2. Groups of diverse abilities may be difficult to form if we are basing cooperative learning groups upon interest.	3A.2. Teachers will use data from FAIR, benchmark assessments or Quick Query to build cooperative groups and to differentiate instruction.	3A.2. Teachers	3A.2. Using cooperative learning groups and learning centers	3A.2. Lesson plans, walk-through data
			3A.3. Content Teacher Participation	3A.3. Content teachers will be trained on scaffolding students through complex texts using higher-order questions.	3A.3. Staff Trainer, Department Chairs	3A.3. Student writing samples, lesson plans	3A.3. FAIR, FCAT
			3A 4 Lack of applicable reading strategies	3A 4 CRISS Training	3A 4 Staff Trainer, Administrator	3A 4 Use of strategies in lessons	3A 4 FAIR, FCAT
			3A 5 Lack of classroom time to commit because of a full curriculum and many classroom interruptions	3A 5 All students will know their level and how close they are to the next level in FCAT.	3A 5Teachers	3A 5 Sharing of data with student	3A 5 Teacher records

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			.1.Technological difficulties, Delays in data entry	4.1.IEP Students—students identified with a need for reading support by a goal in their IEP—are receiving support by ESE inclusion instructors, ESE reading class, or READ 180 to ensure reading goals from the IEP are being met.	4.1.ESE Department Chair, Guidance Counselors, Reading Teachers	4.1.READ 180 data and teacher assessments , increased FCAT levels in reading, SRI and FAIR	4.1.FAIR, SRI, FCAT Levels
Reading Goal #4: *5% fewer students will be non-proficient in reading for all sub-groups, or move up 1 grade level in DSS, or*	2012 Current Level of Performance:* 20 (187)	2013 Expected Level of Performance:* 15 (147)					
			2Technological difficulties, delays in data entry	4.2.All Level 1 students will be placed in a required reading block using a research-based reading program (READ 180)	4.2.Guidance counselors, ESE Department Chairperson	4.2.READ 180 data and teacher assessments, increased FCAT levels in reading, SRI , and FAIR	4.2.FAIR , SRI, FCAT Levels
			Technological difficulties, lack of full-time ESOL instructor	4.3.Rosetta Stone or Academy of Reading will be used to assist ELL students in the reading process	4.3.ESOL Aide, Reading Teachers	4.3.Students using Rosetta Stone will help ELL students with the English language.	4.3.ELL scores, students' performance in core classes
			We don't have the personnel available as is prescribed in a model RTI program.	4.4 Grade level guidance counselors will serve as case managers and will be part of the RTI-MTSS/SLLT team. They will identify struggling and retained students at each grade level, review FCAT scores with teachers, help identify students requiring remediation, review student schedules to fulfill remediation requirements, and check for accuracy and meaningful education plans	4.4 Guidance Counselors and ESE Department Chair person	4.4 Students are scheduled in the correct classrooms and teacher s have important data to help guide instruction.	4.4 Students scheduled into remediation , growth in reading, mathematics, science, and writing scores on the FCAT
			We don't have the personnel available as is prescribed in a model RTI program.	4.5 A viable RTI/MTSS Model will be implemented school-wide using specific reading interventions targeted at students with individual needs as determined by diagnostic assessment data.	4.5 RTI Team	4.5 Students properly placed and receiving support	4.5 FCAT Scores, FAIR Assessment, Sri
			6Lack of Common plan times hinder collaborative meetings.	4.6 Research-based strategies for ESE and ELL students will be implemented by all teachers with support from the respective departments	4.6Teachers	4.6Review of Lesson Plans by Department Chairpersons	4.6 Lesson Plans
			.7 Pre and post-testing take up valuable class time.	4.7 FCAT Explorer, FCAT Focus, or other means of pre-and post-testing will be used to determine deficient skills. Small groups, possibly with help from parent volunteers, will	4.7 Language Arts Teachers	4.7Language arts teachers will utilize small groups	4.7 FAIR skills worksheets Elements of Literature "Reading Skills and Strategies " worksheets, among others.

			use skills worksheets to practice deficient skills.			
		Fitting lesson into current curriculum	Teachers will employ FCRR website to access research-based lessons and interventions for low performing readers.	Language Arts Teachers	RtI/MTSS Data Progress Monitoring	FAIR RtI/MTSS Intervention data

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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Close Reading Training	ALL	Cheryl Scholl	All contents and grade levels	October 12, 2012 and ongoing follow-up and assistance	Periodically meetings to check for understanding, observation of use in classrooms, writing assignments of students	Department Chair Person and Administration
CRISS	Any One Eligible for Refresher training	Kathleen Brown	Any Grade Level Any Content	October 12, 2012	Use of strategies shown in lesson plans	Department Chair Persons
Scaffolding and Text Complexity	ALL	Person From Professional Development	All Grade Levels	Before the end of 1st Semester		

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Read 180, , Voyager materials, headphones, level books , Plugged Into Reading	Read 180 and AMP materials, headphones, level books	School Improvement/Textbook Funds	$2,000.00
			Subtotal:$2000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Computers, software, headsets, ear buds for Read 180, Journeys, FAIR	Computers, software, headsets	School Improvement/Technology	$1,000.00
			Subtotal: $1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Reading Professional Development to Support Goals CRISS Materials	Training to support any reading needs and reading strategies	School Improvement	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Resources for printing for needed reading strategies	Copy Costs	School Budget/ School Improvement	$200.00
			Subtotal: $200.00
			Total: $4,200.00

End of Reading Goals

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Middle School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1. Lack of thorough understanding of math concepts.	1A.1. Incorporate a minimum of two extended response questions each quarter into the curriculum which require students to explain or justify results.	1A.1. Math Department Head	1A.1. Math teachers.	1A.1. Written responses and/or rubric score, collaborative planning, department meeting notes., and lesson plans
Mathematics Goal #1A: Students will achieve one year's growth in DSS. Students will achieve 1 year's growth in their DSS or move up 1 FCAT level by the end of the school year.	2012 Current Level of Performance:* *66 (617)*	2013 Expected Level of Performance:* *At least 70% (688) of students will score at achievement level 3 or higher*					
			1A.2. Lack of classroom time to commit because of a full curriculum and many classroom interruptions	1A.2. All students will know their level and how close they are to the next level in FCAT.	1A.2. Math Teachers	1A.2. Students will complete individual goal setting forms by analyzing their last detailed FCAT results.	1A.2.Student knowledge of the math areas they need to work on.
			1A.3. Understanding story problems several times per week utilizing Power Points, teacher made practices, and NGSSS booklets.	1A.3. Increase direct instruction on solving various types of word problems.	1A.3. Math Teachers	1A.3. Increase the percentage of students in the lowest quartile who meet annual yearly progress criteria on the 2012 FCAT.	1A.3. data, student work and FCAT data
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. Lack of thorough understanding of math concepts.	2A.1. Incorporate a minimum of two extended response questions each quarter into the curriculum which require students to explain or justify results. Increase use of math term usage in elective classes. Provide elective teachers with specific examples of how they can reinforce math terms in their classes.	2A.1. Math Department Head	2A.1. Math teachers.	2A.1. . Written responses and/or rubric scores, collaborative planning, department meeting notes, and lesson plans.
Mathematics Goal #2A: Students will achieve one year's growth in DSS. Students will achieve 1 year's growth in their DSS or move up 1 FCAT level by the end of the school year.	2012 Current Level of Performance:* *17.6 % (165) of students scored a level 4 or higher.*	2013 Expected Level of Performance:* *At least 19% (187) of students will score at achievement level 3 or higher.*					

| | | 2A.2. Lack of attention provided to higher performing students | 2A.2. Promote challenging activities for students needing enrichment

 Utilize new software program (OPLET).

 Increased promotion of Math Counts. | 2A.2. Math Teachers/Dept. Chair | 2A.2. Results and number of students utilizing OPLET, teacher utilization of OPLET, and number of student involved in on-line competitions and other activities such as Math Counts and the Florida Stock Simulation. | 2A.2. Teacher lesson plans and number of students involvement in more challenging activities |
| | | 2A.3. Technological problems | 2A.3. Teachers will employ use of technology in their teaching and seek assistance in the set-up of necessary technological equipment. | 2A.3. Technology Coordinator, Math Teachers | 2A.3. Review of lesson plans, collaboration, and coaching. 99% of students with FCAT Levels 4 and 5 will retain their above proficiency ratings. | 2A.3. Lesson Plans, and walk through data |

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3A: Students will achieve one year's growth in DSS. Students will achieve 1 year's growth in their DSS or move up 1 FCAT level by the end of the school year.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	3A.1. Lack thorough understanding of math concepts.	3A.1. Incorporate a minimum of two extended response questions each quarter into the curriculum which require students to explain or justify results. Students will make personal connections to math vocabulary terms and write about those connections. Increase use of math term usage in elective classes. Provide elective teachers with specific examples of how they can reinforce math terms in their classes.	3A.1. Math Department Head	3A.1. Math teachers.	3A.1. . Written responses and/or rubric score, collaborative planning, department meeting notes., and lesson plans
			3A.2. Lack prerequisite skills	3A.2. The district's Quick Query program will continue to be used by teachers and administrators to monitor student achievement and assist with growth. Solicit parent support so	3A.2. Math teachers.	3A.2. To get 100% of students to know their basic math skills. Review progress at monthly PLC meetings. Analyze data and utilize pretests. Increase the percentage of	3A.2. Progress monitoring data, student observation, formal assessments, and benchmark data. 2012 Current Level of Performance:

			students practice at home. Utilize on-line skill resources and video lessons. Basic skill practice for those without internet.		students in lowest quartile who meet annual yearly progress criteria on the 2012 FCAT.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics. Mathematics Goal #4: Students will achieve one year's growth in DSS. Students will achieve 1 year's growth in their DSS or move up 1 FCAT level by the end of the school year.	2012 Current Level of Performance:* *68 (636)*	2013 Expected Level of Performance:* *70 (690)*	4A.1. Lack of thorough understanding of math concepts.	4A.1. Incorporate a minimum of two extended response questions each quarter into the curriculum which require students to explain or justify results. Students will make personal connections to math vocabulary terms and write about those connections. Increase use of math term usage in elective classes. Provide elective teachers with specific examples of how they can reinforce math terms in their classes. Students will be placed in math remediation (ASCEND) program based on their FCAT scores.	4A.1. Math Department Head	4A.1. Math teachers.	4A.1. Written responses and/or rubric score, collaborative planning, department meeting notes., and lesson plans
			4A.2. Lack prerequisite skills	4A.2. The district's Quick Query program will continue to be used by teachers and administrators to monitor student achievement and assist with growth.	4A.2 Mathematics Teacher	4A.2. To get 100% of students to know their basic math skills. Review progress at monthly PLC meetings. Analyze data and utilize pretests.	4A.2. Progress monitoring data, student observations, formal assessments, and benchmark data. 2012 Current Level of Performance:

			Solicit parent support so students practice at home. Utilize on-line skill resources and video lessons. Basic skill practice for those without internet.		Increase the percentage of students in lowest quartile who meet annual yearly progress criteria on the 2012 FCAT.	
		4A.3. Lack of mathematics vocabulary.	4A.3. Utilize AVID techniques such as lesson summaries to assist students in understanding math vocabulary. Use student summaries and exit slips to identify student misconceptions with math terms.	4A.3. Mathematics Teacher	4A.3. Benchmark data, ELL Teacher feedback, student summaries and exit slips.	4A.3. Student summaries and exit slips.

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%. / **Baseline data 2010-2011** Mathematics Goal #5A: *Enter narrative for the goal in this box.*						

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.** Mathematics Goal #5B: Students will achieve one year's growth in DSS. Students will achieve 1 **2012 Current Level of Performance:*** / **2013 Expected Level of Performance:*** *At least 70% (688) of students will score at achievement level 3 or higher*	5B.1. Lack a thorough understanding of math concepts. White: Black: Hispanic: Asian: American Indian:	5B.1. Incorporate a minimum of two extended response questions each quarter into the curriculum which require students to explain or justify results. Students will make personal connections to math vocabulary terms and write about those connections.	5B.1. Math Department Head	5B.1. Math teachers.	5B.1. . Written responses and/or rubric score, collaborative planning, department meeting notes., and lesson plans	

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year's growth in their DSS or move up 1 FCAT level by the end of the school year.				Increase use of math term usage in elective classes. Provide elective teachers with specific examples of how they can reinforce math terms in their classes.			
			5B.2. Lack prerequisite skills	5B.2. The district's Quick Query program will continue to be used by teachers and administrators to monitor student achievement and assist with growth. Solicit parent support so students practice at home. Utilize on-line skill resources and video lessons. Basic skill practice for those without internet.	5B.2. Mathematics Teacher	5B.2. To get 100% of students to know their basic math skills. Review progress at monthly PLC meetings. Analyze data and utilize pretests. Increase the percentage of students in lowest quartile who meet annual yearly progress criteria on the 2012 FCAT.	5B.2. Progress monitoring data, student observations, formal assessments, and benchmark data.2012 Current Level of Performance:
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1. Lack of thorough understanding of math concepts.	5C.1. Incorporate a minimum of two extended response questions each quarter into the curriculum which require students to explain or justify results. Students will make personal connections to math vocabulary terms and write about those connections. Increase use of math term usage in elective classes. Provide elective teachers with specific examples of how they can reinforce math terms in their classes.	5C.1. Math Department Head	5C.1. Math teachers.	5C.1. . Written responses and/or rubric scores, collaborative planning, department meeting notes, and lesson plans.
Mathematics Goal #5C: Students will achieve one year's growth in DSS. Students will achieve 1 year's growth in their DSS or move up 1 FCAT level by the end of the school year.	2012 Current Level of Performance:*	2013 Expected Level of Performance:* *At least 70% of students will score at achievement level 3 or higher.*					
			5C.2. Lack prerequisite skills	5C.2. The district's Quick Query program will continue to be used by teachers and administrators to monitor student achievement and assist with growth. Solicit parent support so students practice at home. Utilize on-line skill resources and video lessons. Basic skill practice for those without internet.	5C.2. Mathematics Teacher	5C.2. To get 100% of students to know their basic math skills. Review progress at monthly PLC meetings. Analyze data and utilize pretests. Increase the percentage of students in lowest quartile who meet annual yearly progress criteria on the 2012	5C.2. Progress monitoring data, student observations, formal assessments, and benchmark data.2012 Current Level of Performance:*
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.

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Mathematics Goal #5D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:* *At least 70% of students will score at achievement level 3 or higher*					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1. Lack of thorough understanding of math concepts.	5E.1. Incorporate a minimum of two extended response questions each quarter into the curriculum which require students to explain or justify results. Students will make personal connections to math vocabulary terms and write about those connections. Increase use of math term usage in elective classes. Provide elective teachers with specific examples of how they can reinforce math terms in their classes.	5E.1. Math Department Head	5E.1. Math teachers.	5E.1. . Written responses and/or rubric score, collaborative planning, department meeting notes, and lesson plans.
Mathematics Goal #5E: Students will achieve one year's growth in DSS. Students will achieve 1 year's growth in their DSS or move up 1 FCAT level by the end of the school year.	2012 Current Level of Performance:*	2013 Expected Level of Performance:* *At least 70% (688) of students will score at achievement level 3 or higher*					
			5E.2. Lack prerequisite skills	5E.2. The district's Quick Query program will continue to be used by teachers and administrators to monitor student achievement and assist with growth. Solicit parent support so students practice at home. Utilize on-line skill resources and video lessons. Basic skill practice for those without internet.	5E.2. Mathematics Teacher	5E.2. To get 100% of students to know their basic math skills. Review progress at monthly PLC meetings. Analyze data and utilize pretests. Increase the percentage of students in lowest quartile who meet annual yearly progress criteria on the 2012	5E.2. Progress monitoring data, student observations, formal assessments, and benchmark data.2012 Current Level of Performance:*
			5E.3. Lack of mathematics vocabulary.	5E.3. Utilize AVID techniques such as lesson summaries to assist students in understanding math vocabulary. Use student summaries and exit slips to identify student misconceptions with math terms.	5E.3. Mathematics Teacher	5E.3. Benchmark data, ELL Teacher feedback, student summaries and exit slips.	5E.3. Student summaries and exit slips.

End of Middle School Mathematics Goals

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<u>Algebra 1 End-of-Course (EOC) Goals</u> *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1. <u>Algebra 1 Goal #1:</u> 100% of students will score a 3 or above on the EOC.	<u>2012 Current Level of Performance:*</u> *100% {93} of students scored a 3 or above on the EOC.*	<u>2013 Expected Level of Performance:*</u> *100% (77) of students will score a 3 or above on the EOC.*	1.1. Student transition from paper and pencil assessment to online MC type assessment.	1.1. Prepare students for online EOC by implementing online assessments designed in the same format as the EOC exam.	1.1. Mathematics Teacher	1.1. Check understanding of concepts by using on-line tests in conjunction with paper and pencil tests.	1.1. Student on-line assessment results and pencil and paper assessment data.
			1.2. Lack thorough understanding of math concepts.	1.2. Incorporate a minimum of two extended response questions each quarter into the curriculum which require students to explain or justify results. Students will make personal connections to math vocabulary terms and write about those connections. Increase use of math term usage in elective classes. Provide elective teachers with specific examples of how they can reinforce math terms in their classes.	1.2. Mathematics Teacher	1.2. In class writing assignment grades and note summaries.	1.2. . Written responses and/or rubric score, collaborative planning, department meeting notes., and lesson plans
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1. Student transition from paper and pencil assessment to	2.1. Prepare students for online EOC by implementing online	2.1. Mathematics Teacher	2.1. Check understanding of concepts by using on-line	2.1. Student on-line assessment results and

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Algebra Goal #2: 100% of students will score a 3 or above on the EOC.	2012 Current Level of Performance:* *100% {93} of students scored a 3 or above on the EOC.*	2013 Expected Level of Performance:* *100% (77) of students will score a 3 or above on the EOC.*	online MC type assessment	assessments designed in the same format as the EOC exam.		tests in conjunction with paper and pencil tests.	pencil and paper assessment data.
			2.2. Lack thorough understanding of math concepts.	2.2. Incorporate a minimum of two extended response questions each quarter into the curriculum which require students to explain or justify results. Students will make personal connections to math vocabulary terms and write about those connections. Increase use of math term usage in elective classes. Provide elective teachers with specific examples of how they can reinforce math terms in their classes.	2.2. Mathematics Teacher	2.2. In class writing assignment grades and note summaries.	2.2. Written responses and/or rubric score, collaborative planning, department meeting notes., and lesson plans
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Algebra 1 Goal #3A: 100% of students will score a 3 or above on the EOC.							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra 1.**		3B.1. Student transition from paper and pencil assessment to online MC type assessment. White: Black: Hispanic: Asian: American Indian:	3B.1. Prepare students for online EOC by implementing online assessments designed in the same format as the EOC exam.	3B.1. Math teachers	3B.1. Check understanding of concepts by using on-line tests in conjunction with paper and pencil tests.	3B.1. Student on-line assessment results and pencil and paper assessment data.	
Algebra 1 Goal #3B: 100% of students will score a 3 or above on the EOC.	*2012 Current Level of Performance:** *100% {93} of students scored a 3 or above on the EOC.* / *2013 Expected Level of Performance:** *100% (77) of students will score a 3 or above on the EOC.*						
		3B.2. Lack of support at home.	3B.2. Provide extra tutoring before or after school.	3B.2. Math teachers	3B.2. Assessment results.	3B.2. Assessments.	
		3B.3. Lack of prerequisite skills.	3B.3. Utilize on-line concept support videos.	3B.3. Math teachers	3B.3. Assessment results.	3B.3. Assessments.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.			3C.1. Student transition from paper and pencil assessment to online MC type assessment.	3C.1. Prepare students for online EOC by implementing online assessments designed in the same format as the EOC exam.	3C.1. Math teachers	3C.1. Check for understanding of concepts by using on-line tests in conjunction with paper and pencil tests.	3C.1. Student on-line assessment results and pencil and paper assessment data.
Algebra 1 Goal #3C: 100% of students will score a 3 or above on the EOC.	2012 Current Level of Performance:* *100% {93} of students scored a 3 or above on the EOC.*	2013 Expected Level of Performance:* *100% (77) of students will score a 3 or above on the EOC.*					
			3C.2. Lack of support at home.	3C.2. Provide extra tutoring before or after school.	3C.2. Math Teachers	3C.2. Assessment results.	3C.2. Assessments.
			3C.3. Lack of prerequisite skills.	3C.3. Utilize on-line concept support videos.	3C.3. Math teachers	3C.3. Assessment results.	3C.3. Assessments.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.			3D.1. Student transition from paper and pencil assessment to online MC type assessment.	3D.1. Prepare students for online EOC by implementing online assessments designed in the same format as the EOC exam.	3D.1. Math teachers	3D.1. Check for understanding of concepts by using on-line tests in conjunction with paper and pencil tests.	3D.1. Student on-line assessment results and pencil and paper assessment data.
Algebra 1 Goal #3D: 100% of students will score a 3 or above on the EOC.	2012 Current Level of Performance:* *100% {93} of students scored a 3 or above on the EOC.*	2013 Expected Level of Performance:* *100% (77) of students will score a 3 or above on the EOC.*					
	3D.2. Lack of support at home. 3D.3. Lack of prerequisite skills.		3D.2. Provide extra tutoring before or after school.	3D.2. Math teachers	3D.2. Assessment results.	3D.2. Assessments.	3D.2.
			3D.3. Utilize on-line concept support videos.	3D.3. Math teachers	3D.3. Assessment results.	3D.3. Assessments.	3D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.		3E.1. Student transition from paper and pencil assessment to online MC type assessment.	3E.1. Prepare students for online EOC by implementing online assessments designed in the same format as the EOC exam.	3E.1. Math teachers	3E.1. Check for understanding of concepts by using on-line tests in conjunction with paper and pencil tests.	3E.1. Student on-line assessment results and pencil and paper assessment data.
Algebra 1 Goal #3E:	2012 Current Level of Performance:*					
100% of students will score a 3 or above on the EOC.	2013 Expected Level of Performance:*					
	100% {93} of students scored a 3 or above on the EOC.	*100% (77) of students will score a 3 or above on the EOC.*				
	3E.2. Lack of support at home. 3E.3. Lack of prerequisite skills.	3E.2. Provide extra tutoring before or after school.	3E.2. Math teachers	3E.2. Assessment results.	3E.2. Assessments.	3E.2.
		3E.3. Utilize on-line concept support videos.	3E.3. Math teachers	3E.3. Assessment results.	3E.3. Assessments.	3E.3.

End of Algebra 1 EOC Goals

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Geometry End-of-Course Goals *(this section needs to be completed by all schools that have students taking the Geometry EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1. Student transition from paper and pencil assessment to online MC type assessment.	1.1. Prepare students for online EOC by implementing online assessments designed in the same format as the EOC exam.	1.1. Math teachers	1.1. Check for understanding of concepts by using on-line tests in conjunction with paper and pencil tests.	1.1. Student on-line assessment results and pencil and paper assessment data.
Geometry Goal #1: 100% of students will score a 3 or above on the EOC.	2012 Current Level of Performance:* *100% [18] of students scored a 3 or above on the EOC...*	2013 Expected Level of Performance:* *100% (31) of students will score a 3 or above on the EOC.*					
			1.2. Lack thorough understanding of math concepts.	1.2. Incorporate a minimum of two extended response questions each quarter into the curriculum which require students to explain or justify results. Students will make Increase use of math term usage in elective classes. Provide elective teachers with specific examples of how they can reinforce math terms in their classes.	1.2. Math teachers	1.2. In class writing assignment grades and note summaries.	1.2. Written responses and/or rubric score, collaborative planning, department meeting notes., and lesson plans
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1. Student transition from paper and pencil assessment to online MC type assessment.	2.1. Prepare students for online EOC by implementing online assessments designed in the same format as the EOC exam.	2.1. Math teachers	2.1. Check for understanding of concepts by using on-line tests in conjunction with paper and pencil tests.	2.1. Student on-line assessment results and pencil and paper assessment data.
Geometry Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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100% of students will score a 3 or above on the EOC.	*100% [18] of students scored a 3 or above on the EOC...*	*100% (31) of students will score a 3 or above on the EOC.*				
			2.2. Lack thorough understanding of math concepts.	2.2. Incorporate a minimum of two extended response questions each quarter into the curriculum which require students to explain or justify results. Students will make Increase use of math term usage in elective classes. Provide elective teachers with specific examples of how they can reinforce math terms in their classes.	2.2. Math teachers	2.2. In class writing assignment grades and note summaries.	2.2. Written responses and/or rubric score, collaborative planning, department meeting notes., and lesson plans
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2011-2012**					
Geometry Goal #3A: 100% of students will score a 3 or above on the EOC.						

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.** Geometry Goal #3B: 100% of students will score a 3 or above on the EOC**.**	**2012 Current Level of Performance:*** *100% [18] of students scored a 3 or above on the EOC...* **2013 Expected Level of Performance:*** *100% (31) of students will score a 3 or above on the EOC.*	3B.1. Student transition from paper and pencil assessment to online MC type assessment. White: Black: Hispanic: Asian: American Indian:	3B.1. Prepare students for online EOC by implementing online assessments designed in the same format as the EOC exam.	3B.1. Math teachers	3B.1. Check for understanding of concepts by using on-line tests in conjunction with paper and pencil tests.	3B.1. Student on-line assessment results and pencil and paper assessment data.
		3B.2. Lack of support at home.	3B.2. Provide extra tutoring before or after school.	3B.2. Math teachers	3B.2. Assessment results.	3B.2. Assessments.
		3B.3. . . Lack thorough understanding of math concepts.	3B.3. . Incorporate a minimum of two extended response questions each quarter into the curriculum which require students to explain or justify results. Students will make Increase use of math term usage in elective classes. Provide elective teachers with specific examples of how they can	3B.3. Math teachers	3B.3. assignment grades and note summaries	3B.3. . Written responses and/or rubric score, collaborative planning, department meeting notes., and lesson plans

			reinforce math terms in their classes.			

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			3C.1. Student transition from paper and pencil assessment to online MC type assessment.	3C.1. Prepare students for online EOC by implementing online assessments designed in the same format as the EOC exam.	3C.1. Math teachers	3C.1. Check for understanding of concepts by using on-line tests in conjunction with paper and pencil tests.	3C.1. Student on-line assessment results and pencil and paper assessment data.
Geometry Goal #3C: 100% of students will score a 3 or above on the EOC.	2012 Current Level of Performance:* *100% [18] of students scored a 3 or above on the EOC...*	2013 Expected Level of Performance:* *100% (31) of students will score a 3 or above on the EOC.*					
	3C.2. Lack of support at home. 3C.3. Lack thorough understanding of math concepts.		3C.2. Provide extra tutoring before or after school.	3C.2. Math teachers	3C.2. Assessment results.	3C.2. Assessments.	3C.2.
			3C.3. . Incorporate a minimum of two extended response questions each quarter into the curriculum which require students to explain or justify results. Students will make Increase use of math term usage in elective classes. Provide elective teachers with specific examples of how they can reinforce math terms in their classes.	3C.3. Math teachers	3C.3. In class writing assignment grades and note summaries	3C.3. . Written responses and/or rubric score, collaborative planning, department meeting notes., and lesson plans	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			3D.1. Student transition from paper and pencil assessment to online MC type assessment.	3D.1. Prepare students for online EOC by implementing online assessments designed in the same format as the EOC exam.	3D.1. Math teachers	3D.1. Check for understanding of concepts by using on-line tests in conjunction with paper and pencil tests.	3D.1. Student on-line assessment results and pencil and paper assessment data.
Geometry Goal #3D: 100% of students will score a 3 or above on the EOC.	2012 Current Level of Performance:* *100% [18] of students scored a 3 or above on the EOC...*	2013 Expected Level of Performance:* *100% (31) of students will score a 3 or above on the EOC.*					
	3D.2. Lack of support at home.		3D.2. Provide extra tutoring before or after school.	3D.2. Math teachers	3D.2. Assessment results.	3D.2. Assessments.	3D.2.

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	3D.3. Lack thorough understanding of math concepts.	3D.3. . Incorporate a minimum of two extended response questions each quarter into the curriculum which require students to explain or justify results. Students will make Increase use of math term usage in elective classes. Provide elective teachers with specific examples of how they can reinforce math terms in their classes.	3D.3 Math teachers	3D.3. In class writing assignment grades and note summaries	3D.3. . Written responses and/or rubric score, collaborative planning, department meeting notes., and lesson plans	3D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			3E.1. Student transition from paper and pencil assessment to online MC type assessment.	3E.1. Prepare students for online EOC by implementing online assessments designed in the same format as the EOC exam.	3E.1. Math teachers	3E.1. Check for understanding of concepts by using on-line tests in conjunction with paper and pencil tests.	3E.1. Student on-line assessment results and pencil and paper assessment data.
Geometry Goal #3E: 100% of students will score a 3 or above on the EOC.	2012 Current Level of Performance:* *100% [18] of students scored a 3 or above on the EOC...*	2013 Expected Level of Performance:* *100% (31) of students will score a 3 or above on the EOC.*					
	3E.2. Lack of support at home. 3E.3. Lack of prerequisite skills.		3E.2. Provide extra tutoring before or after school.	3E.2. Math teachers	3E.2. Assessment results.	3E.2. Assessments.	3E.2.
			3E.3. Utilize on-line concept support videos.	3E.3. Math teachers	3E.3. Assessment results.	3E.3. Assessments.	3E.3.

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Preparing for PARC in 2014	All	District Mathematics Specialist	All Mathematics Teachers	Monthly Department Meetings	Analyze Benchmark Data	Mathematics Department Chairperson
CRISS training	All	CRISS Trainer	All Mathematics Teachers	Monthly Department Meetings	Analyze Benchmark Data	Mathematics Department Chairperson
Data Analysis Training	All	All Mathematics Teachers	All Mathematics Teachers	Monthly Department Meetings	Analyze Benchmark Data	Mathematics Department Chairperson
Marzano's Strategies	All	All Mathematics Teachers	All Mathematics Teachers	Monthly Department Meetings	Analyze Benchmark Data	Mathematics Department Chairperson
Math Training/Modeling	All	All Mathematics Teachers	All Mathematics Teachers	Monthly Department Meetings	Analyze Benchmark Data	Mathematics Department Chairperson
Algebra Keys to Success Training	All	District Mathematics Specialist	All Mathematics Teachers	Monthly Department Meetings	Analyze Benchmark Data	Mathematics Department Chairperson

Math Training/Modeling	All	District Math Coordinator	All Mathematics Teachers	Once per quarter	Teacher Evaluation	Mathematics Department Chairperson

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<u>Mathematics Budget</u> (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Technology			
Strategy	Description of Resources	Funding Source	Amount
Computers, software relating to mathematics student learning activities OPLET	ASCEND Math Program, Other mathematical related materials needed for Math Remediation Math Counts Practice Program	School Improvement/School Textbook Fund	$3790.00
		Subtotal: $ 3790.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Professional Development for AYP and Math Remediation strategies Training for Core Curriculum, RtI, Professional Learning Community and other necessary mathematics training.	Books and training related to mathematic strategies and differentiated instruction Materials for training and funding for necessary training.	School Improvement School Improvement	Professional Development for AYP and Math Remediation strategies Training for Core Curriculum, RtI, Professional Learning Community and other necessary mathematics training.
		Subtotal:	
Other			
Strategy	Description of Resources	Funding Source	Amount
Support for Level 1 and Level 2 mathematics students	Materials and/or supplies necessary for mathematic skills (calculators, manipulatives other mathematical materials as needed.	School Improvement	
		Subtotal: $500.00	
		Total: $4,290.00	

End of Mathematics Goals

August 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science. Science Goal #1A: By the end of the 2015-2016 school year, students achieving level 3 proficiency will increase 10% annually to approximately 73%.	2012 Current Level of Performance:* *49% (148)*	2013 Expected Level of Performance:* *54% (164)*	1A.1. The Manatee Core Curriculum does not provide sufficient reading opportunities but the Common Core curriculum will increase the level of reading comprehension. Most students who score poorly on the science FCAT also score poorly on the reading FCAT.	1A.1. Provide students with a variety of leveled science reading sources (i.e. newspapers, magazines) in order to improve science reading comprehension and application of core science concepts. Teachers will focus on a variety of reading strategies.	1A.1. Science teachers	1A.1. The department will review resources and strategies to implement at each grade level during department meetings and collaboration meetings.	1A.1. Teachers will provide scores on science reading assessments in order to provide feedback on performance.
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science. Science Goal #2A: By the end of the 2015-2016 school year, students achieving levels 4 and 5 proficiency will increase to approximately 27%.	2012 Current Level of Performance:* *13% (39)*	2013Expected Level of Performance:* *18% (54)*	2A.1. The Manatee Core Curriculum does not provide sufficient reading opportunities but the Common Core curriculum will increase the level of reading comprehension. Most students who score poorly on the science FCAT also score poorly on the reading FCAT.	2A.1. Provide students with a variety of leveled science reading sources (i.e. newspapers, magazines) in order to improve science reading comprehension and application of core science concepts. Teachers will focus on a variety of reading strategies.	2A.1. Science teachers	2A.1. The department will review resources and strategies to implement at each grade level during department meetings and collaboration meetings.	2A.1. Teachers will provide scores on science reading assessments in order to provide feedback on performance.
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.

End of Elementary and Middle School Science Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Science Professional Development

<table>
<tr><td colspan="6">Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity
Please note that each Strategy does not require a professional development or PLC activity.</td></tr>
<tr><td>PD Content /Topic and/or PLC Focus</td><td>Grade Level/Subject</td><td>PD Facilitator and/or PLC Leader</td><td>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</td><td>Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</td><td>Strategy for Follow-up/Monitoring</td><td>Person or Position Responsible for Monitoring</td></tr>
<tr><td>Common Core Standards</td><td>6-8</td><td>School, District</td><td>School-wide</td><td>Each quarter</td><td>Each collaboration and department meeting will begin with a review</td><td>Nora Hyde- department head</td></tr>
<tr><td>Reading Strategies</td><td>6-8</td><td>School, District</td><td>Department</td><td>Monthly</td><td>Each collaboration and department meeting will begin with a review</td><td>Nora Hyde- department head</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Science World and *Kids Discover* magazines	Leveled reading, reading comprehension questioning	SIP	
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Brainpop	Online technology	SIP	
			Subtotal: $1,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: $2,500.00

End of Science Goals

August 2012
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1.Lack of solid conventions in student essays.	1A.1.Conventions tally sheet affixed to student practice essays.	1A.1. Language Arts teachers score train all teachers, administrators and guidance counselors.	1A.1. Students' knowledge of tally sheet and use of editing based on results.	1A.1. Improvements on class assignments and subsequent district assessment writings.
Writing Goal #1A: To increase the number of students scoring a 3.0 or higher.	2012 Current Level of Performance:* *75 (226)*	2013 Expected Level of Performance:* *90 (272)*					
			1A.2. Cross-Curricular convention expectations	1A.2. Content areas made aware and will participate in stressing /score basic conventions.	1A.2. Department Chairs	1A.2. Content areas in class writing assigned grades.	1A.2. Teacher expectations in given assignment.
			1A.3. Lack of basic convention knowledge	1A.3. Consistent grammar lessons in Language Arts.	1A.3. Language Arts Department	1A.3. Lesson evaluation and reflection.	1A.3. Teacher made tests and evaluations.
1B. Students scoring at 4 or higher in writing.			1B.1. Lack of evidence/support	1B.1. Language arts teachers deliver timely feedback on practice essays citing weak support.	1B.1.Language arts teachers and Department Chairpersons	1B.1. Student rewrites on essays or paragraphs show improvement.	1B.1. Writing rubric
Writing Goal #1B: *Enter narrative for the goal in this box.* To increase the number of students scoring a 4.0 or higher.	2012 Current Level of Performance:* *12 (36)*	2013 Expected Level of Performance:* *40 (121)*					
			1B.2. Time for close grading.	1B.2. Use October 12th inservice for Language Arts Department to score.	1B.2. Language Arts Department Chair	1B.2. Viable feedback given and shared with students.	1B.2. Writing conferences
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Update Staff on More Rigorous Writing Training	ALL	Lang. Arts Dept. Chair	School-Wide	9/14/2012 and support as needed throughout the year.	LA teachers review all essays	Lang. Art Dept. Chair/Asst. Principal
Language Arts Scoring	Lang. Arts teachers	Lang. Arts Dept. Chair	Language Arts Department	10/12/12 Inservice	LA teachers review scoring practices and work towards providing feedback for students	Lang. Art Dept. Chair/Asst. Principal

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Writing Goals

August 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total: $4,200.00
CELLA Budget
Total: Included in Reading, Writing and Mathematics
Mathematics Budget
Total: $ 4,290.00
Science Budget
Total: $2,500.00
Writing Budget
Total: 0.00
Grand Total: $10,990.00

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance
Please choose the school's DA Status. (To activate the checkbox: 1. Double click the desired box; 2.When the menu pops up, select *Checked* under "Default value" header; 3. Select *OK,* this will place an "x" in the box.)

School Differentiated Accountability Status		
☐Priority	☐Focus	☒Prevent

Are you reward school? ☒Yes ☐No
(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the *Upload* page

School Advisory Council (SAC)
SAC Membership Compliance
The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting *Yes* or *No* below.

☐ Yes ☒ No

If No, describe the measures being taken to comply with SAC requirements.
School Advisory Members are recruited at Back-To-School Night, PTSO and SAC meetings. Principal contacts parents to be a member of the SAC. Connect Ed phone calls are placed to the complete community for involvement on the SAC.

Describe the activities of the SAC for the upcoming school year.
Support for reading, writing and mathematics activities as listed in the above budgets and plans.

Describe the projected use of SAC funds.	Amount
See Above Budgets	$10,990.00