Duval County Public Schools

Kirby Smith Middle School

2015-16 School Improvement Plan

Kirby Smith Middle School

2034 HUBBARD ST, Jacksonville, FL 32206

http://www.duvalschools.org/ksm

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	30%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	68%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP 4

Differentiated Accountability 5

Current School Status 8

8-Step Planning and Problem Solving Implementation 19

- **Goals Summary** 19
- **Goals Detail** 20
- **Action Plan for Improvement** 28

Appendix 1: Implementation Timeline 47

Appendix 2: Professional Development and Technical Assistance Outlines 50

- **Professional Development Opportunities** 51
- **Technical Assistance Items** 57

Appendix 3: Budget to Support Goals 0

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F		**Turnaround Status**
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Kirby Smith Middle School mission statement:
To prepare all Kirby Smith Middle School students for academic success in high school through a specialized STEM magnet program that emphasizes Science, Technology, Engineering, and Mathematics.

Provide the school's vision statement

Kirby Smith Middle School Vision statement:
To provide a standards-based instructional program which maximizes student achievement by using individual student data to drive instruction which is differentiated with respect to student needs and learning style, to enrich the education experience for all students, and to challenge students to strive toward their own personal potential and become lifelong learners.

School Environment

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

Sixth grade students who are attending Kirby Smith Middle School for the first time are invited to a transitions camp during the summer. The camp is called Kamp Kirby Smith. Kamp Kirby is a program used to assist sixth grade students with transitioning from elementary school to middle school. The day camp program allows time before the opening of school for new students to acclimate themselves to the physical environment as well as to meet older students, faculty, administration, and staff. These days also allow staff members to spend time with students in a more personal setting getting to know them and some of their concerns/interests prior to the opening of school. Incoming sixth graders receive their textbooks, school planners, identification badges and cultivate a connection between the school, teachers and students. For seventh and eighth grade students that are new to Kirby Smith, there is an orientation during the summer to have students receive textbooks, school planners, ID badges and cultivate a connection between the school, teachers and students. Kirby Smith's teachers volunteer to provide mentoring and clubs for all students that are interested. Each quarter students attend grade level assemblies to discuss school safety, counseling, grades, bullying, referrals, and rewards for good behavior. Each grading period culminates with an event to celebrate student accomplishments.

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

Kirby Smith has created an environment where students feel safe and respected by having students assigned to designated locations before and after school. Sixth grade students are assigned to the cafeteria, seventh graders are assigned to the auditorium, and eighth graders are assigned to the gymnasium.During class changes teachers are standing at their doors to assist students. Students are allowed to go to the Student Services office to complete a statement form if they are experiencing difficulties with students are anyone on the staff. The statement form is addressed by the Dean of Students and any specific problems are rectified. Students can also see the School Counselors when they are having a problem, whether it be academic or some form of discipline issue. The Kirby Smith Foundations team meets monthly to address established school rituals and routines in order to maintain safety.

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

The school wide behavioral systems that are in place at Kirby Smith Middle are our guidelines for success:
(P.R.I.D.E) Preparation, Responsibility, Integrity, Dedication, and Effort. Our guidelines for success are announced every morning during the morning announcements and are posted in every classroom as well as the hallways throughout the school. Additional school wide behavioral systems that are in place at Kirby Smith Middle are Restorative Justice, CHAMPS, Data, PBIS Plan, Dean Chats and structured movement during lunch and dismissal. Behavior systems are monitored and addressed during Team Meeting, Leadership and Professional Learning Communities.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school ensures the social -emotional needs of all students are being met by the following services:
Exceptional Students Services, school and district social workers, school psychologist, Restorative Justice Program, Parent established mentoring program, teacher mentoring, Child Guidance, The Bridge of North Florida, Community Resources(Greater Springfield Full Service Schools, Big Brothers and Big Sisters, SPARCS, Get Real The Chess Club, Take Stock in Children.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The early warning systems are a combination of data collected from,iReady, Achieve3000, 2013-14 FCAT scores, student grades, progress reports, parent input, report cards, and scholarship warnings. Early warning indicators also include attendance, progress reports, teacher/team leader notifications, parent phone calls, CGA data, and Achieve 3000 data.
* Students who are absent 10% of the time are referred to the School Counselor for further investigation and then to the District's Attendance Specialist which includes personal home visits
*Students with one or more suspensions are referred to the PBIS team as well as Restorative Justice, School Counselors, on-site mentors and peer mediators
*When students are failing in Language Arts or Math the teachers provide the names to the School Counselors for scheduling of Parent Conferences. Students are also offered additional tutoring by the teachers and placed in a critical thinking class to support their deficiencies.
* Level 1 students in Math & Language Arts on Standard assessments are placed in help session classes after school and during their elective classes with teachers who are excellent in the Math and Language Arts Craft

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	10	11	15	36
One or more suspensions	2	0	3	5
Course failure in ELA or Math	2	2	0	4
Level 1 on statewide assessment	10	11	15	36

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	10	11	15	36

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

The intervention strategies employed by the school includes having individual conferences with parents and students, eighth grade POW WOW's (parent conferences just for eighth grade students), response to intervention (RtI), remediation, and Duval Virtual School are just some options offered to the students and parents as intervention strategies. Many teachers offer Help Sessions before/after school or during lunch; options are also offered in many classes for students to complete missed assignments, re-do incomplete work that did not meet the standard, and re-take some tests/quizzes after tutoring. A Mentor program is established with male staff and community members volunteering to spend time with and support at-risk boys.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Continue increasing number/percentage of parents providing e-mail addresses for home communication...updating records in FOCUS
Continue increasing number/percentage of parents using website for quick access to information.
Continue to provide evening events to engage greater community involvement and parent participation.
Increase community service activities to enhance community relationships.
Continue teacher communications with home relative to ongoing work, test scores, reading progress, and other class performance/activities including Achieve3000 & iReady Reports/ Baseline reports/ Goal letters and other parent-signature-requested papers/student work samples along with the school wide regular progress reports and report cards.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The local community business partners are a major resource to the faculty and students of Kirby Smith Middle School. To continue to build and sustain positive relationships with the community, Kirby Smith PTSA and SAC invite our business partners to our annual Open House to meet our students and parents. Brochures, food and literature are given to parents along with door prizes and discount coupons. Local community business partners are invited to monthly SAC and PTSA meetings. Our Kirby Smith School Counselors attend the monthly Full Service Meetings and Kirby Smith host one yearly Full Service Meeting for the Springfield Community. The PTSA chairperson is also a business partner and is able to negotiate school partnership throughout the year.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Marshall, June	Principal
Moore, Saundra	Assistant Principal
Crosby, Beverly	Dean
Clayton , Trevor	Other
Roebuck, Ingrid	Teacher, K-12
Channelle, Herma	Teacher, ESE
Hughes, Tshombe	Teacher, Adult
Moore, Dawn	Instructional Technology
Mechmech, Rachid	Administrative Support
Kennedy, Greg	Other
Orso, Carol	Guidance Counselor
Stinson, Katrina	Other

Duties

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

Roles and functions of the Leadership Team include the following:
• Review universal screening data and link to instructional decisions
• Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.
• Use data to identify needed professional development and resources
• Collaborate regularly during common planning periods and at other times as needed
• Participate in problem-solving planning and implementation
• Share effective practices
• Evaluate implementation
• Practice new processes and skills
• Facilitate the process of building consensus, increasing infrastructure, and making decisions about

implementation
*Review & implement School Improvement Plan as working document

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

SAI funds are used to support student achievement through provision of after school enrichment programs, specifically FSA / Academic / Testing Skills Academies. The academies cover: Reading, Writing, Science, and Math skills throughout the year...during school and after school.The lowest 25% standardized testing students are chosen first to benefit from local funds and services.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Vasco Eagle	Parent
June A. Marshall	Principal
Saundra Moore	Education Support Employee
Hazel Ghiotto	Education Support Employee
Trevor Clayton	Education Support Employee
Catina Henry	Parent
Deatrice Smith	Business/Community
Lacreacia Seaborn	Parent
Taylen Jones	Student
Wilma Case-Starks	Parent
Katie Harrison	Business/Community
Troy Flowers	Business/Community
Louis Flowers	Education Support Employee
Valerie Stevenson	Parent
Tourea Robinson	Parent
Marvina Scruggs	Parent

Duties

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

Evaluation of last year's school improvement plan

The Kirby Smith Middle School SAC was very involved in implementing and reviewing the school improvement plan for the 2014-15 school year. Throughout the 2014-15 school year SAC supported the quarterly reading reward activities and assisted in the acquisition of additional technology for our elective classes. SAC members volunteered and supported in a variety of areas of school life as needed. Cross-curricular enrichment activities were also supported by members of the SAC team. Our Kirby Smith SAC focused on reviewing school goals, and reviewing data from quarterly

assessments. Their main focus was to determine the correct way to allocate and spend school improvement funds that would address the needs of ALL students.

Development of this school improvement plan

School Advisory Council members are a major part of the monitoring and planning process at Kirby Smith Middle School. Special meetings are held for SIP review and approval in September and for review of progress at the mid-year stake-holders meeting. SIP is also reviewed at regularly scheduled monthly meetings which includes updates and progress monitoring.

Preparation of the school's annual budget and plan

SAC leaders are updated regularly on the school budget and included in discussions related to allocation of funds. The committee members are also notified of any changes to the budget and are informed and/or given input into staff/program funding allocation changes made necessary by losses or made possible by increases to the budget.allocated to the school.
Once SAC funds become available, teacher request protocol is established and reviewed by all SAC members. Teachers submit a request to the SAC Chair in writing for review. The request is then discussed and voted on during the SAC meeting.

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

Projects will be planned throughout the year as needed and as funds allow in support of the School Improvement Plan.
Purchases of needed technology will be made as funds allow and upon request of faculty/ administration in support of SIP; specific emphasis on equipment and software in support of reading and mathematics instructional support and enrichment.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Marshall, June	Principal
Moore, Saundra	Assistant Principal
Moore, Dawn	Instructional Technology
Channelle, Herma	Teacher, ESE
Clayton , Trevor	Assistant Principal
Hughes, Tshombe	Assistant Principal
Improvement Dept, School	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

1. Administer / confirm administration of all required/mandated state and district testing.(including baselines, District Assessments and Achieve 3000)

2. Review data from all testing, both mandated and school initiatives.
3. Identify lowest quartile students in need of additional support.
4. Fully implement the Enrichment and reading Programs for all Level 1 and Level 2 students.
5. Actively engage all students at all Lexile Levels in the school-wide Achieve3000 program to support continued growth in all reading comprehension strategies.
6. Support cross-curricular professional development in instructional reading strategies for students at all levels.
7. Choose a "Word of the Day"

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Departments have common planning to the extent possible to allow for collaboration and planning. Early Dismissal days provide additional times for teachers/staff to meet with teams, departments, in small groups based on a particular professional development need/interest, or as a whole staff for professional learning and collaborative opportunities. During pre/post planning and on days prior to holidays, we offer special luncheons supported by PTSA, SAC, and staff participation in covered dish or catered meals, providing time for fellowship and building positive relationships.

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

1. Kirby Smith participates in all district-led recruitment and transfer programs. We have a strong Professional
Development program, supporting new teachers in classroom instruction as well as guiding their process through the TIP and/or AltCert programs under the guidance of CET / FPMS – certified mentors.Kirby Smith traditionally has no difficulty attracting qualified applicants for vacancies. We have a relatively low turnover and the professional climate is such that we have multiple applicants for each vacancy. We maintain a notebook of
interested, qualified applicants for one year.
Positions responsible include: Principal; Administration; Professional Development Facilitator (PDF)

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

All beginning teachers employed at Kirby Smith Middle School are assigned an experienced mentor -- in the same content area when possible. Novice teachers are also assigned a "buddy" teacher from the same team or who has the same planning.. Buddy and Mentor teachers provide support to the novice teacher through learning school rituals and routines, teaming concepts, parent conferences, etc. All mentors are CET certified. Planned mentoring activities are: observations, meeting with MINT supervisor and PDF, and reviewing portfolios for quality. Mentors remain a part of the new teacher's support team until she/he completes the MINT process.
Struggling teachers and those in need of specific support are offered assistance through the Professional Development Facilitator and administration as well as peers. Teachers are often offered TDE to observe in the areas of concern and to have teachers with specific strengths covered to come in and observe them to offer support/advice. Mentors/buddies are assigned as needed.
Along with support of new teachers / MINT participants, and struggling teachers any teacher in need of support, Kirby Smith offers support to all teachers through PLCs, specific professional development as needed, and the on-going opportunity to earn master points for personal professional reading/ development.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school's core instructional programs follow state and district guidelines and mandates. Course offerings meet district/state requirements as set up in district programs and enrichment/elective courses supplement core courses in an effort to support our magnet theme and enhance student learning opportunities. Core course curriculum guides and material are implemented in all classes. Elective and enrichment instruction also work to help students meet learning goals in state-approved standards.

Instructional Strategies

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

School staff uses data obtained from state, district, and classroom assessments. Teachers differentiate instruction in a myriad of ways...including but not limited to: providing variety in text, differentiating supplemental materials, providing variety in assessment format, offering group work based on learning style/interest, and providing additional time/tutoring for those who need extra support. Support classes / additional instruction / special after-school and pullout programs are offered to assist students who need help showing proficiency on state assessments.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 1,800

Learning Recovery Activities embedded in core and elective classes.
Teacher-volunteered after-hours tutoring and grade recovery
Academically enriching clubs and school activities to support well-rounded student growth.
After-School Academic Support / Testing Strategies Program Academy

Strategy Rationale

To use all available resources, personnel, and time options to offer additional support instruction to student at all levels who need support or would benefit from additional instruction/time in making learning gains and/or participating in extra enrichment programs.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy
Marshall, June, marshallj@duvalschools.org

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

Test results
Attendance and participation
Files are kept in Excel to run data comparing participation and FSA results as well as student promotion rates.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

*Sixth grade students who are attending Kirby Smith Middle School for the first time are invited to a transitions camp during the summer. The camp is called Kamp Kirby Smith. Kamp Kirby is a program used to assist sixth grade students with transitioning from elementary school to middle school.
*High School Night held in November each year is used to support our 7th & 8th grade students with decisions about High Schools and the requirements for being successful in their choice of study or career.
*Career Fair in May

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Career Fair Day
High School Nights prior to Magnet Recruitment

Promotion of Magnet Recruitment participation and selection of HS based on potential career path
Science Fair and History Fair Parent Night
Science Day in May

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

1. 8th Grade STAR Internship Program with Challenger Center
2. 6th/7th Grade elective course with Challenger personnel as pre-cursor to / application for STAR internship program
3. Robotics Clubs with Robotic/Botball competitions
4. Odyssey of Mind as gifted enrichment
5. Instruction / Reading / Writing across curriculum connecting core courses to potential careers and real-life applications
6. Microsoft Office Certification

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

High School Night / Magnet Recruitment Programs
High School Visits - Away to HS campuses and with HS representatives coming to Kirby Smith Middle School
Advanced/Gifted Courses
Accelerated Programs - Algebra, Geometry, Physical Science and Spanish

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), Florida Statutes

High School Night / Magnet Recruitment Programs
High School Visits - Away to HS campuses and with HS representatives coming to Kirby Smith Middle's Schools campus
Advanced/Gifted Courses
Accelerated Programs:
*Algebra
* Geometry
*Spanish
*Physical Science
For the 2015-16 school year, magnet recruitment will involve the communication of preparation strategies for Kirby Smith Middle School students to matriculate to advanced studies in high school.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

1 = Problem Solving Step S123456 = Quick Key

Strategic Goals Summary

G1. To increase the percentage of students meeting reading standards and meeting/surpassing proficiency levels on state reading assessment with specific instruction having supported the incorporation of higher level thinking/reasoning/comprehension skills in all curriculum areas as well as personal choice reading in numbers sufficient to meet state proficiency/growth expectations.

G2. To increase the percentage of lowest quartile students making learning gains in reading and demonstrating those learning gains on state reading assessment at a rate sufficient to meet state growth expectations.

G3. To show growth in percentage of students achieving higher proficiency levels on the designated state writing exam. To give specific instructional attention to students' ability to comprehend designated passages/prompts and use higher level critical thinking skills in order to respond coherently and express thoughts using strong writing skills, including adequate skills in grammar and conventions.

G4. To increase the percentage of students demonstrating learning gains at all levels on the state mathematics assessment in numbers sufficient to meet state proficiency/growth expectations.

G5. To increase the percentage of lowest quartile students scoring at proficiency and/or demonstrating learning gains in mathematics by percentages required to meet state proficiency expectations.

G6. To show growth the number of acceleration points earned through mathematics by increasing the percentage of students passing the state Algebra 1 End of Course and the state Geometry End of Course assessment. by 2%-age points.

G7. Increase the percentage of students performing at proficiency or above on the state Science assessment. Increase Science reports, lab activities, and Science Fair projects at all grade levels.

G8. To imbed vocabulary instruction across all curricula, with the focus on content-specific vocabulary in each course / subject and to empower students with stronger vocabulary skills by repeated use of Tier 2 words through both instruction and student performance tasks/activities to support student reading comprehension skills across the curriculum.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase the percentage of students meeting reading standards and meeting/surpassing proficiency levels on state reading assessment with specific instruction having supported the incorporation of higher level thinking/reasoning/comprehension skills in all curriculum areas as well as personal choice reading in numbers sufficient to meet state proficiency/growth expectations. 1a

G071818

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	74.0

Resources Available to Support the Goal 2

- On-the-Record Reading Classes for Level 1 and Level 2 students, Hi-Lo (High interest/Lower Reading Level) books available in the Media Center and classroom libraries DAR data / resources...iLit Program, Achieve3000 Reading Program to monitor reading growth and challenges in all CORE classes Enrichment classes offering instruction in higher level reading comprehension and critical thinking skills. Reading Incentives to engage students in more reading using the Achieve3000 Program A school-wide end of the year celebration incentive to engage students in fiction and non-fiction reading along with enhanced resources with in the curriculum guide.

Targeted Barriers to Achieving the Goal 3

- Growing percentage of students reading further below grade level when entering 6th grade
- Less access to Media Center, reading materials, and support for finding appropriately leveled books to promote student reading comprehension growth
- Curriculum Guide pacing does not allow sufficient time for differentiated instruction.

Plan to Monitor Progress Toward G1. 8

Achieve3000 Level Sets-Reading Growth, Growth in FSA, District Assessments, and CGA test scores

Person Responsible
Dawn Moore

Schedule
Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion
Growth in student reading engagement and comprehension

G2. To increase the percentage of lowest quartile students making learning gains in reading and demonstrating those learning gains on state reading assessment at a rate sufficient to meet state growth expectations. 1a

G071819

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	68.0

Resources Available to Support the Goal 2

- Achieve3000 Growth data, textbooks, Hi-Lo books available for student use in Media Center, iLit & On-the-Spot Reading instruction
- Classroom Anchor novel sets, Acheive3000(Lexile & strand differentiation), iLit

Targeted Barriers to Achieving the Goal 3

- Decrease in extended time to provide additional, differentiated, support in reading skills based on individual student needs.

Plan to Monitor Progress Toward G2. 8

Achieve3000, Lesson Plans, Baseline Data, and District Assessments, DAR testing & teacher assessments

Person Responsible
Saundra Moore

Schedule
Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion
Increasing student performance by: Student created projects, reflections in Interactive Notebooks and conferencing with students on assignments and formal and informal data from assessments.

G3. To show growth in percentage of students achieving higher proficiency levels on the designated state writing exam. To give specific instructional attention to students' ability to comprehend designated passages/prompts and use higher level critical thinking skills in order to respond coherently and express thoughts using strong writing skills, including adequate skills in grammar and conventions. 1a

G071820

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	65.0

Resources Available to Support the Goal 2

- Highly qualified teachers, teaching resources, time for instruction

Targeted Barriers to Achieving the Goal 3

- Need for remediated writing instruction and skills development with renewed focus on spelling, punctuation, and grammar.

Plan to Monitor Progress Toward G3. 8

Lesson Plans, Student Data, Student Work Samples

Person Responsible
Ingrid Roebuck

Schedule
Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion
Student Growth toward producing writing that reaches exceeds proficiencies on State Writing test and in all curriculum areas

G4. To increase the percentage of students demonstrating learning gains at all levels on the state mathematics assessment in numbers sufficient to meet state proficiency/growth expectations. 1a

G071821

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	77.0

Resources Available to Support the Goal 2

- Highly qualified teachers, appropriate texts and technology, enrichment as well as intensive instruction in a variety of aspects of Mathematics

Targeted Barriers to Achieving the Goal 3

- Lack of time in current schedule for extended intensive math instruction for those who need basic skills and for enrichment programs/activities for students already meeting / exceeding standards.

Plan to Monitor Progress Toward G4. 8

District Assessments, Teacher Assessment Data, FSA

Person Responsible
Dawn Moore

Schedule
Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion
Improving test scores, higher level of student engagement

G5. To increase the percentage of lowest quartile students scoring at proficiency and/or demonstrating learning gains in mathematics by percentages required to meet state proficiency expectations. 1a

G071822

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	72.0

Resources Available to Support the Goal 2

- Well-trained teachers; textbooks and computer-based instructional materials/programs

Targeted Barriers to Achieving the Goal 3

- Students lacking in basic math skills and number sense

Plan to Monitor Progress Toward G5. 8

District Assessments , Student Performance Data

Person Responsible
Dawn Moore

Schedule
Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion
Student Growth on understanding of basic skills

G6. To show growth the number of acceleration points earned through mathematics by increasing the percentage of students passing the state Algebra 1 End of Course and the state Geometry End of Course assessment. by 2%-age points. 1a

G071823

Targets Supported 1b

Indicator	Annual Target
Geometry EOC Pass Rate	99.0
Algebra I EOC Pass Rate	82.0

Resources Available to Support the Goal 2

- Highly qualified instructors; technology and teacher resources, textbooks and on-line teaching materials.

Targeted Barriers to Achieving the Goal 3

- * Need for more higher level critical thinking skills to support practical application and extension of learned concepts *Student lack of Internet at home *iReady placement in Advanced Math Classrooms *Reading Comprehension and Critical Thinnking *Lack of Problem Solving Skills *Lack of Basic Math Skills

Plan to Monitor Progress Toward G6. 8

Student Performance Tasks, Student Data

Person Responsible
Rachid Mechmech

Schedule
On 6/10/2016

Evidence of Completion
Student Work, FSA and EOC results

G7. Increase the percentage of students performing at proficiency or above on the state Science assessment. Increase Science reports, lab activities, and Science Fair projects at all grade levels. 1a

G071824

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- Science reading materials, and Science Fair equipment
- Science PLC meetings are focused on studying student data from baseline to determine weaknesses. Teachers meet on Grade Levels to review practices in strengthening benchmarks
- 8th Grade science teachers identify weaknesses and report to science department to find ways to improve scores for lower levels to prepare for 8th grade.
- All students participate in creating a science project at Kirby Smith

Targeted Barriers to Achieving the Goal 3

- Need for increased instructional time and lab resources to expand hands-on experiences for students.

Plan to Monitor Progress Toward G7. 8

Student Data, Science Fair Participation

Person Responsible
Michael Rossi

Schedule
Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion
Student Achievement Data

Plan to Monitor Progress Toward G7. 8

Use of Achieve3000 Data Related to the Curriculum
Explore Learning aligned with curriculum
Home Learning aligned with Achieve3000 and curriculum

Person Responsible
Michael Rossi

Schedule
Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion
Increased student participation and success in district/state academic "fairs," more students meeting reading goals, increased student success on standardized tests.

G8. To imbed vocabulary instruction across all curricula, with the focus on content-specific vocabulary in each course / subject and to empower students with stronger vocabulary skills by repeated use of Tier 2 words through both instruction and student performance tasks/activities to support student reading comprehension skills across the curriculum. 1a

G071825

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	67.0
AMO Reading - All Students	80.0
FCAT 2.0 Science Proficiency	70.0
AMO Math - All Students	77.0

Resources Available to Support the Goal 2

- Build vocabulary from teacher made assessments, previous school years DATA, and Achieve Level Set results.
- Students employ appropriate reading strategies in all content areas.
- School-wide Reading strategies, teachers teaching Enrichment Reading classes will become Reading endorsed.
- Bell Ringers, Exit Slips, Graphic Organizers, Venn Diagrams, Data Reports from Achieve 3000, Teacher and Student conferencing, Classwork and Home Learning.

Targeted Barriers to Achieving the Goal 3

- Lack of competencies in Tier three vocabulary and higher level comprehension and thinking skills.
- Students who meet and exceed state standards are needing increased practice in higher order and critical thinking skills.
- The challenges of maintaining/showing growth on FCAT with new scoring ranges, as well as the inability to increase perfect scores.

Plan to Monitor Progress Toward G8. 8

Test Scores, Student Work Samples

Person Responsible
Ingrid Roebuck

Schedule
Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion
District Assessment Data, Grades, classwork, home learning, and teacher made assessments related to building vocabulary.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step S123456 = Quick Key

G1. To increase the percentage of students meeting reading standards and meeting/surpassing proficiency levels on state reading assessment with specific instruction having supported the incorporation of higher level thinking/reasoning/comprehension skills in all curriculum areas as well as personal choice reading in numbers sufficient to meet state proficiency/growth expectations. 1

G071818

G1.B1 Growing percentage of students reading further below grade level when entering 6th grade 2

B187222

G1.B1.S1 Early intervention programs/testing to assess and assist students during Kamp Kirby 4

S198679

Strategy Rationale

Assess student growth in a consistent program with demonstrated success in determining student reading level, supporting teachers in finding quality RL materials for students, encouraging students to read through a rewards program, assessing growth regularly, and providing extensive data and instructional support.

Action Step 1 5

Achieve3000 Reading and Literacy Testing along with engaging reading time during Kamp Kirby

Person Responsible

Dawn Moore

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Reading levels ready to go when school opens; students involved/engaged in discussion/ projects based on summer reading

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

Observation of Student Goals, Kamp Activity, and Student Reading Scores

Person Responsible

Ingrid Roebuck

Schedule

Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion

Projects, Test Scores, AR Reading Goals Points

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

Achieve3000 scores and goals

Person Responsible

Dawn Moore

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Students meeting AR goals, showing growth on STAR Assessment of Reading Comprehension, Class Grades/Success in meeting Standards, FCAT Success

G1.B1.S2 Summer Reading between 5th and 6th to keep students reading prior to entering middle school 4

S198680

Strategy Rationale

Reading during the summer diminishes likelihood of students losing previous-attained skills. For rising 6th graders entering middle school for the first time, these projects give them a sense of belonging, a 'tie" to the school and academic expectations prior to the first day of classes.

Action Step 1 5

Continue to include rising 6th graders in summer reading challenge and assignments for selected books.

Person Responsible

Ingrid Roebuck

Schedule

On 8/31/2016

Evidence of Completion

New sixth graders entering with summer projects and being able to take/pass AR quizzes on assigned/selected books.

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

Summer Projects/ AR scores

Person Responsible

Dawn Moore

Schedule

On 9/30/2015

Evidence of Completion

Summer Projects completed and submitted; AR scores on designated grade-level summer reading

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

Reviewing of projects; observing of scores

Person Responsible

Ingrid Roebuck

Schedule

On 9/30/2016

Evidence of Completion

Grade portal, teacher grade books

G1.B2 Less access to Media Center, reading materials, and support for finding appropriately leveled books to promote student reading comprehension growth 2

B187223

G1.B2.S1 Coordinate plan to allow students improved access to books. 4

S198681

Strategy Rationale

The greater the opportunity for students to have access to books the better chance of increasing their lexile scores as they read.

Action Step 1 5

Increase options for students to work in Media Center with certificated Media Specialist support for stocking materials and assisting students in locating appropriate, leveled reading materials as well guidance in on-line research and writing skills.

Person Responsible

June Marshall

Schedule

Daily, from 8/25/2014 to 6/5/2015

Evidence of Completion

Book circulation returning to closer to previous levels, more use of Media technology, increased student research and higher level performance on projects.

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

Circulation data, performance in classwork, Science Fair, History Fair, and academic other programs

Person Responsible

Michael Rossi

Schedule

On 4/24/2015

Evidence of Completion

Increased student participation and success in district/state academic "fairs," more students meeting reading goals, increased student success on standardized tests

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

Reading skills, in-class academic success, increased participation/success in academic extra events

Person Responsible

Saundra Moore

Schedule

On 5/1/2015

Evidence of Completion

Greater levels of student engagement and success

G2. To increase the percentage of lowest quartile students making learning gains in reading and demonstrating those learning gains on state reading assessment at a rate sufficient to meet state growth expectations. 1

G071819

G2.B1 Decrease in extended time to provide additional, differentiated, support in reading skills based on individual student needs. 2

B187225

G2.B1.S1 Incorporate more reading electives in schedule as well as reading support strategies in new electives and across core curriculum areas 4

S198683

Strategy Rationale

Affording students extended opportunities to read creatively and across curriculum lines on subjects of interest to them will increase time spent reading and positively affect growth in comprehension and critical thinking skills.

Action Step 1 5

Establish electives with focus on reading comprehension, SAI tutorial programs for Level 2 students who are not enrolled in Intensive Reading, Intensive Reading for Level 1 students

Person Responsible

Trevor Clayton

Schedule

Every 2 Months, from 8/24/2015 to 6/10/2016

Evidence of Completion

Increase in STAR quarterly assessment as well as district assessments, Increased student engagement across curriculum, increasing FSA performance among lower quartile students

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

Schedules, Acheive3000 Results, Teacher Recommendations, Student Performance

Person Responsible

Saundra Moore

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Higher levels of student performance, increasing reading comprehension; improved STAR scores, more students reading/exceeding Accelerated Reader goals

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

Student Assessment Data, Classroom observations

Person Responsible

Dawn Moore

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Lesson Plans, Testing Data

G3. To show growth in percentage of students achieving higher proficiency levels on the designated state writing exam. To give specific instructional attention to students' ability to comprehend designated passages/ prompts and use higher level critical thinking skills in order to respond coherently and express thoughts using strong writing skills, including adequate skills in grammar and conventions. 1

G071820

G3.B1 Need for remediated writing instruction and skills development with renewed focus on spelling, punctuation, and grammar. 2

B187227

G3.B1.S1 Write-to-Learn Program can assist in communicating requirements for Level 6 writing and establish school-wide writing rubric supporting writing skills to be used in all courses across the curriculum. 4

S198684

Strategy Rationale

Use of the Write-to-Learn Program can also be used, if available, as strong support and engaging activities for writing instruction.

Action Step 1 5

Establish Writing Academy as after-school or pull-out program to assist students at risk of falling below expectations; Use School-wide writing rubric across the curriculum in all core and elective courses; Employ data from District Timed Writings and District Assessments as well as FSA 2015 Reading and class performance to determine population

Person Responsible

Ingrid Roebuck

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Program Plan, Invitation/Data Report, Attendance Report, Higher Level performance on cross-curricular writing assignments and on state writing assessments.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Student Writing Samples, Lesson Plans, Student Data

Person Responsible

Ingrid Roebuck

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Student work samples showing improving writing skills

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Classroom Observations

Person Responsible

June Marshall

Schedule

Biweekly, from 8/24/2015 to 12/11/2015

Evidence of Completion

Lesson Plans, Student Work Samples

G3.B1.S2 Additional instruction to support bubble students in moving to their highest potential performance. Support may be pull-out or after-school ACADEMY in weeks prior to state testing to address weaknesses and hone skills. Elective writing courses could also serve these purposes as well as offering advanced enrichment support to high-performing students. 4

S198685

Strategy Rationale

Allowing additional time and more individualized support will help students at all performance levels increase skill and improve performance.

Action Step 1 5

Additional instructional time, both as pull-out, elective, and after-school.

Person Responsible

June Marshall

Schedule

On 6/10/2016

Evidence of Completion

Growth in student writing skills and performance.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Progress monitoring reports on students enrolled / participating in programs.

Person Responsible

Saundra Moore

Schedule

On 6/10/2016

Evidence of Completion

Growth in student writing scores and evidence of application of writing skills in cross-curricular work.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Regular assessments and writing samples from programs as well as student class work.

Person Responsible

Ingrid Roebuck

Schedule

On 6/10/2016

Evidence of Completion

Improved student performance

G4. To increase the percentage of students demonstrating learning gains at all levels on the state mathematics assessment in numbers sufficient to meet state proficiency/growth expectations. 1

G071821

G4.B1 Lack of time in current schedule for extended intensive math instruction for those who need basic skills and for enrichment programs/activities for students already meeting / exceeding standards. 2

B187228

G4.B1.S1 Opportunity for scheduling higher level, enrichment, and resource, recovery as elective instructions 4

S198686

Strategy Rationale

As a math magnet, need to support higher-achieving/higher-interest math students in expanding their horizons and increasing knowledge/experience base beyond baseline curriculum.

Action Step 1 5

Extended time for lower performing students and advanced mathematics electives for higher performing, magnet students

Person Responsible

Saundra Moore

Schedule

Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion

Master Schedules, implementing schedules that allow for enrichment and/or higher level/ creative math courses as elective

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Classroom Observations

Person Responsible

June Marshall

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, Student Data

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Classroom Observations, Lesson Plans, Data

Person Responsible

June Marshall

Schedule

Monthly, from 9/3/2014 to 6/5/2015

Evidence of Completion

Student Engagement and high-level performance, Data

G5. To increase the percentage of lowest quartile students scoring at proficiency and/or demonstrating learning gains in mathematics by percentages required to meet state proficiency expectations. 1

G071822

G5.B1 Students lacking in basic math skills and number sense 2

B187229

G5.B1.S1 Use of diagnostic assessments to identify specific skills/content strengths as well as weaknesses; use this data as basis for collaborative instructional planning with specific emphasis in planning to differentiate instruction based on student-specific needs. 4

S198687

Strategy Rationale

Diagnostics will allow for specific data determining exactly where students need support, allowing the department to plan special programs and teachers to differentiate instruction to the best advantage of each student.

Action Step 1 5

Opening of school, quarterly, and additional assessments as needed

Person Responsible

Rachid Mechmech

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Lesson plans, data, student engagement

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Data from assessments, student grades/performance

Person Responsible

Rachid Mechmech

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Student growth in mathematical skills and understanding

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Class Performance, Data, District Assessments

Person Responsible

Dawn Moore

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

District Assessments data, student classroom performance

G6. To show growth the number of acceleration points earned through mathematics by increasing the percentage of students passing the state Algebra 1 End of Course and the state Geometry End of Course assessment. by 2%-age points. 1

G071823

G6.B1 * Need for more higher level critical thinking skills to support practical application and extension of learned concepts *Student lack of Internet at home *iReady placement in Advanced Math Classrooms *Reading Comprehension and Critical Thinnking *Lack of Problem Solving Skills *Lack of Basic Math Skills 2

B187230

G6.B1.S1 Include real-life applications in classroom discussions; Offer additional opportunities for students to engage in projects requiring skills application. 4

S198688

Strategy Rationale

Engage students in lessons and provide evidence of real-life application of skills gained in advanced mathematics courses.

Action Step 1 5

Plan/Implement student performance tasks requiring real life applications of Geometry concepts

Person Responsible

Rachid Mechmech

Schedule

Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion

Student Work

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Classroom Observations, Collaboration with other algebra and geometry teachers; speakers with mathematics-based professions.

Person Responsible

Rachid Mechmech

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Lesson Plans and Student Work demonstrating use of Geometry skills in real-world tasks.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Classroom Instruction, Lesson Plans

Person Responsible

Rachid Mechmech

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Lesson Plans, Observation Feedback, Student Data

G7. Increase the percentage of students performing at proficiency or above on the state Science assessment. Increase Science reports, lab activities, and Science Fair projects at all grade levels. 1

G071824

G7.B1 Need for increased instructional time and lab resources to expand hands-on experiences for students. 2

B187231

G7.B1.S1 Fundraising or school/outside sources to provide materials for expanded lab activities 4

S198689

Strategy Rationale

Enrichment of instructional time

Action Step 1 5

Fundraisers or community/SAC support for supplying labs

Person Responsible

Michael Rossi

Schedule

Semiannually, from 8/24/2015 to 6/10/2016

Evidence of Completion

Higher interest in science courses and better performance on science standards

Action Step 2 5

Fundraiser

Person Responsible

Michael Rossi

Schedule

Weekly, from 10/5/2015 to 12/10/2015

Evidence of Completion

Student purchase Science Back boards from the school and this increases the science departments participation and scores tremendously.

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Observe for increase in funds and supplies for labs.

Person Responsible

Michael Rossi

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Observe for increase in funds and supplies for labs.

Person Responsible

Michael Rossi

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Budget, purchase orders, classroom observation

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Lab experiments, classroom environment, lesson plans, student engagement

Person Responsible

June Marshall

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Lesson plans, student work

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Lab experiments, classroom environment, lesson plans, student engagement

Person Responsible

June Marshall

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Lesson plans, student work

G7.B1.S2 More advanced or enrichment science electives to support magnet theme. 4

S198690

Strategy Rationale

Enrichment of student instructional experience

Action Step 1 5

Add "A" to STEM for STEAM - Adding Arts to the Curriculum & After School clubs

Person Responsible

Trevor Clayton

Schedule

Weekly, from 10/5/2015 to 6/10/2016

Evidence of Completion

Teachers will sponsor clubs after schools that incorporate the arts in the school - Training for technology in the curriculum on PD days

G8. To imbed vocabulary instruction across all curricula, with the focus on content-specific vocabulary in each course / subject and to empower students with stronger vocabulary skills by repeated use of Tier 2 words through both instruction and student performance tasks/activities to support student reading comprehension skills across the curriculum. 1

G071825

G8.B1 Lack of competencies in Tier three vocabulary and higher level comprehension and thinking skills. 2

B187232

G8.B1.S1 Specific, directed instruction in vocabulary in all classes. 4

S198691

Strategy Rationale

Supports instruction in the curriculum area as well as Tier 2 vocabulary that enhances students in all academic and life-skill areas.

Action Step 1 5

Collaborate within departments to build strong vocabulary related to subject matter as well as increasing the student comprehension of Tier 2 vocabulary.

Person Responsible

Greg Kennedy

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G8.B1.S1 6

Classroom Observations

Person Responsible

Trevor Clayton

Schedule

On 6/10/2016

Evidence of Completion

Instruction on-going, lesson plans in Social Studies and all other curriculum/elective areas.

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 7

Student Work, Test Scores, Student Use of higher level vocabulary

Person Responsible

Saundra Moore

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Higher Test scores, Better student work samples, more engaged accountable talk

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Achieve3000 Reading and Literacy Testing along with engaging reading time during Kamp Kirby	Moore, Dawn	8/24/2015	Reading levels ready to go when school opens; students involved/ engaged in discussion/projects based on summer reading	6/10/2016 quarterly
G1.B1.S2.A1	Continue to include rising 6th graders in summer reading challenge and assignments for selected books.	Roebuck, Ingrid	1/5/2016	New sixth graders entering with summer projects and being able to take/pass AR quizzes on assigned/ selected books.	8/31/2016 one-time
G1.B2.S1.A1	Increase options for students to work in Media Center with certificated Media Specialist support for stocking materials and assisting students in locating appropriate, leveled reading materials as well guidance in on-line research and writing skills.	Marshall, June	8/25/2014	Book circulation returning to closer to previous levels, more use of Media technology, increased student research and higher level performance on projects.	6/5/2015 daily
G2.B1.S1.A1	Establish electives with focus on reading comprehension, SAI tutorial programs for Level 2 students who are not enrolled in Intensive Reading, Intensive Reading for Level 1 students	Clayton , Trevor	8/24/2015	Increase in STAR quarterly assessment as well as district assessments, Increased student engagement across curriculum, increasing FSA performance among lower quartile students	6/10/2016 every-2-months
G3.B1.S1.A1	Establish Writing Academy as after-school or pull-out program to assist students at risk of falling below expectations; Use School-wide writing rubric across the curriculum in all core and elective courses; Employ data from District Timed Writings and District Assessments as well as FSA 2015 Reading and class performance to determine population	Roebuck, Ingrid	8/24/2015	Program Plan, Invitation/Data Report, Attendance Report, Higher Level performance on cross-curricular writing assignments and on state writing assessments.	6/10/2016 weekly
G3.B1.S2.A1	Additional instructional time, both as pull-out, elective, and after-school.	Marshall, June	8/24/2015	Growth in student writing skills and performance.	6/10/2016 one-time
G4.B1.S1.A1	Extended time for lower performing students and advanced mathematics electives for higher performing, magnet students	Moore, Saundra	8/24/2015	Master Schedules, implementing schedules that allow for enrichment and/or higher level/creative math courses as elective	6/10/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B1.S1.A1	Opening of school, quarterly, and additional assessments as needed	Mechmech, Rachid	8/24/2015	Lesson plans, data, student engagement	6/10/2016 biweekly
G6.B1.S1.A1	Plan/Implement student performance tasks requiring real life applications of Geometry concepts	Mechmech, Rachid	8/24/2015	Student Work	6/10/2016 daily
G7.B1.S1.A1	Fundraisers or community/SAC support for supplying labs	Rossi, Michael	8/24/2015	Higher interest in science courses and better performance on science standards	6/10/2016 semiannually
G7.B1.S2.A1	Add "A" to STEM for STEAM - Adding Arts to the Curriculum & After School clubs	Clayton , Trevor	10/5/2015	Teachers will sponsor clubs after schools that incorporate the arts in the school - Training for technology in the curriculum on PD days	6/10/2016 weekly
G8.B1.S1.A1	Collaborate within departments to build strong vocabulary related to subject matter as well as increasing the student comprehension of Tier 2 vocabulary.	Kennedy, Greg	8/24/2015	Lesson Plans	6/10/2016 biweekly
G7.B1.S1.A2	Fundraiser	Rossi, Michael	10/5/2015	Student purchase Science Back boards from the school and this increases the science departments participation and scores tremendously.	12/10/2015 weekly
G1.MA1	Achieve3000 Level Sets-Reading Growth, Growth in FSA, District Assessments, and CGA test scores	Moore, Dawn	8/24/2015	Growth in student reading engagement and comprehension	6/10/2016 quarterly
G1.B1.S1.MA1	Achieve3000 scores and goals	Moore, Dawn	8/24/2015	Students meeting AR goals, showing growth on STAR Assessment of Reading Comprehension, Class Grades/Success in meeting Standards, FCAT Success	6/10/2016 quarterly
G1.B1.S1.MA1	Observation of Student Goals, Kamp Activity, and Student Reading Scores	Roebuck, Ingrid	8/24/2015	Projects, Test Scores, AR Reading Goals Points	6/10/2016 daily
G1.B2.S1.MA1	Reading skills, in-class academic success, increased participation/ success in academic extra events	Moore, Saundra	9/8/2014	Greater levels of student engagement and success	5/1/2015 one-time
G1.B2.S1.MA1	Circulation data, performance in classwork, Science Fair, History Fair, and academic other programs	Rossi, Michael	9/15/2014	Increased student participation and success in district/state academic "fairs," more students meeting reading goals, increased student success on standardized tests	4/24/2015 one-time
G1.B1.S2.MA1	Reviewing of projects; observing of scores	Roebuck, Ingrid	8/17/2016	Grade portal, teacher grade books	9/30/2016 one-time
G1.B1.S2.MA1	Summer Projects/ AR scores	Moore, Dawn	8/17/2015	Summer Projects completed and submitted; AR scores on designated grade-level summer reading	9/30/2015 one-time
G2.MA1	Achieve3000, Lesson Plans, Baseline Data, and District Assessments, DAR testing & teacher assessments	Moore, Saundra	8/24/2015	Increasing student performance by: Student created projects, reflections in Interactive Notebooks and conferencing with students on assignments and formal and informal data from assessments.	6/10/2016 quarterly
G2.B1.S1.MA1	Student Assessment Data, Classroom observations	Moore, Dawn	8/24/2015	Lesson Plans, Testing Data	6/10/2016 biweekly
G2.B1.S1.MA1	Schedules, Acheive3000 Results, Teacher Recommendations, Student Performance	Moore, Saundra	8/24/2015	Higher levels of student performance, increasing reading comprehension; improved STAR scores, more students reading/exceeding Accelerated Reader goals	6/10/2016 weekly
G3.MA1	Lesson Plans, Student Data, Student Work Samples	Roebuck, Ingrid	8/24/2015	Student Growth toward producing writing that reaches exceeds proficiencies on State Writing test and in all curriculum areas	6/10/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.MA1	Classroom Observations	Marshall, June	8/24/2015	Lesson Plans, Student Work Samples	12/11/2015 biweekly
G3.B1.S1.MA1	Student Writing Samples, Lesson Plans, Student Data	Roebuck, Ingrid	8/24/2015	Student work samples showing improving writing skills	6/10/2016 monthly
G3.B1.S2.MA1	Regular assessments and writing samples from programs as well as student class work.	Roebuck, Ingrid	8/24/2015	Improved student performance	6/10/2016 one-time
G3.B1.S2.MA1	Progress monitoring reports on students enrolled / participating in programs.	Moore, Saundra	8/24/2015	Growth in student writing scores and evidence of application of writing skills in cross-curricular work.	6/10/2016 one-time
G4.MA1	District Assessments, Teacher Assessment Data, FSA	Moore, Dawn	8/24/2015	Improving test scores, higher level of student engagement	6/10/2016 monthly
G4.B1.S1.MA1	Classroom Observations, Lesson Plans, Data	Marshall, June	9/3/2014	Student Engagement and high-level performance, Data	6/5/2015 monthly
G4.B1.S1.MA1	Classroom Observations	Marshall, June	9/2/2014	Lesson Plans, Student Data	6/5/2015 monthly
G5.MA1	District Assessments , Student Performance Data	Moore, Dawn	8/24/2015	Student Growth on understanding of basic skills	6/10/2016 weekly
G5.B1.S1.MA1	Class Performance, Data, District Assessments	Moore, Dawn	8/24/2015	District Assessments data, student classroom performance	6/10/2016 quarterly
G5.B1.S1.MA1	Data from assessments, student grades/performance	Mechmech, Rachid	8/24/2015	Student growth in mathematical skills and understanding	6/10/2016 biweekly
G6.MA1	Student Performance Tasks, Student Data	Mechmech, Rachid	8/24/2015	Student Work, FSA and EOC results	6/10/2016 one-time
G6.B1.S1.MA1	Classroom Instruction, Lesson Plans	Mechmech, Rachid	8/24/2015	Lesson Plans, Observation Feedback, Student Data	6/10/2016 monthly
G6.B1.S1.MA1	Classroom Observations, Collaboration with other algebra and geometry teachers; speakers with mathematics-based professions.	Mechmech, Rachid	8/24/2015	Lesson Plans and Student Work demonstrating use of Geometry skills in real-world tasks.	6/10/2016 monthly
G7.MA1	Student Data, Science Fair Participation	Rossi, Michael	8/24/2015	Student Achievement Data	6/10/2016 biweekly
G7.MA2	Use of Achieve3000 Data Related to the Curriculum Explore Learning aligned with curriculum Home Learning aligned with Achieve3000 and curriculum	Rossi, Michael	8/24/2015	Increased student participation and success in district/state academic "fairs," more students meeting reading goals, increased student success on standardized tests.	6/10/2016 daily
G7.B1.S1.MA1	Lab experiments, classroom environment, lesson plans, student engagement	Marshall, June	8/24/2015	Lesson plans, student work	6/10/2016 monthly
G7.B1.S1.MA1	Lab experiments, classroom environment, lesson plans, student engagement	Marshall, June	8/24/2015	Lesson plans, student work	6/10/2016 monthly
G7.B1.S1.MA1	Observe for increase in funds and supplies for labs.	Rossi, Michael	8/24/2015		6/10/2016 monthly
G7.B1.S1.MA1	Observe for increase in funds and supplies for labs.	Rossi, Michael	8/24/2015	Budget, purchase orders, classroom observation	6/10/2016 monthly
G8.MA1	Test Scores, Student Work Samples	Roebuck, Ingrid	8/24/2015	District Assessment Data, Grades, classwork, home learning, and teacher made assessments related to building vocabulary.	6/10/2016 weekly
G8.B1.S1.MA1	Student Work, Test Scores, Student Use of higher level vocabulary	Moore, Saundra	8/24/2015	Higher Test scores, Better student work samples, more engaged accountable talk	6/10/2016 monthly
G8.B1.S1.MA1	Classroom Observations	Clayton , Trevor	8/24/2015	Instruction on-going, lesson plans in Social Studies and all other curriculum/ elective areas.	6/10/2016 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To increase the percentage of students meeting reading standards and meeting/surpassing proficiency levels on state reading assessment with specific instruction having supported the incorporation of higher level thinking/reasoning/comprehension skills in all curriculum areas as well as personal choice reading in numbers sufficient to meet state proficiency/growth expectations.

G1.B1 Growing percentage of students reading further below grade level when entering 6th grade

G1.B1.S1 Early intervention programs/testing to assess and assist students during Kamp Kirby

PD Opportunity 1

Achieve3000 Reading and Literacy Testing along with engaging reading time during Kamp Kirby

Facilitator

PD Facilitator, Renaissance Place Administrator (Media Specialist)

Participants

ELA / Reading Teachers, Literacy Team

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

G2. To increase the percentage of lowest quartile students making learning gains in reading and demonstrating those learning gains on state reading assessment at a rate sufficient to meet state growth expectations.

G2.B1 Decrease in extended time to provide additional, differentiated, support in reading skills based on individual student needs.

G2.B1.S1 Incorporate more reading electives in schedule as well as reading support strategies in new electives and across core curriculum areas

PD Opportunity 1

Establish electives with focus on reading comprehension, SAI tutorial programs for Level 2 students who are not enrolled in Intensive Reading, Intensive Reading for Level 1 students

Facilitator

Various with Administration and Literacy Team

Participants

Teachers of cross-curricular / elective courses; Professional Learning Community

Schedule

Every 2 Months, from 8/24/2015 to 6/10/2016

G3. To show growth in percentage of students achieving higher proficiency levels on the designated state writing exam. To give specific instructional attention to students' ability to comprehend designated passages/ prompts and use higher level critical thinking skills in order to respond coherently and express thoughts using strong writing skills, including adequate skills in grammar and conventions.

G3.B1 Need for remediated writing instruction and skills development with renewed focus on spelling, punctuation, and grammar.

G3.B1.S1 Write-to-Learn Program can assist in communicating requirements for Level 6 writing and establish school-wide writing rubric supporting writing skills to be used in all courses across the curriculum.

PD Opportunity 1

Establish Writing Academy as after-school or pull-out program to assist students at risk of falling below expectations; Use School-wide writing rubric across the curriculum in all core and elective courses; Employ data from District Timed Writings and District Assessments as well as FSA 2015 Reading and class performance to determine population

Facilitator

PDF / Literacy Team / ELA Teachers / Administration

Participants

Content-specific Professional Learning Community

Schedule

Weekly, from 8/24/2015 to 6/10/2016

G4. To increase the percentage of students demonstrating learning gains at all levels on the state mathematics assessment in numbers sufficient to meet state proficiency/growth expectations.

G4.B1 Lack of time in current schedule for extended intensive math instruction for those who need basic skills and for enrichment programs/activities for students already meeting / exceeding standards.

G4.B1.S1 Opportunity for scheduling higher level, enrichment, and resource, recovery as elective instructions

PD Opportunity 1

Extended time for lower performing students and advanced mathematics electives for higher performing, magnet students

Facilitator

Subject area "Expert Voices"

Participants

Professional Learning Community with focus on Mathematics instruction and enrichment

Schedule

Daily, from 8/24/2015 to 6/10/2016

G5. To increase the percentage of lowest quartile students scoring at proficiency and/or demonstrating learning gains in mathematics by percentages required to meet state proficiency expectations.

G5.B1 Students lacking in basic math skills and number sense

G5.B1.S1 Use of diagnostic assessments to identify specific skills/content strengths as well as weaknesses; use this data as basis for collaborative instructional planning with specific emphasis in planning to differentiate instruction based on student-specific needs.

PD Opportunity 1

Opening of school, quarterly, and additional assessments as needed

Facilitator

Math Department Chair supported by district coaching personnel

Participants

Math Department teachers

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

G6. To show growth the number of acceleration points earned through mathematics by increasing the percentage of students passing the state Algebra 1 End of Course and the state Geometry End of Course assessment. by 2%-age points.

G6.B1 * Need for more higher level critical thinking skills to support practical application and extension of learned concepts *Student lack of Internet at home *iReady placement in Advanced Math Classrooms *Reading Comprehension and Critical Thinnking *Lack of Problem Solving Skills *Lack of Basic Math Skills

G6.B1.S1 Include real-life applications in classroom discussions; Offer additional opportunities for students to engage in projects requiring skills application.

PD Opportunity 1

Plan/Implement student performance tasks requiring real life applications of Geometry concepts

Facilitator

Expert Voice in HS and higher level mathematics concepts and applications

Participants

Content - specific Professional Learning Community

Schedule

Daily, from 8/24/2015 to 6/10/2016

G7. Increase the percentage of students performing at proficiency or above on the state Science assessment. Increase Science reports, lab activities, and Science Fair projects at all grade levels.

G7.B1 Need for increased instructional time and lab resources to expand hands-on experiences for students.

G7.B1.S1 Fundraising or school/outside sources to provide materials for expanded lab activities

PD Opportunity 1

Fundraisers or community/SAC support for supplying labs

Facilitator

District Science Coach

Participants

Science Department teachers at all grade levels.

Schedule

Semiannually, from 8/24/2015 to 6/10/2016

G7.B1.S2 More advanced or enrichment science electives to support magnet theme.

PD Opportunity 1

Add "A" to STEM for STEAM - Adding Arts to the Curriculum & After School clubs

Facilitator

PDF - Leslie Duckworth

Participants

All teachers

Schedule

Weekly, from 10/5/2015 to 6/10/2016

G8. To imbed vocabulary instruction across all curricula, with the focus on content-specific vocabulary in each course / subject and to empower students with stronger vocabulary skills by repeated use of Tier 2 words through both instruction and student performance tasks/activities to support student reading comprehension skills across the curriculum.

G8.B1 Lack of competencies in Tier three vocabulary and higher level comprehension and thinking skills.

G8.B1.S1 Specific, directed instruction in vocabulary in all classes.

PD Opportunity 1

Collaborate within departments to build strong vocabulary related to subject matter as well as increasing the student comprehension of Tier 2 vocabulary.

Facilitator

Department Leadership

Participants

Teachers, Content area administrator

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	**Achieve3000 Reading and Literacy Testing along with engaging reading time during Kamp Kirby**	**$0.00**
2	G1.B1.S2.A1	**Continue to include rising 6th graders in summer reading challenge and assignments for selected books.**	**$0.00**
3	G1.B2.S1.A1	**Increase options for students to work in Media Center with certificated Media Specialist support for stocking materials and assisting students in locating appropriate, leveled reading materials as well guidance in on-line research and writing skills.**	**$0.00**
4	G2.B1.S1.A1	**Establish electives with focus on reading comprehension, SAI tutorial programs for Level 2 students who are not enrolled in Intensive Reading, Intensive Reading for Level 1 students**	**$0.00**
5	G3.B1.S1.A1	**Establish Writing Academy as after-school or pull-out program to assist students at risk of falling below expectations; Use School-wide writing rubric across the curriculum in all core and elective courses; Employ data from District Timed Writings and District Assessments as well as FSA 2015 Reading and class performance to determine population**	**$0.00**
6	G3.B1.S2.A1	**Additional instructional time, both as pull-out, elective, and after-school.**	**$0.00**
7	G4.B1.S1.A1	**Extended time for lower performing students and advanced mathematics electives for higher performing, magnet students**	**$0.00**
8	G5.B1.S1.A1	**Opening of school, quarterly, and additional assessments as needed**	**$0.00**
9	G6.B1.S1.A1	**Plan/Implement student performance tasks requiring real life applications of Geometry concepts**	**$0.00**
10	G7.B1.S1.A1	**Fundraisers or community/SAC support for supplying labs**	**$20,000.00**

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		$20,000.00
			Notes: Fundraisers: selling Science Backboards for Science projects.			

11	G7.B1.S1.A2	**Fundraiser**	**$0.00**
12	G7.B1.S2.A1	**Add "A" to STEM for STEAM - Adding Arts to the Curriculum & After School clubs**	**$0.00**
13	G8.B1.S1.A1	**Collaborate within departments to build strong vocabulary related to subject matter as well as increasing the student comprehension of Tier 2 vocabulary.**	**$0.00**
		Total:	**$20,000.00**