

William J. Montford, III
2011-2012 School Improvement Plan (SIP)

ASSURANCES

Our school held a properly noticed public hearing at which we reviewed the SIP mission and goals.

Our SAC approved our SIP for 2011-2012, and our meeting minutes reflect the SIP approval vote.

We have copies of our approved SIP on file at school and available to the school community.

September 15, 2011

Date of Public Hearing

Principal Signature

SAC Chair Signature

TEC Representative Signature

Site Facilitator Signature (Optional)

September 19, 2011

Date of SAC Approval

Douglas Cook

Principal Name

Lynda Thabes

SAC Chair Name

Jan Graham

TEC Representative Name (Type or Print)

Deborah Thomas

Site Facilitator Name (Optional)

FLORIDA DEPARTMENT OF EDUCATION



William J. Montford, III Middle School School Improvement Plan (SIP) Form SIP-1

Proposed for 2011-2012

2011 – 2012 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: William J. Montford, III Middle School	District Name: Leon County Schools
Principal: Mr. Douglas Cook	Superintendent: Mr. Jackie Pons
SAC Chair: Dr. Lynda Thabes	Date of School Board Approval: 2011 (Pending)

Student Achievement Data:

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.)

School Name	School Year	School Grade	% Meeting High Standards in Reading	% Meeting High Standards in Math	% Meeting High Standards in Writing	% Meeting High Standards in Science	% Making Learning Gains in Reading	% Making Learning Gains in Math
William J. Montford III Middle # 1201	2008-2009	A	89	81	93	51	74	67
#1201	2009-2010	A	84	86	90	69	66	77
#1201	2010-2011	A	87	89	81	76	67	79

[Adequate Yearly Progress \(AYP\) Trend Data](#) (Use this data to complete Sections 5A-5D of the reading and mathematics goals and Section 3A-3D of the writing goals.)

William J. Montford III Middle	% of Lowest 25% Learning	% of Lowest 25% Learning	Total Points	AYP Adequate Yearly	Percent Tested	Free & Reduced Lunch	Minority Rate
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# 1201	Gains in Reading	Gains in Math		Progress			
2008-2009	71	64	590	Yes	100	13	21
2009-2010	60	72	604	No	100	16	24
2010-2011	68	78	625	No	100	18	25

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

MATCHED CURRICULUM COUNT /PERCENT AT ACHIEVEMENT LEVELS

READING

Grade	3 – C# 10-11	3-P% 10-11	3 –C# 09-10	3 – P% 09-10	4/5- C# 10-11	4/5-P% 10-11	4/5-C# 09-10	4/5-P% 09-10	TOTAL 10-11 C #	TOTAL 10-11 P%	TOTAL 09-10 C #	TOTAL 09-10 P%
06	90	29%	102	33%	188	60%	175	56%	N/A	N/A	N/A	N/A
07	109	34%	97	32%	174	54%	172	58%	N/A	N/A	N/A	N/A
08	110	37%	114	43%	143	48%	83	31%	N/A	N/A	N/A	N/A
ACH 3									309	33%	313	36%
ACH4/5									505	54%	430	49%

MATH

Grade	3 – C# 10-11	3-P% 10-11	3 –C# 09-10	3 – P% 09-10	4/5- C# 10-11	4/5-P% 10-11	4/5-C# 09-10	4/5-P% 09-10	TOTAL 10-11 C #	TOTAL 10-11 P%	TOTAL 09-10 C #	TOTAL 09-10 P%
06	93	30%	121	39%	188	60%	147	47%	N/A	N/A	N/A	N/A
07	116	36%	110	37%	163	51%	146	49%	N/A	N/A	N/A	N/A
08	120	40%	119	44%	148	49%	113	42%	N/A	N/A	N/A	N/A
ACH 3									329	35%	350	40%
ACH4/5									499	53%	406	46%

[Adequate Yearly Progress \(AYP\)](#)

MET AYP		Y	2009							
		N	2010							
		N	2011							
PARTICIPATION										
	Total	MET	White	MET	Black	MET	Econ Dis.	MET	SWD	MET
2009 (> = 95%)	99	Y	99	Y	100	Y	100	Y	98	Y
2010(> = 95%)	100	Y	100	Y	100	Y	100	Y	100	Y
2011(> = 95%)	100	Y	100	Y	100	Y	100	Y	100	Y
READING										
	Total	MET	White	MET	Black	MET	Econ Dis.	MET	SWD	MET
2009 (> = 65%)	85	Y	89	Y						
2010 (> = 72%)	80	Y	84	Y	56	N	59	N	54	N
2011(> = 79%)	83	Y	86	Y	63	N	62	N	55	N
MATHEMATICS										
	Total	MET	White	MET	Black	MET	Econ Dis.	MET	SWD	MET
2009 (> = 68%)	78	Y	81	Y						
2010 (> = 74%)	81	Y	86	Y	56	N	58	N	54	N
2011(> = 80%)	84	Y	87	Y	67	N	63	N	54	N
WRITING										

	Total	MET	White	MET	Black	MET	Econ Dis.	MET	SWD	MET
2009 (+ 1 %)										
2010(+ 1 %)		Y		Y		Y		Y	92	Y
2011(+ 1 %)		Y		Y		Y		Y	9 2	Y

Highly Qualified Administrators

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Douglas Cook	B.S. Technology Secondary Education M.E. Educational Leadership Florida Certification Education Leadership (All levels) Technology Secondary Education (6-12)	3	7	<p>Montford Middle School 10-11-A</p> <ul style="list-style-type: none"> • AYP: NO • Reading: 87% Proficient • Math: 89% Proficient <p>Montford Middle School 09-10-A</p> <ul style="list-style-type: none"> • AYP: NO • Reading: 84% Proficient • Math: 86% Proficient <p>Cobb Middle School 08-09-A</p> <ul style="list-style-type: none"> • AYP: NO • Reading: 74% Proficient • Math: 70% Proficient

					Cobb Middle School 07-08- A <ul style="list-style-type: none"> • AYP: NO • Reading: 75% Proficient • Math: 74% Proficient
Assistant Principal	Deborah Thomas	Ed.D. Instructional Leadership Ed.S. Curriculum & Instruction MAT Master of Art in Teaching & Integrating Technology in Education B.S. Secondary Math Education Florida Certification Secondary Mathematics (6-12) Educational Leadership (All levels)	4	7	Montford Middle School 10-11-A <ul style="list-style-type: none"> • AYP: NO • Reading: 87% Proficient • Math: 89% Proficient Montford Middle School 09-10-A <ul style="list-style-type: none"> • AYP: NO • Reading: 84% Proficient • Math: 86% Proficient Montford Middle School 08-09-A <ul style="list-style-type: none"> • AYP: Yes • Reading: 89% Proficient • Math: 81% Proficient District Administrator Curriculum Services Science/Math Curriculum 05-08 District Grade- 07-A, 08-A <ul style="list-style-type: none"> • AYP: 07-No, 08-No • Reading: 07-70%, 08-71% Proficient • Math: 07-75%, 08-75% Proficient
Assistant Principal	Roxanne Reilly	B.S. Education MAT Guidance & Counsel (K-12) Georgia Certification Education (K-8)	4	5	Montford Middle School 10-11-A <ul style="list-style-type: none"> • AYP: NO • Reading: 87% Proficient • Math: 89% Proficient Montford Middle School 09-10-A <ul style="list-style-type: none"> • AYP: NO • Reading: 84% Proficient • Math: 86% Proficient

		Florida Certification Administration & Supervision (All levels)			<p>Montford Middle School 08-09-A</p> <ul style="list-style-type: none"> • AYP: Yes • Reading: 89% Proficient • Math: 81% Proficient <p>Buck Lake Elementary 08 -09-A</p> <ul style="list-style-type: none"> • AYP: Yes • Reading: 93% Proficient • Math: 91% Proficient
Dean of Curriculum	Lee Fagan	B.S. Secondary Social Science Education Florida Certification Social Science (6-12)	4	11	<p>Montford Middle School 10-11-A</p> <ul style="list-style-type: none"> • AYP: NO • Reading: 87% Proficient • Math: 89% Proficient <p>Montford Middle School 09-10-A</p> <ul style="list-style-type: none"> • AYP: NO • Reading: 84% Proficient • Math: 86% Proficient <p>Montford Middle School 08-09-A</p> <ul style="list-style-type: none"> • AYP: Yes • Reading: 89% Proficient • Math: 81% Proficient <p>Fairview Middle School 07-08-B</p> <ul style="list-style-type: none"> • AYP: No • Reading: 69% Proficient • Math: 64% Proficient

Highly Qualified Instructional Coaches

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). 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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Reading	Beverly Taylor	B.S. Elementary Education M.S. Elementary Education Florida Certification K-3 Primary Education Reading K-12	4	4	<p>Montford Middle School 10-11-A</p> <ul style="list-style-type: none"> • AYP: NO • Reading: 87% Proficient • Math: 89% Proficient <p>Montford Middle School 09-10-A</p> <ul style="list-style-type: none"> • AYP: NO • Reading: 84% Proficient • Math: 86% Proficient <p>Montford Middle School 08-09-A</p> <ul style="list-style-type: none"> • AYP: Yes • Reading: 89% Proficient • Math: 81% Proficient

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Leon County School District aggressively recruits highly qualified teachers by hosting recruitment fairs locally and at events throughout the nation.	District HR Department Principal	On-going	
2. William J. Montford III Middle School is one of the	Principal Administrative	On-going	

leading technology schools in the county which attracts qualified applicants.	Assistant		
3. Our administrative team reviews District County policies to ensure that highly qualified teachers are hired at William J. Montford III Middle School.	Administrative Team	On-going	
4. New teachers are mentored by veteran teachers.	Administrative Team & Curriculum Leadership Team	On-going	

Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Beverly Taylor	Reading K-12	6 th Grade LA 2 th pd (50 mins)	Meets weekly with a LA teacher to collaborate on best practices

Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

*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	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
61	1.6%	24%	32%	40%	41%	100%	14%	8%	41%

Teacher Mentoring Program

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

William J. Montford III Middle School has hired four instructors for the 2011-2012 school year. All new instructional staff members were given instructional packets which contained pertinent information about William J. Montford III Middle School. All new faculty members attended a

training session before preplanning designed to prepare them for the upcoming school year, and were matched with seasoned instructors to formulate the building wide mentoring program. Every mentor and mentee will meet on a bi-weekly basis for the first two months of school and then every month for the remaining of the school year to discuss instructional best practices. These practices will be evident across the curriculum. The teachers will be exposed to innovative ways to implement subject matter and gain feedback on best practices.

In addition, each teacher is observed by the Principal within the first 45 days of the school year using the Florida Performance Measurement System Screening/Summative Instrument (LEADS). The resource team consists of a Curriculum Leadership Team member, Mentor, and Mentee. This team meets to create an Action Plan. The plan is reviewed quarterly by the Mentor or Curriculum Leadership Team member. The Mentor provides resources and keeps a check list to insure the timeline is followed and that the induction process is completed for each new teacher. In addition, these pre-professional teachers create an extensive portfolio documenting mastery of the Twelve Accomplished Practices.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Curriculum Leadership Team	4 New teachers to the school	<ul style="list-style-type: none"> All new instructors will have the opportunity to participate in collegial conversations and training with teams and subject area persons to become aware of instructional practices and integrating technology. 	<ul style="list-style-type: none"> Florida Educator Accomplished Practices will be the focus of bi-monthly meetings of the mentor and mentee. Release time is provided for required pre-observation conferences, classroom observations, and post-observation feedback conferences.
Beverly Taylor Jodi Drew Kimye Chaires Vickie Register	Miriam M. Scott Laura Hicken Jarrod Lawson Tiffany Kahn	All beginning/new teachers will have the opportunity to participate in collegial conversations and training with teams and subject area persons to become aware of instructional practices and integrating technology	<ul style="list-style-type: none"> Ongoing observation of teacher Informal meetings to provide support Assist with Accomplished Practices

Additional Requirements

Coordination and Integration-Title I Schools Only N/A

Response to Instruction/Intervention (RtI)

School-Based RtI Team

Identify the school-based RtI Leadership Team.

Administrative Team, Reading Coach, Select General Education Teacher(s), Guidance Counselor(s), School Psychologist, School Social Worker, ESE Program Specialist, Attendance Clerk, Referral Coordinator, Speech Language Pathologist, and Parent

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

The role of the RtI leadership team is to review records and documentation, while providing expertise and guidance in developing strategies and interventions. The team will meet two times per month to address referrals. Referral to the intervention team for academic and behavioral concern.

- The **administrative team** is responsible for overseeing the process to ensure the laws and policies are followed in the best interest of the students. Provides vision, ensures that the school-based team is implementing RTI, ensures implementation of intervention support, ensures adequate professional development is provided to support RTI and communicates with outside stakeholders regarding school-based RTI.
- **Select General Education Teacher** provide information about core instruction, participates in student data collection, and collaborates with other staff to ensure implementation of Tier 1, 2 and 3 instruction and support.
- **Select ESE Teacher**
(Varying exceptionalities, speech, gifted) provide information about intervention instruction, participates in student data collection, collaborates with general education teachers.
- **Reading Coach**
Participates in student data collection and evaluation of data collaborates with district personnel to identify appropriate, evidence-based intervention strategies and assists with design and delivery of professional development relative to implementation of effective reading strategies.
- **The Psychologist** is the evaluation specialist who administers and scores a variety of assessments and completes a psychological or evaluation report. The psychologist is also a resource for interventions and strategies in working with students and is available to observe students.
- **The School Social Worker** conducts social assessments, follows up on attendance referrals. In lieu of a home visit, the social worker will first try to resolve the situation by phone calls or meeting the parent in a mutually convenient location. Home visits will only be made if it is a safe, reasonable, and appropriate way to accomplish the objective. If the parent agrees, the social worker may assist the parents in finding appropriate community resources.
- **The ESE Program Specialist** is a resource for interventions and strategies in working with all students, and a programming resource for our ESE teachers. She monitors ESE paperwork and conducts manifestation conferences. She is available to observe students and attend select IEP conferences.
- **The Attendance Officer** is on call to join the intervention team to discuss students who have been deemed chronically absent. He/She

- reviews the school attendance records and prints out monthly reports to identify those students with chronic attendance issues.
- **The Referral Coordinator or (Guidance Counselor)** drafts the agenda for meetings, invites the necessary participants, maintains a record of discussions, and coordinates the paperwork involved in referrals to student services.
- **Speech Language Pathologist** educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assist in the selection of screening measures; and helps identify systemic patterns of student’s needs with respect to language skills.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The role of the RtI leadership team is to review records and documentation, while providing expertise and guidance in developing strategies and interventions for students who have been unsuccessful in the classroom. These students are often not meeting proficiency on FCAT. Once specific strategies are identified and determined to be effective, the departments use these strategies to meet the goals of the school improvement plan.

RtI 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.

Baseline Data: FAIR, Pre-Writes Upon Request,
Midyear Data: FAIR, Pearson/Successmaker, Writes Upon Request,
End of year: FAIR, Pearson/Successmaker, Writes Upon Request, FCAT

Describe the plan to train staff on RtI.

School-Wide Professional Development from the District’s train the trainer model
 Response to Intervention Teacher Training during pre-planning and monthly department meetings

What is RTI?

- Three tiered model
- Classroom behavior management
- The intervention process
- Academic and behavior interventions

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).
 Administrative Team, Reading Coach, Reading Teacher(s), Guidance Counselor(s)

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The team meets once a month to engage in the following activities: Review baseline data used to drive instruction and progress monitoring to ensure mastery of the grade level benchmarks in reading.

- The **administrative team** is responsible for overseeing the process to ensure the laws and policies are followed in the best interest of the students. Provides vision, ensures the school-based team is implementing PMRN, implementation of intervention support, adequate professional development is provided to support PMRN and communicates with outside stakeholders regarding PMRN.
- **Reading Coach**
Oversees and creates the data report from the PMRN on students and evaluates data to collaborate with LLT and other stakeholders to identify appropriate, evidence-based intervention strategies. Assist with design and delivery of professional development relative to implementation of effective reading strategies.
- **Reading teachers** will meet monthly to look at PMRN data and progress monitoring through assessments data to determine success and continuous concerns. Data is disaggregated to determine students' needs and success.

What will be the major initiatives of the LLT this year?

Increase the percentage of students' reading level not reaching the proficiency level in all subgroup by providing opportunities for additional instructional practice and remediation. Students performing at the proficient or advanced proficiency level will be provide with enrichment reading to maintain or advance higher.

NCLB Public School Choice

Notification of School in Need of Improvement (SINI) Status

Attach a copy of the Notification of SINI Status to Parents

Public School Choice with Transportation (CWT) Notification

Attach a copy of the CWT Notification to Parents

Supplemental Educational Services (SES) Notification

Attach a copy of the SES Notification to Parents

****Elementary Title I Schools Only: Pre-School Transition (cut)***

****High Schools Only N/A(cut)***

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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
1. Students achieving proficiency (FCAT Level 3) in reading Reading Goal #1: 1140 On the 2012 FCAT 35% of the matched students in grades 6-7 will score at level 3 in reading. The students in this category according to FAIR/FCAT data the area of needs improvement, is research and reference.			1.1. Background Knowledge	1.1. Reading , Social Studies & Language Arts teachers will use FAIR data to determine needs and weaknesses and group students accordingly.	1.1. Administrative Team, Reading , Social Studies & Language Arts Teachers, Reading Coach,	1.1. Lesson Plan monitoring, Classroom observations, lists of groupings according to needs/ weaknesses, Data chats with students in groups to develop student plan (portfolio documentation), progress monitoring data for groups to show growth	1.1. FAIR FCAT Explorer
	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	33% (309)	35% (399)					
			1.2. Student Motivation	1.2. Students will be placed in pullout advanced reading programs based on their needs.	1.2. Reading Teachers, Reading Coach, APC	1.2. FAIR Data for groups, data from pullout advanced reading courses	1.2. Hampton Brown Inside Program
			1.3 Reading in the content area	1.3 Teachers will provide clear learning goals and rubrics, track student progress and celebrate success in reading for the content areas.	1.3 Principal/Assistant Principal	1.3 Monitoring of progress toward the reading goals	1.3 Appropriate benchmark assessment; classroom observation tools; various classroom 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 group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading <u>Reading Goal #2:1040</u> On the 2012 FCAT 57% of the students in grades 6-7 will score at level 4 or 5 in reading. The students in this category according to FAIR/FCAT data the area of needs improvement, is research and reference.			2.1. Background Knowledge	2.1. Reading , Social Studies & Language Arts teachers will use FAIR data to determine needs and weaknesses and group students accordingly.	2.1. Administrative Team, Reading , Social Studies & Language Arts Teachers, Reading Coach,	2.1. Lesson Plan monitoring, Classroom observations, lists of groupings according to needs/ weaknesses, Data chats with students in groups to develop student plan (portfolio documentation), progress monitoring data for groups to show growth	2.1 FAIR FCAT Explorer
	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	54% (505)	57% (650)					
			2.2 Reading in the content area	2.2 Teachers will provide clear learning goals and rubrics, track student progress and celebrate success in reading for the content areas.	2.2 Principal/Assistant Principal	2.2 Monitoring of progress toward the reading goals	2.2 Appropriate benchmark assessment; classroom observation tools; various classroom 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 group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Percentage of students making Learning Gains in reading <u>Reading Goal #3: 1140</u> On the 2012 FCAT 70% of the students will make learning gains in reading. The students in this category according to FAIR/FCAT data the area of needs			3.1 Background Knowledge	3.1 Reading , Social Studies & Language Arts teachers will use FAIR data to determine needs and weaknesses and group students accordingly.	3.1 Administrative Team, Reading , Social Studies & Language Arts Teachers, Reading Coach,	3.1 Lesson Plan monitoring, Classroom observations, lists of groupings according to needs/ weaknesses, Data chats with students in groups to develop student plan (portfolio documentation),	3.1. FAIR FCAT Explorer Pearson SuccessMaker Plato Recovery Lab, Hampton Brown Inside Program Kaleidoscope
	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	67% (723)	70% (798)					

improvement, is research and reference.						progress monitoring data for groups to show growth	
			3.2 Student Motivation	3.2 Students will be placed in pullout advanced reading programs based on their needs.	3.2. Reading Teachers, Reading Coach, APC	3.2. FAIR Data for groups, data from pullout advanced reading courses	3.2. Hampton Brown Inside Program
			3.3 Reading in the content area	3.3 Teachers will provide clear learning goals and rubrics, track student progress and celebrate success in reading for the content areas.	3.3 Principal/Assistant Principal	3.3 Monitoring of progress towards the reading goals	3.3 Appropriate benchmark assessment; classroom observation tools; various classroom 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 group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Percentage of students in Lowest 25% making learning gains in reading			4.1 Background Knowledge	4.1 Reading , Social Studies & Language Arts teachers will use FAIR data to determine needs and weaknesses and group students accordingly.	4.1 Administrative Team, Reading , Social Studies & Language Arts Teachers, Reading Coach,	4.1 Lesson Plan monitoring, Classroom observations, lists of groupings according to needs/ weaknesses, Data chats with students in groups to develop student plan (portfolio documentation), progress monitoring data for groups to show growth	4.1 FAIR FCAT Explorer Pearson SuccessMaker Plato Recovery Lab, Hampton Brown Inside Materials Kaleidoscope
Reading Goal #4: 1140							
On the 2012 FCAT 70% of the students in the lowest 25% will make learning gains in reading. The students in this category according to FAIR/FCAT data the area of needs improvement, is research and reference.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	68% (734)	70% (798)					
			4.2 Student Motivation	4.2. Students will be placed in pullout advanced reading programs based on	4.2 Reading Teachers, Reading Coach, APC	4.2. FAIR Data for groups, data from pullout advanced reading courses	4.2 Hampton Brown Inside Program

			their needs.				
		4.3 Reading in the content area	4.3 Teachers will provide clear learning goals and rubrics, track student progress and celebrate success in reading for the content areas.	4.3 Principal/Assistant Principal	4.3 Monitoring of progress toward the reading goals	4.3 Appropriate benchmark assessment; classroom observation tools; various classroom assessments	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5A:150	Reading Goal #5A: Ethnicity (White, Black , Hispanic, Asian, American Indian)		5.1A Background Knowledge	5.1A Reading , Social Studies & Language Arts teachers will use FAIR data to determine needs and weaknesses and group students accordingly.	5.1A Administrative Team, Reading , Social Studies & Language Arts Teachers, Reading Coach,	5.1A Lesson Plan monitoring, Classroom observations, lists of groupings according to needs/ weaknesses, Data chats with students in groups to develop student plan (portfolio documentation), progress monitoring data for groups to show growth	5.1A FAIR FCAT Explorer Pearson SuccessMaker Plato Recovery Lab, Hampton Brown Inside Program Kaleidoscope
	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	63% (95)	70% (105)					
On the 2012 FCAT 70% of the students in the Black subgroup will make AYP in reading.			5.2A Student Motivation	5.2A Students will be placed in pullout recovery reading programs based on their needs.	5.2A Reading Teachers, Reading Coach, APC	5.2A FAIR Data for groups, data from pullout recovery reading courses	5.2A Hampton Brown Inside Program
			5.3A Reading in the content area	5.3A Teachers will provide clear learning goals and rubrics, track student progress and celebrate success in reading for the content	5.3A Principal/Assistant Principal	5.3A Monitoring of progress toward the reading goals	5.3A Appropriate benchmark assessment; classroom observation tools; various classroom

			areas.			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						
5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5B: On the 2012 FCAT N/A% of the students who are English Language Learners (ELL) will make AYP in reading.	Reading Goal #5B: English Language Learners (ELL) N/A%	5.1B Background Knowledge	5.1B Reading , Social Studies & Language Arts teachers will use FAIR data to determine needs and weaknesses and group students accordingly.	5.1B Administrative Team, Reading , Social Studies & Language Arts Teachers, Reading Coach,	5.1B Lesson Plan monitoring, Classroom observations, lists of groupings according to needs/ weaknesses, Data chats with students in groups to develop student plan (portfolio documentation), progress monitoring data for groups to show growth	5.1B FAIR FCAT Explorer Pearson SuccessMaker Plato Recovery Lab, Hampton Brown Inside Program Kaleidoscope						
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. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5C:147 Reading Goal #5C: On the 2012 FCAT 70% of the students in the SWD subgroup will make AYP in reading.	Reading Goal #5C: Students with Disabilities (SWD) <table border="1"> <tr> <td></td> <td></td> </tr> <tr> <td><u>2011 Current Level of Performance:*</u></td> <td><u>2012 Expected Level of Performance:*</u></td> </tr> <tr> <td>55% (81)</td> <td>70% (103)</td> </tr> </table>			<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>	55% (81)	70% (103)	5.1C Background Knowledge	5.1C Use real world examples to enhance background knowledge in teacher directed small group. Reading , Social Studies & Language Arts teachers will use FAIR data to determine needs and weaknesses and group students accordingly.	5.1C Administrative Team, ESE Teachers, Reading , Social Studies & Language Arts Teachers, Reading Coach,	5.1C Lesson Plan monitoring, Classroom observations, lists of groupings according to needs/weaknesses, Data chats with students in groups to develop student plan (portfolio documentation), progress monitoring data for groups to show growth. Review student data weekly.	5.1C FAIR FCAT Explorer Pearson SuccessMaker Plato Recovery Lab, Hampton Brown Inside Program Kaleidoscope
<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>											
55% (81)	70% (103)											
		5.2C Student Motivation	5.2C Students will be	5.2C Reading Teachers,	5.2C FAIR Data for groups,	5.2C Hampton Brown						

			placed in pullout recovery reading programs based on their needs.	Reading Coach, APC	data from pullout recovery reading courses	Inside Program
		5.3C Reading in the content area	5.3C Teachers will provide clear learning goals and rubrics, track student progress and celebrate success in reading for the content areas.	5.3C Principal/Assistant Principal	5.3C Monitoring of progress toward the reading goals	5.3C Appropriate benchmark assessment; classroom observation tools; various classroom assessments
5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading <u>Reading Goal #5D 189:</u>	Reading Goal #5D: Economically Disadvantaged	5.1D Background Knowledge	5.1D Reading , Social Studies & Language Arts teachers will use FAIR data to determine needs and weaknesses and group students accordingly.	5.1D Administrative Team, Reading , Social Studies & Language Arts Teachers, Reading Coach,	5.1D Lesson Plan monitoring, Classroom observations, lists of groupings according to needs/ weaknesses, Data chats with students in groups to develop student plan (portfolio documentation), progress monitoring data for groups to show growth	5.1D FAIR FCAT Explorer Pearson SuccessMaker Plato Recovery Lab, Hampton Brown Inside Program Kaleidoscope
On the 2012 FCAT 70% of the students in the Economically Disadvantaged subgroup will make AYP in reading.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>				
	38% (104)	36% (132)				
		5.2D Student Motivation	5.2D Students will be placed in pullout recovery reading programs based on their needs.	5.2D Reading Teachers, Reading Coach, APC	5.2D FAIR Data for groups, data from pullout recovery reading courses	5.2D Hampton Brown Inside Program
		5.3D Reading in the content area	5.3D Teachers will provide clear learning goals and rubrics, track student progress and celebrate success in	5.3D Principal/Assistant Principal	5.3D Monitoring of progress toward the reading goals	5.3D Appropriate benchmark assessment; classroom observation tools;

			reading for the content areas.			various classroom assessments
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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Analysis	Instructional Staff 6-8	Curriculum Team Leaders (CLT)	Instructional Staff by Department	Monthly	Teachers will provide their end of the year student data from Data Director as evidence of on-going progress monitoring. CLT will submit reports to administrative team	Administrative Team
Response to Intervention	Instructional Staff 6-8 in Math Department	Administrative Team Curriculum Team Leaders (CLT)	Instructional Staff by Department	Quarterly	Provide documentation in lesson plans and summary 9-weeks reports.	Administrative Team
Providing Clear Learning Goals and Rubrics	6-8	(CLT)	All teachers	Summer 2011 Curriculum Workshop, Team Meetings once a month; Once a month faculty meetings	Observation documentation; Teacher Portfolio	Principal/Assistant Principal
Developing appropriate rubrics	6-8	(CLT)	All teachers	Summer 2011 Curriculum Workshop, Team meetings - ongoing throughout the year	Observation documentation; Teacher Portfolio	Principal/Assistant Principal

Reading Budget

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	Available Amount
Wellness (Recovery) Reading Program	McGraw-Hill	School Based General Funds (TN)	\$735.25
Writing Resource	Vantage Learning	School Based General Funds (H)	\$420.00
Vocabulary for Success	Vocabulary TAG	School Based General Funds (H)	\$223.17
			Subtotal: \$1,378.42
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Data Analysis	Data Director Web Based Program	District Training	\$0.00
Integrating Technology	On-going Promethean Board Training	TEC/Title II	
Integrating Technology			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Developing appropriate rubrics	Facilitator; time for planning and collaboration	School-based Professional Learning Dollars	\$0000
Pacing Guide /Focus Calendar/SSS for LA/Reading	TEC Summer Training and follow-up	Title II Summer Funds/Title II funds	\$4800.00
Writing Resource Training	Virtual Vantage Learning -6 teachers	School Based General Funds (H)	\$750.00
FETC Conference – 2 LA/Read teachers	State Technology Conference	Title II funds/TEC/SIP	\$1000.00
			Subtotal: \$6,550.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			Grand Total: \$7,928.42

End of Reading Goals

Mathematics Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

MATHEMATICS GOALS	Problem-Solving Process to Increase Student Achievement
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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				
1. Students achieving proficiency (FCAT Level 3) in mathematics Mathematics Goal #1:1140 On the 2012 FCAT 37% of the matched students will score at level 3 in math. The students in this category according to FCAT data, the areas of needs improvement are measurement and geometry.		1.1. Lack of skill and knowledge with new math standards	1.1. Implement school-wide pacing guide and focus calendar. Align pre/post assessment to Next Generation Sunshine State Math Standards	1.1 Administrative Team and Math Department Chair	1.1 Lesson plans checked by administration and classroom walk-throughs made by the leadership team.	1.1 Lesson Plans posted on Edline				
	<table border="1"> <thead> <tr> <th>2011 Current Level of Performance:*</th> <th>2012 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>35% (329)</td> <td>37% (421)</td> </tr> </tbody> </table>	2011 Current Level of Performance:*	2012 Expected Level of Performance:*	35% (329)	37% (421)	1.2. Motivation	1.2 For students not responding to the core or supplemental instruction, teachers will match and provide differentiated instruction & evidence based interventions to meet the students’ needs.	1.2 Administrative Team and Math Teachers	1.2 Results of common assessment data will be reviewed within grade level team meetings to determine progress toward benchmarks.	1.2 Common assessments aligned with the Next Generation Math Standards
2011 Current Level of Performance:*	2012 Expected Level of Performance:*									
35% (329)	37% (421)									
		1.3C Reading in the content area	1.3C Teachers will provide clear learning goals and rubrics, track student progress and celebrate success in reading for the content areas.	1.3C Principal/Assistant Principal	1.3C Monitoring of progress toward the reading goals	1.3C Appropriate benchmark assessment; classroom observation tools; various classroom 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 group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics Mathematics Goal #2:1140			2.1. Lack of skill and knowledge with new math standards	2.1 Implement school-wide pacing guide and focus calendar. Align pre/post assessment to Next Generation Sunshine State Math Standards	2.1 Administrative Team and Math Department Chair	2.1 Lesson plans checked by administration and classroom walk-throughs made by the leadership team.	2.1 Lesson Plans posted on Edline
On the 2012 FCAT 55% of the matched students will score at level 4 or 5 in math. The students in this category according to FCAT data, the areas of needs improvement are measurement and geometry.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
		53% (499)	55% (627)	2.2. Learning Environment	2.2. Students scoring a level 4 or 5 are placed in an advanced math class or Algebra I.	2.2. Administrative Team and Math Teachers	2.2. Student schedule
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
3. Percentage of students making Learning Gains in mathematics Mathematics Goal #3:1140			3.1. Lack of skill and knowledge with new math standards	3.1 Implement school-wide pacing guide and focus calendar. Align pre/post assessment to Next Generation Sunshine State Math Standards	3.1 Administrative Team and Math Department Chair	3.1 Lesson plans checked by administration and classroom walk through made by the leadership team.	3.1 Lesson Plans posted on Edline
On the 2012 FCAT 80% of the students in will make learning gains in math. The students in this category according to FCAT data, the areas of needs improvement are measurement and	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
		79% (811)	80% (912)	3.2. Time constraints	3.2 Utilize technology to	3.2 Administrative	3.2 Report from Pearson

geometry.			enhance the implementation of differentiated instruction.	Team and Math Teachers	SuccessMaker reviewed by math teachers and administrators to determine effective progress toward goal	SuccessMaker	
			3.3. Motivation For students not responding to the core or supplemental instruction, teachers will match and provide differentiated instruction & evidence based interventions to meet the students' needs.	3.3 Administrative Team and Math Teachers	3..3 Results of common assessment data will be reviewed within grade level team meetings to determine progress toward benchmarks.	3.3 Common assessments aligned with the Next Generation Math Standards	
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. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4:			4.1. Lack of skill and knowledge with new math standards	4.1 Implement school wide pacing guide and focus calendar. Align pre/post assessment to Next Generation Sunshine State Math Standards	4.1 Administrative Team and Math Department Chair	4.1 Lesson plans checked by administration and classroom walk-throughs made by the leadership team.	4.1 Lesson Plans posted on Edline
On the 2012 FCAT 80% of the students in the Lowest 25% will make learning gains in math. The students in this category according to FCAT data, the areas of needs improvement are measurement and geometry.							
			<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>			
			77% (202)	80% (240)			

		4.2. Time constraints	4.2. Utilize technology to enhance the implementation of differentiated instruction.	4.2 Administrative Team and Math Teachers	4.2 Report from Pearson SuccessMaker reviewed by math teachers and administrators to determine effective progress toward goal.	4.2 Pearson SuccessMaker					
		4.3. Motivation	4.3 For students not responding to the core or supplemental instruction, teachers will match and provide differentiated instruction & evidence based interventions to meet the students' needs.	4.3 Administrative Team and Math Teachers	4.3 Results of common assessment data will be reviewed within grade level team meetings to determine progress toward benchmarks.	4.3 Common assessments aligned with the Next Generation Math Standards					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool					
5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics <u>Mathematics Goal #5A:150</u>	Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)		5A.1: Lack of skill and knowledge with new math standards	5A.1 Implement school-wide pacing guide and focus calendar. Align pre/post assessment to Next Generation Sunshine State Math Standards	5A.1 Administrative Team and Math Department Chair	5A.1 Lesson plans checked by administration and classroom walk-throughs made by the leadership team.	5A.1 Lesson Plans posted on Edline				
	On the 2012 FCAT 70% of the students in the Black subgroup will make AYP in math.	<table border="1"> <tr> <td><u>2011 Current Level of Performance:*</u></td> <td><u>2012 Expected Level of Performance:*</u></td> </tr> <tr> <td>68% (101)</td> <td>70% (105)</td> </tr> <tr> <td>White: Black:101 Hispanic: Asian: American Indian:</td> <td>White: Black:105 Hispanic: Asian: American Indian:</td> </tr> </table>						<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>	68% (101)	70% (105)
<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>										
68% (101)	70% (105)										
White: Black:101 Hispanic: Asian: American Indian:	White: Black:105 Hispanic: Asian: American Indian:										
		5A.2.	5A.2	5A.2	5A.2	5A.2					

		Lack of math background knowledge	Use computer programs, intensive and strategic interventions with manipulative approaches to build math foundation. Use data to focus on instruction.	Administrative Team and Math Teachers	Grade levels will meet bi-weekly to assess data and monitor progress.	Big Ideas Assessments, Pearson Success Maker				
		5A.3. Motivation	5A.3 For students not responding to the core or supplemental instruction, teachers will match and provide differentiated instruction & evidence based interventions to meet the students' needs.	5A.3 Administrative Team and Math Teachers	5A.3 Results of common assessment data will be reviewed within grade level team meetings to determine progress toward benchmarks.	5A.3 Common assessments aligned with the Next Generation Math Standards				
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				
5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5B:	Mathematics Goal #5B: English Language Learners (ELL)	5B.1. Lack of skill and knowledge with new math standards	5B.1 Implement school-wide pacing guide and focus calendar. Align pre/post assessment to Next Generation Sunshine State Math Standards	5B.1 Administrative Team and Math Department Chair	5B.1 Lesson plans checked by administration and classroom walk-throughs made by the leadership team.	5B.1 Lesson Plans posted on Edline				
On the 2012 FCAT N/A% of the students who are English Language Learners (ELL) will make learning gains make AYP in math.	<table border="1"> <tr> <td>2011 Current Level of Performance:*</td> <td>2012 Expected Level of Performance:*</td> </tr> <tr> <td>N/A%</td> <td>N/A%</td> </tr> </table>	2011 Current Level of Performance:*	2012 Expected Level of Performance:*	N/A%	N/A%					
2011 Current Level of Performance:*	2012 Expected Level of Performance:*									
N/A%	N/A%									

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. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C:147 On the 2012 FCAT 70% of the students with disabilities will make AYP in math.	Mathematics Goal #5C: Students with Disabilities (SWD)		5C.1. Lack of skill and knowledge with new math standards	5C.1 Implement school-wide pacing guide and focus calendar. Align pre/post assessment to Next Generation Sunshine State Math Standards	5C.1 Administrative Team and Math Department Chair	5C.1 Lesson plans checked by administration and classroom walk-throughs made by the leadership team.	5C.1 Lesson Plans posted on Edline
	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	54% (80)	70% (118)					
			5C.2. Lack of math background knowledge	5C.2 Use computer programs, intensive and strategic interventions with manipulative approaches to build math foundation. Use data to focus on instruction.	5C.2. Administrative Team and Math Teachers	5C.2 Grade levels will meet bi-weekly to assess data and monitor progress.	5C.2 Big Ideas Assessments, Pearson Success Maker
			5C.3 Motivation	5C.3 For students not responding to the core or supplemental instruction, teachers	5C.3 Administrative Team and Math Teachers	5C.3 Results of common assessment data will be reviewed within grade level team meetings to	5C.3 Common assessments aligned with the Next Generation

			will match and provide differentiated instruction & evidence based interventions to meet the students' need.		determine progress toward benchmarks.	Math Standards	
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. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics <u>Mathematics Goal #5D:189</u> On the 2012 FCAT 70% of the students who are economically disadvantaged will make AYP in math.	Mathematics Goal #5D: Economically Disadvantaged		5D.1. Lack of skill and knowledge with new math standards	5D.1 Implement school-wide pacing guide and focus calendar. Align pre/post assessment to Next Generation Sunshine State Math Standards	5D.1 Administrative Team and Math Department Chair	5D.1 Lesson plans checked by administration and classroom walk-throughs made by the leadership team.	5D.1 Lesson Plans posted on Edline
	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	64% (117)	70% (132)					
			5D.2. Lack of math background knowledge	5D.2. Use computer programs, intensive and strategic interventions with manipulative approaches to build math foundation. Use data to focus on instruction.	5D.2 Administrative Team and Math Teachers	5D.2. Grade levels will meet bi-weekly to assess data and monitor progress.	5D.2 Big Ideas Assessments, Pearson Success Maker
			5D.3 Administrative	5D.3 Results of common	5D.3 Common	5D.3 Motivation	5D.3 For students not

		Team and Math Teachers	assessment data will be reviewed within grade level team meetings to determine progress toward benchmarks.	assessments aligned with the Next Generation Math Standards		responding to the core or supplemental instruction, teachers will match and provide differentiated instruction & evidence based interventions to meet the students' need.
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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Analysis	Instructional Staff 6-8	District Dev. Administrative Team Curriculum Team Leaders (CLT)	Instructional Staff by Department	Monthly	Teachers will provide their end of the year student data from Data Director as evidence of on-going progress monitoring. CLT will submit reports to administrative team	Administrative Team
Response to Intervention	Instructional Staff 6-8 in Math Department	Administrative Team Curriculum Team Leaders (CLT)	Instructional Staff by Department	Quarterly	Provide documentation in lesson plans and summary 9-weeks reports.	Administrative Team
Next Generation Math Sunshine State Standards	Instructional Staff 6-8 in Math Department	District Dev. Administrative Team Curriculum Team Leaders (CLT)	Instructional Staff by Department and Grade level department members	Monthly	Implement departmental pacing guide and focus calendar. Collaborate with math teachers and district developer about NGSSS for math.	Administrative Team

Providing Clear Learning Goals and Rubrics	6-8	(CLT)	All teachers	Summer 2011 Curriculum Workshop, Team Meetings once a month; Once a month faculty meetings	iObservation documentation; Teacher Portfolio	Principal/Assistant Principal
Developing appropriate rubrics	6-8	(CLT)	All teachers	Summer 2011 Curriculum Workshop, Team meetings - ongoing throughout the year	iObservation documentation; Teacher Portfolio	Principal/Assistant Principal

Mathematics Budget

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	Available Amount
CD/CD Covers/TI- calculators	Electronic Math Resource for Students	School Based Fund (H)	\$1,335.75
Subtotal:			\$1,335.75
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Data Analysis	Data Director Web Based Program	District Training	\$0.00
Integrating Technology	On-going Promethean Board Training	TEC/Title II	
Integrating Technology	On-going Edline Training	TEC/Title II	
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Pacing Guide /Focus Calendar/NGSSS for Math	TEC Summer Training and Follow -up	Title II Summer Funds (District)	\$3200.00
FCTM Conference – 2 math teachers	State Math Teachers Conference	Title II /SIP	\$1000.00
FETC Conference – 2 math teachers	State Technology Conference	Title II funds/TEC/SIP	\$1000.00
Subtotal:			\$5,200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

End of Mathematics Goals

Science Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

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

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
1. Students achieving proficiency (FCAT Level 3) in science Science Goal #1:370 On the 2012 8 th grade science FCAT, 78% of students will score at level 3 or above. The students in this category according to FCAT data, the area of needs improvement is Life and Environmental Science.			1.1. Background Knowledge	1.1. Increase the use inquiry based learning.	1.1. Administrators and Science Teachers	1.1. Classroom Walk-Throughs will be made by the administrative team to ensure compliance.	1.1. Lesson Plans, 9-weeks exams
	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	76% (266)	80% (296)					
			1.2. Motivation	1.2. Encourage students to use technology for research in area of interest and use science projects to explore those interests within the district core guidelines.	1.2. Administrators and Science Teachers	1.2. Classroom Walk-Throughs will be made by the administrative team to ensure compliance.	1.2 Lesson Plans, 9-weeks exams
			1.3. Reading in Content	1.3 Implement school-	1.3. Administrators	1.3. Classroom Walk-	1.3 Lesson Plans,

		Area	wide core curriculum guide for science with emphasis on life and environmental science.	and Science Teachers	Throughs will be made by the administrative team to ensure compliance.	9weeks exams
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 achieving above proficiency (FCAT Levels 4 and 5) in science		2.1.	2.1.	2.1.	2.1.	2.1
Science Goal #2:		Background Knowledge	Increase the use inquiry based learning.	Administrators and Science Teachers	Classroom Walk Through will be made by the administrative team to ensure compliance.	Lesson Plans, 9-weeks exams
On the 2012 8 th grade science FCAT, 25% of students will score a level 4 or 5. The students in this category according to FCAT data, the area of needs improvement is Life and Environmental Science.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>				
	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>				
	20% (70)	25% (93)				
		2.2.	2.2.	2.2.	2.2.	2.2
		Motivation	Encourage students to use technology for research in area of interest and use science projects to explore those interests within the district core guidelines.	Administrators and Science Teachers	Classroom Walk-Throughs will be made by the administrative team to ensure compliance.	Lesson Plans, 9wks exams
		2.3	2.3	2.3	2.3	2.3
		Reading in Content Area	Implement school-wide core curriculum guide for science with emphasis on life and environmental science. Teachers will also provide clear learning goals and rubrics, track student progress and celebrate success in reading for	Administrators and Science Teachers	Classroom Walk-Throughs will be made by the administrative team to ensure compliance.	Lesson Plans, 9-weeks exams iObservation Tool

the content areas.

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Analysis	Instructional Staff 6-8	District Dev. Administrative Team Curriculum Team Leaders (CLT)	Instructional Staff by Department	Monthly	Teachers will provide their end of the year student data from Data Director as evidence of on-going progress monitoring. CLT will submit reports to administrative team	Administrative Team
Response to Intervention	Instructional Staff 6-8 in Math Department	Administrative Team Curriculum Team Leaders (CLT)	Instructional Staff by Department	Quarterly	Provide documentation in lesson plans and summary 9-weeks reports.	Administrative Team
Next Generation Science Sunshine State Standards	Instructional Staff 6-8 in Science Department	District Dev. Administrative Team Curriculum Team Leaders (CLT)	Instructional Staff by Department and Grade level department members	Monthly	Implement departmental pacing guide and focus calendar. Collaborate with math teachers and district developer about NGSSS for science.	Administrative Team
Providing Clear Learning Goals and Rubrics	6-8	(CLT)	All teachers	Summer 2011 Curriculum Workshop, Team Meetings once a month; Once a month faculty meetings	iObservation documentation; Teacher Portfolio	Principal/Assistant Principal
Developing appropriate rubrics	6-8	(CLT)	All teachers	Summer 2011 Curriculum	iObservation documentation; Teacher Portfolio	Principal/Assistant Principal

				Workshop, Team meetings - ongoing throughout the year		
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Science Budget

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	Available Amount
Science Lab	Supplies for science lab	School Funds	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Data Analysis	Data Director Web Based Program	District Training	
Integrating Technology	On-going Promethean Board Training	TEC/Title II	
Integrating Technology	On-going Edline Training	TEC/Title II	
			Subtotal: \$000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Pacing Guide /Focus Calendar/NGSSS for Science	TEC Summer Training and Follow -up	Title II Summer Funds/Title II District	\$3200.00
FAST Conference-2 science teachers	State Science Conference	TEC/Title II	
FCTE Conference – 2 science teachers	State Technology Conference	Title II funds	\$1000.00
			Subtotal: \$3400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			Grand Total: \$4,700.00

End of Science Goals

Writing Goals

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

WRITING GOALS	Problem-Solving Process to Increase Student Achievement
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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		
1. Students achieving Adequate Yearly Progress (FCAT Level 4.0 and higher) in writing Writing Goal #1:370 On the 2012 FCAT Writes 85% of the 8 th graders will score a 4.0 or above on the FCAT Writes.			1.1. Background Knowledge	1.1. Assign all students rigorous assignments and assessments addressing basic, proficient and advanced skills. One to one conferences	1.1. Classroom Teachers and Administrators	1.1. Analyze writing with grade level rubric	1.1. LCS Writes Upon Request FCAT Writes		
			2011 Current Level of Performance:*	2012 Expected Level of Performance:*	1.2. Motivation	1.2. Teacher Model	1.2. Classroom Teachers and Administrators	1.2. Analyze writing with grade level rubric	1.2. LCS Writes Upon Request FCAT Writes
			81% (285)	85% (314)	1.3. Vocabulary	1.3. Increase use of writing resources	1.3. Classroom Teachers and Administrators	1.3. Analyze writing with grade level rubric	1.3. LCS Writes Upon Request FCAT Writes.
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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring			
Data Analysis	Instructional Staff 6-8	District Dev. Administrative Team	Instructional Staff by Department	Monthly	Teachers will provide their end of the year student data	Administrative Team			

		Curriculum Team Leaders (CLT)			from Data Director as evidence of on-going progress monitoring. CLT will submit reports to administrative team	
Response to Intervention	Instructional Staff 6-8 in LA & Reading Departments	District Dev. Administrative Team Curriculum Team Leaders (CLT)	Instructional Staff by Department	Quarterly	Provide documentation in lesson plans and summary 9-weeks reports.	Administrative Team
Florida LA and Reading SSS	Instructional Staff 6-8 in LA & Reading Departments	Administrative Team Curriculum Team Leaders (CLT)	Instructional Staff by Department	Monthly	Implement departmental pacing guide and focus calendar.	Administrative Team
Providing Clear Learning Goals and Rubrics	6-8	(CLT)	All teachers	Summer 2011 Curriculum Workshop, Team Meetings once a month; Once a month faculty meetings	iObservation documentation; Teacher Portfolio	Principal/Assistant Principal
Developing appropriate rubrics	6-8	(CLT)	All teachers	Summer 2011 Curriculum Workshop, Team meetings - ongoing throughout the year	iObservation documentation; Teacher Portfolio	Principal/Assistant Principal

Writing Budget

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	Available Amount
See LA/Reading Goals Budget			

Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
See LA/Reading Goals Budget			
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
See LA/Reading Goals Budget			
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

End of Writing Goals

Attendance Goal(s)

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

ATTENDANCE GOAL(S)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance <u>Attendance Goal #1:1140</u>			1.1 Student contact information	1.1 Ongoing parent-school communication shall include getting updated parent contact information at the beginning of the school year. As students receive	1.1 Teachers, front office staff, registrar, and administration	1.1 Throughout the school year we will be able to tell by the pieces of mail returned with incorrect addresses	1.1 GENESIS Report
The attendance rate for the 2012 school year will increase to 96%. The percentage of students with excessive absences will	2011 Current Attendance Rate:*	2012 Expected Attendance Rate:*					
	95% (1050)	96% (1095)					
	2011 Current Number of Students with Excessive Absences (10 or more)	2012 Expected Number of Students with Excessive Absences (10 or more)					
	26% (272)	24% (273)					

drop 24% and the percentage of students with excessive tardies 1.5% The area of needs improvement will decrease the percentage of students with excessive absences by 1% this year.	<u>2011 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2012 Expected Number of Students with Excessive Tardies (10 or more)</u>		progress reports and report cards the front office will update information. Finally whenever mail is returned with the incorrect information the front office staff will ask for proof of a new address to be submitted to the registrar.			
	1.6% (18)	1.5% (17)					

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Attendance Budget

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	Available Amount

Subtotal:

Technology

Strategy	Description of Resources	Funding Source	Available Amount

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

End of Attendance Goals

Suspension Goal(s)

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

SUSPENSION GOAL(S)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension Suspension Goal #1: The 2012 Suspension rate will decrease by 9.1%. The area of needs improvement is to decrease the percentage by 1% in OSS this year.			1.1. New students lack of knowledge of the student handbook and the code of conduct.	1.1 Have each student to read the student handbook and teachers review it within the first week of school.	1.1 Assistant Principals	1.1 Behavior RtI Plan	1.1 Educator Handbook System
	2011 Total Number of In-School Suspensions 9.6%	2012 Expected Number of In-School Suspensions 9.1%					
	2011 Total Number of Students Suspended In-School (100)	2012 Expected Number of Students Suspended In-School (95)					
	2011 Number of Out-of-School Suspensions 0.8%	2012 Expected Number of Out-of-School Suspensions 0.7 %					
	2011 Total Number of Students Suspended Out- of- School	2012 Expected Number of Students Suspended Out- of-School					

(9)	(7)					
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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Discipline Records	6-8	Administrators	Classroom Teachers	August 2011	October 2011	Administrators

Suspension Budget

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	Available Amount

Subtotal:

Technology

Strategy	Description of Resources	Funding Source	Available Amount

Subtotal:

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount

Subtotal:

Other

Strategy	Description of Resources	Funding Source	Available Amount

End of Suspension Goals

Dropout Prevention Goal(s) Note: Required for High School-

PARENT INVOLVEMENT GOAL(S)			Problem-solving Process to Parent Involvement								
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
1. Parent Involvement <u>Parent Involvement Goal #1:</u> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>			1.1 Parents activated their Edline parent account and listserv	1.1 Parent workshop or technology training for parents	1.1 Admin Team techcon, and guidance	1.1 The increase in the total number of parents activated on Edline and listserv	1.1 Sign-In or log-in information				
Based on the 2010-2011 School Climate Survey, 96% of parents agreed with the statement that the school communicates regularly with parents or guardians about students' needs. Our goal is to improve the school to home communication to impact the parent(s) involvement by providing and opportunities for parents to volunteer in numerous capacities, and student achievement.	<table border="1"> <tr> <td data-bbox="394 651 550 732">2011 Current level of Parent Involvement:*</td> <td data-bbox="550 651 701 732">2012 Expected level of Parent Involvement:*</td> </tr> <tr> <td data-bbox="394 732 550 1349">96% (1095)</td> <td data-bbox="550 732 701 1349">100% (1140)</td> </tr> </table>	2011 Current level of Parent Involvement:*	2012 Expected level of Parent Involvement:*	96% (1095)	100% (1140)						
2011 Current level of Parent Involvement:*	2012 Expected level of Parent Involvement:*										
96% (1095)	100% (1140)										

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
New Parents to the School Workshops	6-8	Administrators Guidance Counselor	Expectations /Online Parent Portal - Edline	Every 9 weeks	Survey	Administrators

Parent Involvement Budget

*** Please ensure that items included in the Parental Involvement Policy/Plan (PIP) are outlined in the following budget section.**

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	Available Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			Grand Total:

End of Parent Involvement Goal(s)

Additional Goal(s) N/A**FINAL 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	Available Amount
Wellness (Recovery) Reading Program	McGraw-Hill	School Based General Funds (TN)	\$735.25
Writing Resource	Vantage Learning	School Based General Funds (H)	\$420.00
Vocabulary for Success	Vocabulary TAG	School Based General Funds (H)	\$223.17

Subtotal:\$1,378.42

Technology

Strategy	Description of Resources	Funding Source	Available Amount
Integrating Technology	On-going Promethean Board Training	TEC/Title II funds	\$500.00

Subtotal:\$500.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Pacing Guide /Focus Calendar/SSS for LA/Reading/Social Studies	TEC Summer Training 2011and follow-up	Title II Summer Funds	\$4800.00
Pacing Guide /Focus Calendar/NGSSS for Math	TEC Summer Training 2011and Follow -up	Title II Summer Funds	\$3200.00
Pacing Guide /Focus Calendar/SSS for Science	TEC Summer Training 2011and follow-up	Title II Summer Funds	\$3200.00
Pacing Guide /Focus Calendar/NGSSS for PE, Spanish and Fine Arts	TEC Summer Training 2011and Follow -up	Title II Summer Funds	\$1920.00
FCTM Conference – 4 math teachers	State Math Conference	TEC/Title II funds/SIP	\$2000.00
FETC Conference – 8 teachers	State Technology Conference	TEC/Title II funds	\$3500.00

Subtotal:\$18,620.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
CD/CD Covers/TI- calculators	Electronic Math Resource for Students	School Based Fund (H)	\$1,335.75

Grand Total:\$21,834.17

Differentiated Accountability

School-level Differentiated Accountability Compliance

School Differentiated Accountability Status				
Intervene <input type="checkbox"/>	Correct II <input type="checkbox"/>	Prevent II <input type="checkbox"/>	Correct I <input type="checkbox"/>	Prevent I <input checked="" type="checkbox"/>

Attach school's Differentiated Accountability Checklist of Compliance

School Advisory Council

School Advisory Council (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 citizens 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 measures being taken to comply with SAC requirement.

Describe projected use of SAC funds.	Amount
Funds will be used for resources to improve students' performance in reading, writing, math, and science.	\$3,125.44

Describe the activities of the School Advisory Council for the upcoming year.

SAC meets once each month to review school data and assist in the preparation and evaluation of the results of the school improvement plan. The principal shares school based updates in the Principal's Report and the SAC chair conducts the remainder of the meeting. The SAC Membership will be updated at the first meeting of the school year.