

Polk County Public Schools

Fort Meade Middle/Senior High School



2017-18 Schoolwide Improvement Plan

Fort Meade Middle/Senior High School

700 EDGEWOOD DR N, Fort Meade, FL 33841

<http://schools.polk-fl.net/fmmshs>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	63%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	C

**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 is pending approval by the Polk County School Board.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Fort Meade Middle/Senior High School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The Mission of Fort Meade Middle Senior High is to promote academic and social success for all students.

b. Provide the school's vision statement.

The vision of Fort Meade Middle Senior High is to prepare students for college and career success.

2. School Environment

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

Fort Meade Middle Senior places an emphasis on learning about students' cultures in order to maximize the learning in the classroom. By recognizing and embracing the differences each student brings to the classroom, our teachers can better meet the needs and learning styles of our students. This is specifically done by:

1. Talking with parents at orientation and parent nights.
2. Faculty / Staff members advising clubs and attending community events.
3. Hiring faculty / staff members live in the school community.
4. Hiring qualified faculty members who reflect the make up of our student body.

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

Fort Meade Middle Senior works diligently to create an environment where students feel safe and respected before, during and after school. For safety, we require all visitors to enter through the main office to check in and, when appropriate, they are escorted across campus. In addition, we ensure our teachers lock classroom doors and quickly report any unknown persons on campus. In the classroom, our teachers continue to create and maintain a safe environment by implementing strong classroom management systems that ensure students respect the classroom and each other. In addition, our discipline team quickly and efficiently takes appropriate action to with discipline issues to allow students to understand the expectations of our school. Our teachers and staff members also have duty locations assigned before, during and after school to ensure students are safe and stop any conflicts that arise between students. Finally, our school implements character building lessons to ensure students know what it means to respect each other, staff members and the school community. This includes lessons on bullying, good decision making and internet safety.

c. 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.

Fort Meade Middle Senior implements a school-wide behavior system focused on parental involvement and progressive discipline. Teachers provide multiple steps in the classroom to correct inappropriate behavior along with providing appropriate discipline actions as necessary. School wide, we hold three expectations for our students and staff. These are Respect Yourself,

Respect Others, Respect School Community. This is posted across campus to remind students and staff members of the importance of respect.

Finally, we implement RTI to redirect any students who need additional tiers of support for his or her success. Our RTI team is comprised of Administration, Counselors and Teachers along with any support persons appropriate for the student or situation.

d. 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.

Fort Meade Middle Senior meets the social-emotional needs of all students through multiple levels of support. In the classroom, all students are exposed to character education that focuses on positive behaviors. For students who have greater needs, mentoring services are provided through a community partnership with local civic groups. This process identifies students who are headed down inappropriate paths and matches them with a strong community mentor. The mentors meet on a regular basis with students along with meeting with students when they encounter academic and discipline issues. Finally, our students with even greater needs receive support through the district student services including psychological support, disability support and career education.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Fort Meade Middle Senior utilizes the district supplied early warning system. This warning system identifies for the administrative team students who have fallen below 90% attendance rate, more than 3 days of school suspensions and students who are below grade level based on age or below GPA requirement of 2.0. The report also identifies students who have failed a core academic course including English / Language Arts and mathematics. This report is reviewed by the administrative team who identify the services necessary for student success and create plans of actions to support students.

Students who score level 1 on statewide assessments are identified during the registration process and placed in appropriate class sections that provide remedial support in language arts and mathematics. These students are then tracked through pre, interim and post tests with additional services provided as needed.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	5	3	1	0	9
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Over age	0	0	0	0	0	0	8	7	11	5	6	3	1	41

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	3	3	2	0	8

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

Students who are identified by the early warning system receive the following services to correct the issue:

1. Attendance - Referral to the school social worker for follow-up with family to increase attendance.
2. Attendance - Referral to the Migrant Education Program to follow-up with family to increase attendance.
3. Attendance - Parent contact to increase attendance.
4. Suspensions - Provide progressive discipline to correct behaviors before students receive a suspension.
5. Suspensions - Place student in mentoring program to correct behavior.
6. Suspensions - Utilize other forms of discipline to keep students in class.
7. Course Failures - Provide tutoring services for students to remain on track.
8. Course Failures - Provide additional learning opportunities (e2020, summer school, online) to receive credit.
9. Level 1 - Intensive instruction in leveled classes to ensure acceleration to proficiency.
10. Level 1 - Provide pull out tutoring during the school day to remediate students.
11. Level 1 - Monitor progress data to ensure students receive appropriate instruction prior to statewide assessment.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

2. 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.

Fort Meade Middle Senior reaches out to community partners to ensure we have the resources and support necessary to increase student achievement. This is done through our Miner Academic Booster Club and Academy partnerships. To ensure these partnerships are sustained, we complete the following process:

1. We keep our community informed of the activities on campus through marquee signs, phone calls and the School Advisory Council.
2. We let our community know our needs to ensure they know what supports we need.
3. We recognize our partners through signage and announcements to show our appreciation.

4. We regularly hold meetings for our partners to demonstrate how their partnerships is supporting our students.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Hardee, Amy	Principal
Blankenship, Matt	Assistant Principal
Dent, Jason	Assistant Principal
Mullis, Jennifer	Assistant Principal

b. Duties

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

Amy Hardee, Principal - Sets the vision for the school through shared vision discussions along with providing professional development and evaluations for instructional staff.

Matthew Blankenship, Assistant Principal of Curriculum - Works to ensure curriculum is implemented with fidelity and teachers have the appropriate materials for students. In addition, Matthew provides professional development for instructional staff members and evaluates the instructional practices of teachers.

Jason Dent, Assistant Principal of Administration - Works to ensure the school is safe and orderly so learning can occur. In addition, Jason provides professional development to instructional staff members and evaluates the instructional practices of teachers.

Decision making is shared among the four leaders through specific job roles and responsibilities. This includes shared responsibility for providing professional development, evaluating instructional staff and modeling appropriate practices for teachers.

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

The school leadership team meets regularly to identify and align the resources needed to meet the needs of all students. This includes a regularly scheduled meeting every week and impromptu meetings as the need arise. The school leadership team begins each year by inventorying the available resources across campus and redistributing items as needed to meet the needs of our students. In addition, we utilize progress monitoring data to realign available resources with the greatest needs as identified by data analysis. As new resources are needed, we evaluate the instructional impact against the fiscal impact to ensure our expenditures match instructional goals.

Amy Hardee organizes the weekly meetings and regularly sets deadlines and goals to ensure follow-up is completed. The inventory is maintained through the district provided inventory system. After the adjustment or purchase of new materials, an evaluation is completed to ensure it is positively

impacting student achievement. Based on this evaluation, readjustments are made and implemented and the process starts again.

Title I, Part A Title I, Part A, funds school-wide services to Fort Meade Middle Senior. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title I, Part C- Migrant- Migrant students enrolled in Fort Meade Middle Senior will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title II Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available.

Title III Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X- Homeless - The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Amy Hardee	Principal
Meylin Nickerson	Teacher
Dialis Mangual	Teacher
Stacia Filyaw	Education Support Employee
Eva Weaver	Education Support Employee
Clinton Cornelius (CHAIR)	Business/Community
Ed Flood (DAC)	Business/Community
Lesha Hall	Business/Community
Melony Bell	Business/Community
Lorenzo McCutchen	Business/Community
Andre Camp	Parent
Alyssa Prinz	Teacher
Andreik Brown	Student
Hannah Filyaw	Student
Jacqueline Ramriez-Romelo	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Advisory Council reviews and provides feedback on the school improvement plan at the beginning of each year. This occurs during the regularly scheduled SAC meeting with our SAC chair leading the discussion. Any areas that need improvement are adjusted and represented to the SAC members for further discussion and refinement along with a look at the available school wide data.

b. Development of this school improvement plan

The School Advisory Council works with school administration to identify the goals reflected in the school improvement plan. This occurs throughout the year at SAC meetings. The information gathered during these discussions are reflected in this school improvement plan. The plan will then be presented to the SAC committee for adjustment before submission.

c. Preparation of the school's annual budget and plan

The school advisory council votes on the priorities of the school at the recommendation of the principal. The council then provides feedback and the principal adjusts the priorities as needed to reflect the desire of the school advisory council.

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

The school improvement funds allocated last year (approximately \$2,670) was used to allow students to take the ACT test for both graduation and college and career readiness.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Hardee, Amy	Principal
Blankenship, Matt	Assistant Principal
Mullis, Jennifer	Teacher, K-12
Beynon, Misty	Teacher, K-12
Presnell, Carolyn	Instructional Media
Cannon, Susan	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT promotes literacy within the school by working with the TV Production class and building commercials that encourage reading. In addition, the team works with our media specialist to create socials and rewards for students who actively participate in reading. This includes AR incentive parties rewarding students who participate and excel in the AR program. In addition, our media specialist develops a book club among students to promote reading for pleasure across the content areas.

The LLT meets on a bi-weekly basis and as needed to prepare for reading campaigns, incentive parties and strategically plan to meet any literacy needs across campus.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Fort Meade Middle Senior encourages positive working relationships through collaborative planning sessions regularly scheduled each Thursday. The planning periods (and master schedule) was strategically implemented to allow particular groups of teachers to meet and plan together. This includes vertical alignment within content areas 6 - 12. In addition, our teachers partner with academy and elective teachers to sustain student interest and excitement across content areas. Within core subjects, teachers work together to build cross curricular units that help students make connections in all content areas. This includes a school wide focus in the following areas:

1. Transition to Florida Standards
2. Data driven decisions
3. Close reading for text evidence, word choice, text structure and across texts
4. Mathematical Practices
5. Higher Order Thinking / Discussions
6. Student Engagement

Teachers use this time to plan within the areas listed above, celebrate progress across the school and discuss and plan with data relevant to student achievement. In addition, the teachers work to solve

school wide issues including professional development needs, student needs and community connections.

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

Fort Meade Middle Senior actively seeks out qualified teachers during the interview process. This includes actively reaching out to potential teachers through the phone and email to provide them the benefits of working at our school. In addition, we only interview teachers that are deemed highly qualified in field for open positions. During the recruitment process we pay close attention to the diverse needs of our campus. We make every attempt to hire qualified faculty and staff that represent our student body diversity.

To retain teachers we implement regular meetings with new teachers that discuss the issues they face. This time is used to entrench teachers in our school culture and expectations along with providing time for them to build relationships with others at our school. The key individuals at our school also participate to provide information on how they can support their work in the classroom.

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

Fort Meade Middle Senior implements teacher mentoring by pairing new teachers with seasoned master educators within the same content. By providing this connection, our new teachers can get quick and specific advice concerning the content they are focusing on. We also pair these teachers together during planning to ensure they have specific time to collaborate with each other throughout the first year. Finally, Jennifer Mullis and Jemalle Cornelius meets with new teachers regularly to provide mini professional developments and answer questions.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Fort Meade Middle Senior works to ensure our materials and instructional programs are aligned with Florida Standards through a rigorous review process conducted by the district. During this process content specific teachers review all materials from publishers and discuss its alignments to the standards. The teachers then make recommendations to district content specialist to ensure the instructional materials meet the content and rigor of the standards. After a public comment period, the superintendent makes a recommendation to the board for purchase.

b. Instructional Strategies

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

Data provides the road map to ensure our students stay on track for meeting the standards. Data is collected from state assessments, progress monitoring tools and teacher developed tests. Based on this data, teachers provide appropriate differentiation within the classroom. For students who need additional support to reach proficient and advanced mastery we offer extended or blocked classes,

push in and pull out instruction and after school tutoring services.

For students who need additional remediation or acceleration, teachers provide additional support to supplement their instruction. This occurs through grouping, small group instruction and rotation. For students with greater needs, a support facilitator teacher monitors grades and progress to ensure students are receiving the appropriate instruction. The teacher works with the content teacher to break down the barriers of the curriculum and provide remediation as necessary. Students who need even more support are provided with pull out instruction in a separate class with small sizes and paraprofessional support. These classes are structured to meet the individual needs of students while ensuring they meet the goals of the standards.

2. 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: Extended School Day

Minutes added to school year: 1,200

Students are provided content instruction through content area teachers in reading and math to ensure success on the state assessments.

Strategy Rationale

This instruction provides students with remediation and instruction to meet the demands of the state assessment. This occurs in small groups on Saturdays in the areas of reading and math. These areas of need are reflected in our school wide data.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Blankenship, Matt, matthew.blankenship@polk-fl.net

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

Attendance data is tracked and matched with state wide assessment data.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Fort Meade Middle Senior works with each cohort to ensure they are successful based on the state established criteria and student needs. This is done through work with our guidance department. Our school size allows us to have a guidance v. student ratio of 330 to 1, well below the state wide average. Our counselors work with students in the 6, 7, and 8 grades to ensure they understand the expectations they must meet to be successful. This includes a meeting at the beginning of the year, interim meetings with students as they arise, and an end of year meeting to prepare for the next grade level. The interim meetings occur based on data available including attendance, grades and

discipline. Our counselors also complete the same process to ensure students are successful throughout high school and earning the credits required for high school graduation and university enrollment.

Our administrative team also utilizes grade wide data to monitor trends and correct issues with instruction as needed. In addition, our administration regularly meets with students who are having difficulty with the transitions and often matches them to an appropriate mentor.

b. College and Career Readiness

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

College and career awareness is developed through our English courses and meetings with the counselors. Our English classes utilize writing assignments to allow students to explore career options including education requirements and salary ranges. Students are then offered the opportunity for shadowing different careers through our partnerships with businesses and industries. Students come away knowing the requirements for the careers in which they show interest. In addition, we hold parent meetings to discuss the requirements and expectations for students planning to attend college along with meetings that focus on the steps to apply for admission, secure financial aid and register for classes. Finally, we hold College help sessions for Juniors and Seniors who are working through the admissions process.

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

Our school offers five industry aligned education programs across our campus that allows students to earn certifications that will make them marketable in the workplace.

1. Pharmacy - students take a series of 8 courses leading to certification as a certified pharmacy technician.
2. Intermodal - students take a series of 4 courses leading to certification in work place safety and fork lift operation.
3. Business - students take a series of 4 courses leading to certifications in Microsoft office and adobe photoshop.
4. TV Production - students take a series of 4 courses leading to certifications in Microsoft office, adobe photoshop and Final Cut Pro.
5. Agriculture - students take a series of 4 courses leading to certifications in turf management.

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

Fort Meade Middle Senior works to integrate technical education in academic courses. Through science we offer anatomy and physiology as an elective course that prepares students for success in medical fields. Through English we offer journalism that allows students to create, write and produce a community delivered newspaper on a regular basis. In addition, our English teachers develop lesson plans that allow students to read and write in technical manners to ensure they are prepared for writing to different audiences.

4. 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.

Fort Meade Middle Senior meets or exceeds the district averages in most categories. However, we are working to improve these numbers through the following strategies:

1. Performance on college ready indicators (ACT/SAT/PERT): Our content area teachers are embedding the skills assessed on these assessments within regular instruction.

2. Enrollment in post secondary institutions: To increase our student enrollment in technical centers, community colleges and universities, we are placing an emphasis on applying to these institutions and completing the financial aid paperwork. This includes hosting parent nights focused on these topics, guidance counselors visiting junior and senior classes to discuss the process and preparation and inviting recruiters to our campus to meet with students on a regular basis.
3. Participation in College Level Courses: To increase our enrollment in college level courses we are offering more opportunities on campus. This includes increased options for dual enrollment and advanced placement.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

Areas of strength include maintaining achievement levels in Social Studies Proficiency, College and Career Acceleration and Middle School Acceleration. In addition, our graduation rate stayed above 80%. Our areas of weakness include supporting ELLs and SWDs along with ELA, Math and Science achievement across all subgroups.

B. 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.

The areas that are causing barriers include teacher reluctance to change, adjusting the rigor of the FSA / Florida standards and a focus on test specifications and question stems to prepare students for success. In addition, we must adjust or focus to our special populations in order to prepare them for the rigor of the assessments and prepare them for college and career success.

C. Strategic Goals

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.** Implement high five strategies in 100% of ELA, Reading, Social Studies and Science classrooms.
- G2.** Implement standard-based instruction with progress monitoring showing level mastery within 100% of math classrooms.
- G3.** Decrease retained students to 5% or less per grade level.

Strategic Goals Detail

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

G1. Implement high five strategies in 100% of ELA, Reading, Social Studies and Science classrooms. 1a

G097783

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	50.0
FSA ELA Achievement	40.0
Bio I EOC Pass	45.0
U.S. History EOC Pass	60.0

Targeted Barriers to Achieving the Goal 3

- Teacher perception of literacy place in content classroom.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches
- Curriculum resources
- Title 1 Funding

Plan to Monitor Progress Toward G1. 8

Instructional walkthroughs will be used to monitor progress toward 100% implementation across ELA, Reading, Science and Social Studies.

Person Responsible

Amy Hardee

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Journey instructional walkthroughs will be used to monitor implementation in classrooms.

G2. Implement standard-based instruction with progress monitoring showing level mastery within 100% of math classrooms. 1a

G097784

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	35.0
Math Gains	35.0
Math Lowest 25% Gains	36.0

Targeted Barriers to Achieving the Goal 3

- Movement to Florida Standards rigor

Resources Available to Help Reduce or Eliminate the Barriers 2

- Math Coach

Plan to Monitor Progress Toward G2. 8

Administrative walkthrough data in journeys.

Person Responsible

Amy Hardee

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Indicator 2B will be reviewed for implementation of higher order thinking / problem solving in the math classrooms.

G3. Decrease retained students to 5% or less per grade level. 1a

G097785

Targets Supported 1b

Indicator	Annual Target
Retained Students	5.0

Targeted Barriers to Achieving the Goal 3

- Teacher perception of retention

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches
- Parent Involvement Para
- Community Support
- Guidance Counselors

Plan to Monitor Progress Toward G3. 8

Grades in core and elective courses will be monitored.

Person Responsible

Matt Blankenship

Schedule

Monthly, from 8/3/2017 to 8/3/2017

Evidence of Completion

Passing rates in each academic and elective class will be tracked to ensure students are working toward promotion.

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. Implement high five strategies in 100% of ELA, Reading, Social Studies and Science classrooms. 1

G097783

G1.B1 Teacher perception of literacy place in content classroom. 2

B262848

G1.B1.S1 Teachers do not see the benefit to incorporating literacy strategies within the curriculum classroom. 4

S278330

Strategy Rationale

By implementing a consistent literacy framework across the content classrooms, students will increase both literacy capability and content knowledge.

Action Step 1 5

Provide PD in implementing the strategies with content specific examples.

Person Responsible

Amy Hardee

Schedule

Weekly, from 8/3/2017 to 10/27/2017

Evidence of Completion

Agenda, student samples

Action Step 2 5

Identify areas of improvement

Person Responsible

Amy Hardee

Schedule

Daily, from 9/4/2017 to 11/30/2017

Evidence of Completion

Administrative Walkthroughs

Action Step 3 5

Provide instructional coaching

Person Responsible

Susan Cannon

Schedule

Daily, from 9/4/2017 to 5/25/2018

Evidence of Completion

Coaching logs

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

Monitor lesson plans for instructional strategies

Person Responsible

Amy Hardee

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Lesson plans will be monitored for planning to use instructional strategies.

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

Monitor instructional implementation

Person Responsible

Amy Hardee

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

Administration will complete regular formal and informal walkthroughs to monitor instructional implementation.

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

Progress Monitoring Data (Achieve 3000 / STAR)

Person Responsible

Matt Blankenship

Schedule

Monthly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Progress monitoring information will be tracked for improvement to adjust as needed.

G1.B1.S2 Incorporate Teen Trendsetters within school curriculum. 4

 S278331

Strategy Rationale

By becoming reader mentors, our students will improve their reading skills.

Action Step 1 5

Participate in Teen Trendsetters programs as mentors.

Person Responsible

Jason Dent

Schedule

Weekly, from 9/1/2017 to 4/27/2018

Evidence of Completion

Trip outcomes, Data from Barbra Bush Foundation

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

Classroom walkthroughs, STAR data.

Person Responsible

Jason Dent

Schedule

Weekly, from 9/1/2017 to 4/27/2018

Evidence of Completion

STAR reading data.

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

Improvement in STAR Data

Person Responsible

Jason Dent

Schedule

Monthly, from 9/1/2017 to 4/27/2018

Evidence of Completion

STAR Data.

G1.B1.S3 Incorporate "Turnitin" into the Language Arts classroom. 4

S278332

Strategy Rationale

Utilizing the computer based program will give students the opportunity to work in an immediate feedback environment and improve their literacy skill.

Action Step 1 5

Purchase Turn it In program.

Person Responsible

Matt Blankenship

Schedule

On 9/1/2017

Evidence of Completion

Quote

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Person Responsible

Schedule

Evidence of Completion

G2. Implement standard-based instruction with progress monitoring showing level mastery within 100% of math classrooms. 1

G097784

G2.B2 Movement to Florida Standards rigor 2

B262852

G2.B2.S1 Teachers focus on old standard depth. 4

S278333

Strategy Rationale

Based on FSA data, students can complete low level problems but struggle when they must complete higher level thinking questions.

Action Step 1 5

Identify and collect curriculum resources.

Person Responsible

Matt Blankenship

Schedule

Daily, from 7/3/2017 to 7/31/2017

Evidence of Completion

Emails, curriculum samples

Action Step 2 5

Utilize computer based program.

Person Responsible

Cynthia Myers

Schedule

On 5/31/2018

Evidence of Completion

Walkthrough data, coaching logs

Action Step 3 5

Provide PD on selected curriculum.

Person Responsible

Cynthia Myers

Schedule

Weekly, from 8/3/2017 to 3/30/2018

Evidence of Completion

Agendas, email correspondence, coach logs.

Action Step 4 5

Introduce and implement standard progression vertically through math courses.

Person Responsible

Cynthia Myers

Schedule

Weekly, from 8/3/2017 to 9/8/2017

Evidence of Completion

Agendas / minutes

Action Step 5 5

Identify priority standards for each content area.

Person Responsible

Cynthia Myers

Schedule

Weekly, from 9/28/2017 to 5/31/2018

Evidence of Completion

Coach log.

Action Step 6 5

Track individual student mastery of priority benchmarks.

Person Responsible

Cynthia Myers

Schedule

Weekly, from 10/2/2017 to 5/31/2018

Evidence of Completion

Student tracking sheets / coaching logs

Action Step 7 5

Create and give weekly benchmark progress monitoring assessment for priority standards.

Person Responsible

Cynthia Myers

Schedule

Weekly, from 9/25/2017 to 5/31/2018

Evidence of Completion

Assessments and results

Action Step 8 5

Reteach priority standards based on mastery either whole or small group..

Person Responsible

Jason Dent

Schedule

Weekly, from 10/2/2017 to 4/30/2018

Evidence of Completion

Tracking sheets / lesson plans / coaching logs.

Action Step 9 5

Provide Instructional Coaching based on teacher need.

Person Responsible

Jason Dent

Schedule

Daily, from 8/7/2017 to 5/31/2018

Evidence of Completion

Coaching logs.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Weekly check in with Math Coach

Person Responsible

Amy Hardee

Schedule

Weekly, from 8/3/2017 to 5/31/2018

Evidence of Completion

Ms. Hardee will check in with math coach about implementation of standards to depth necessary.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Administrative walkthroughs will look for implementation.

Person Responsible

Amy Hardee

Schedule

Daily, from 9/4/2017 to 5/31/2018

Evidence of Completion

Administrative walkthroughs and journeys.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Standards based grading

Person Responsible

Matt Blankenship

Schedule

Monthly, from 8/3/2017 to 5/31/2018

Evidence of Completion

Standards mastery will be monitored through standards based grading in Pinnacle.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Progress monitoring

Person Responsible

Cynthia Myers

Schedule

Quarterly, from 9/5/2017 to 5/31/2018

Evidence of Completion

District provided and curriculum embedded assessment scores.

G3. Decrease retained students to 5% or less per grade level. 1

G097785

G3.B1 Teacher perception of retention 2

B262854

G3.B1.S1 Professional Development opportunities for teachers. 4

S278334

Strategy Rationale

Teachers can adjust instructional options / modes in order to engage students and reduce retention rates.

Action Step 1 5

Teachers will attend professional development focused on engagement and support of diverse learners.

Person Responsible

Amy Hardee

Schedule

On 9/29/2017

Evidence of Completion

Registration, agenda, minutes, follow-up

Action Step 2 5

Teachers will implement professional development within the school setting.

Person Responsible

Amy Hardee

Schedule

Daily, from 9/1/2017 to 5/25/2018

Evidence of Completion

Administrative walkthroughs, instructional coaches log

Action Step 3 5

Collaborative grade level meetings to discuss and adjust based on student performance.

Person Responsible

Amy Hardee

Schedule

Biweekly, from 9/6/2017 to 5/25/2018

Evidence of Completion

Agenda, minutes

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

Monitor teacher implementation

Person Responsible

Amy Hardee

Schedule

Weekly, from 8/1/2017 to 5/25/2018

Evidence of Completion

Amy Hardee will assign administrators to specific groups of teachers. Those administrators will monitor implementation of action steps to reduce retention rates.

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

Monitor interim and quarter grades for students on tract to promotion.

Person Responsible

Matt Blankenship



















Schedule

Monthly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Matthew Blankenship will monitor student grades to ensure on track for promotion. Areas of improvement will be identified and adjustments will be made. Evidence will be if more students are passing courses each interim grading period.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S3.MA1  M404850	[no content entered]		No Start Date		No End Date one-time
G1.B1.S3.A2  A374932	[no content entered]		No Start Date		No End Date once
G2.B2.S1.A1  A374933	Identify and collect curriculum resources.	Blankenship, Matt	7/3/2017	Emails, curriculum samples	7/31/2017 daily
G3.MA1  M404859	Grades in core and elective courses will be monitored.	Blankenship, Matt	8/3/2017	Passing rates in each academic and elective class will be tracked to ensure students are working toward promotion.	8/3/2017 monthly
G1.B1.S3.A1  A374931	Purchase Turn it In program.	Blankenship, Matt	8/28/2017	Quote	9/1/2017 one-time
G2.B2.S1.A4  A374936	Introduce and implement standard progression vertically through math courses.	Myers, Cynthia	8/3/2017	Agendas / minutes	9/8/2017 weekly
G3.B1.S1.A1  A374942	Teachers will attend professional development focused on engagement and support of diverse...	Hardee, Amy	8/1/2017	Registration, agenda, minutes, follow-up	9/29/2017 one-time
G1.B1.S1.A1  A374927	Provide PD in implementing the strategies with content specific examples.	Hardee, Amy	8/3/2017	Agenda, student samples	10/27/2017 weekly
G1.B1.S1.A2  A374928	Identify areas of improvement	Hardee, Amy	9/4/2017	Administrative Walkthroughs	11/30/2017 daily
G2.B2.S1.A3  A374935	Provide PD on selected curriculum.	Myers, Cynthia	8/3/2017	Agendas, email correspondence, coach logs.	3/30/2018 weekly
G1.B1.S2.MA1  M404848	Improvement in STAR Data	Dent, Jason	9/1/2017	STAR Data.	4/27/2018 monthly
G1.B1.S2.MA1  M404849	Classroom walkthroughs, STAR data.	Dent, Jason	9/1/2017	STAR reading data.	4/27/2018 weekly
G1.B1.S2.A1  A374930	Participate in Teen Trendsetters programs as mentors.	Dent, Jason	9/1/2017	Trip outcomes, Data from Barbra Bush Foundation	4/27/2018 weekly
G2.B2.S1.A8  A374940	Reteach priority standards based on mastery either whole or small group..	Dent, Jason	10/2/2017	Tracking sheets / lesson plans / coaching logs.	4/30/2018 weekly
G1.B1.S1.A3  A374929	Provide instructional coaching	Cannon, Susan	9/4/2017	Coaching logs	5/25/2018 daily
G3.B1.S1.MA1  M404857	Monitor interim and quarter grades for students on tract to promotion.	Blankenship, Matt	9/1/2017	Matthew Blankenship will monitor student grades to ensure on track for promotion. Areas of improvement will be identified and adjustments will be made. Evidence will be if more students are passing courses each interim grading period.	5/25/2018 monthly
G3.B1.S1.MA1  M404858	Monitor teacher implementation	Hardee, Amy	8/1/2017	Amy Hardee will assign administrators to specific groups of teachers. Those administrators will monitor implementation of action steps to reduce retention rates.	5/25/2018 weekly
G3.B1.S1.A2  A374943	Teachers will implement professional development within the school setting.	Hardee, Amy	9/1/2017	Administrative walkthroughs, instructional coaches log	5/25/2018 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A3 A374944	Collaborative grade level meetings to discuss and adjust based on student performance.	Hardee, Amy	9/6/2017	Agenda, minutes	5/25/2018 biweekly
G1.MA1 M404851	Instructional walkthroughs will be used to monitor progress toward 100% implementation across ELA,...	Hardee, Amy	8/10/2017	Journey instructional walkthroughs will be used to monitor implementation in classrooms.	5/31/2018 monthly
G2.MA1 M404856	Administrative walkthrough data in journeys.	Hardee, Amy	8/10/2017	Indicator 2B will be reviewed for implementation of higher order thinking / problem solving in the math classrooms.	5/31/2018 monthly
G1.B1.S1.MA1 M404845	Progress Monitoring Data (Achieve 3000 / STAR)	Blankenship, Matt	9/4/2017	Progress monitoring information will be tracked for improvement to adjust as needed.	5/31/2018 monthly
G1.B1.S1.MA1 M404846	Monitor lesson plans for instructional strategies	Hardee, Amy	8/10/2017	Lesson plans will be monitored for planning to use instructional strategies.	5/31/2018 weekly
G1.B1.S1.MA2 M404847	Monitor instructional implementation	Hardee, Amy	8/10/2017	Administration will complete regular formal and informal walkthroughs to monitor instructional implementation.	5/31/2018 daily
G2.B2.S1.MA1 M404852	Standards based grading	Blankenship, Matt	8/3/2017	Standards mastery will be monitored through standards based grading in Pinnacle.	5/31/2018 monthly
G2.B2.S1.MA4 M404853	Progress monitoring	Myers, Cynthia	9/5/2017	District provided and curriculum embedded assessment scores.	5/31/2018 quarterly
G2.B2.S1.MA1 M404854	Weekly check in with Math Coach	Hardee, Amy	8/3/2017	Ms. Hardee will check in with math coach about implementation of standards to depth necessary.	5/31/2018 weekly
G2.B2.S1.MA2 M404855	Administrative walkthroughs will look for implementation.	Hardee, Amy	9/4/2017	Administrative walkthroughs and journeys.	5/31/2018 daily
G2.B2.S1.A2 A374934	Utilize computer based program.	Myers, Cynthia	9/4/2017	Walkthrough data, coaching logs	5/31/2018 one-time
G2.B2.S1.A5 A374937	Identify priority standards for each content area.	Myers, Cynthia	9/28/2017	Coach log.	5/31/2018 weekly
G2.B2.S1.A6 A374938	Track individual student mastery of priority benchmarks.	Myers, Cynthia	10/2/2017	Student tracking sheets / coaching logs	5/31/2018 weekly
G2.B2.S1.A7 A374939	Create and give weekly benchmark progress monitoring assessment for priority standards.	Myers, Cynthia	9/25/2017	Assessments and results	5/31/2018 weekly
G2.B2.S1.A9 A374941	Provide Instructional Coaching based on teacher need.	Dent, Jason	8/7/2017	Coaching logs.	5/31/2018 daily

V. Professional Development Opportunities

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

G1. Implement high five strategies in 100% of ELA, Reading, Social Studies and Science classrooms.

G1.B1 Teacher perception of literacy place in content classroom.

G1.B1.S1 Teachers do not see the benefit to incorporating literacy strategies within the curriculum classroom.

PD Opportunity 1

Provide PD in implementing the strategies with content specific examples.

Facilitator

Amy Hardee

Participants

Teachers within ELA, Reading, Science and Social Studies

Schedule

Weekly, from 8/3/2017 to 10/27/2017

G2. Implement standard-based instruction with progress monitoring showing level mastery within 100% of math classrooms.

G2.B2 Movement to Florida Standards rigor

G2.B2.S1 Teachers focus on old standard depth.

PD Opportunity 1

Provide PD on selected curriculum.

Facilitator

Cynthia Myers

Participants

Math teachers

Schedule

Weekly, from 8/3/2017 to 3/30/2018

PD Opportunity 2

Introduce and implement standard progression vertically through math courses.

Facilitator

Cynthia Myers

Participants

Math Teachers

Schedule

Weekly, from 8/3/2017 to 9/8/2017

PD Opportunity 3

Identify priority standards for each content area.

Facilitator

Cynthia Myers

Participants

Math Teachers

Schedule

Weekly, from 9/28/2017 to 5/31/2018

G3. Decrease retained students to 5% or less per grade level.

G3.B1 Teacher perception of retention

G3.B1.S1 Professional Development opportunities for teachers.

PD Opportunity 1

Teachers will attend professional development focused on engagement and support of diverse learners.

Facilitator

Amy Hardee

Participants

Targeted teachers

Schedule

On 9/29/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide PD in implementing the strategies with content specific examples.				\$0.00
2	G1.B1.S1.A2	Identify areas of improvement				\$0.00
3	G1.B1.S1.A3	Provide instructional coaching				\$79,977.98
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	100-Salaries	0791 - Ft. Meade Middle/Sr. High Schl	Title, I Part A		\$79,977.98
Notes: Susan Cannon - Literacy Coach						
4	G1.B1.S2.A1	Participate in Teen Trendsetters programs as mentors.				\$1,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7800	433000-PROPERTY RENTAL - OTHER GOVERNMENTAL UNITS	0791 - Ft. Meade Middle/Sr. High Schl	Title, I Part A		\$1,600.00
Notes: Supporting transportation of Trendsetter mentors to elementary schools.						
5	G1.B1.S3.A1	Purchase Turn it In program.				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	360-Rentals	0791 - Ft. Meade Middle/Sr. High Schl	Title, I Part A		\$3,500.00
Notes: Site license						
6	G1.B1.S3.A2					\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	310-Professional and Technical Services	0791 - Ft. Meade Middle/Sr. High Schl	Title, I Part A		\$500.00
Notes: Training for Turn It In program.						
7	G2.B2.S1.A1	Identify and collect curriculum resources.				\$25,026.37
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	310-Professional and Technical Services	0791 - Ft. Meade Middle/Sr. High Schl	Title, I Part A		\$20,000.00
Notes: Achieve 3000						
	5100	510-Supplies	0791 - Ft. Meade Middle/Sr. High Schl	Title, I Part A		\$4,729.37
Notes: Misc. Supplies for classrooms / students.						

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	5100	510-Supplies	0791 - Ft. Meade Middle/Sr. High Schl	Title, I Part A		\$297.00
			<i>Notes: Novel sets for English Classroom</i>			
8	G2.B2.S1.A2	Utilize computer based program.				\$2,390.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0791 - Ft. Meade Middle/Sr. High Schl	Title, I Part A		\$2,390.00
			<i>Notes: The cart will be used to charge and secure Title 1 purchased laptops. This will allow the laptops to be charged efficiently in the classroom and, in turn, allow their more regular use by students as they utilize programs to master standards for math courses.</i>			
9	G2.B2.S1.A3	Provide PD on selected curriculum.				\$0.00
10	G2.B2.S1.A4	Introduce and implement standard progression vertically through math courses.				\$0.00
11	G2.B2.S1.A5	Identify priority standards for each content area.				\$0.00
12	G2.B2.S1.A6	Track individual student mastery of priority benchmarks.				\$50.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0791 - Ft. Meade Middle/Sr. High Schl			\$50.00
			<i>Notes: Math Interactive notebooks</i>			
13	G2.B2.S1.A7	Create and give weekly benchmark progress monitoring assessment for priority standards.				\$0.00
14	G2.B2.S1.A8	Reteach priority standards based on mastery either whole or small group..				\$882.33
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5900	100-Salaries	0791 - Ft. Meade Middle/Sr. High Schl	Title, I Part A		\$882.33
			<i>Notes: Geometry and Pre Calculus tutoring</i>			
15	G2.B2.S1.A9	Provide Instructional Coaching based on teacher need.				\$73,701.22
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	100-Salaries	0791 - Ft. Meade Middle/Sr. High Schl	Title, I Part A		\$73,701.22
			<i>Notes: Cynthia Myers - Math Coach</i>			
16	G3.B1.S1.A1	Teachers will attend professional development focused on engagement and support of diverse learners.				\$0.00
17	G3.B1.S1.A2	Teachers will implement professional development within the school setting.				\$0.00
18	G3.B1.S1.A3	Collaborative grade level meetings to discuss and adjust based on student performance.				\$12,700.00

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	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	239-Other	0791 - Ft. Meade Middle/Sr. High Schl	Title, I Part A		\$2,200.00
			<i>Notes: Agenda Planners</i>			
	5900	100-Salaries	0791 - Ft. Meade Middle/Sr. High Schl	Title, I Part A		\$10,000.00
			<i>Notes: Extended learning throughout the school year.</i>			
	6150	239-Other	0791 - Ft. Meade Middle/Sr. High Schl	Title, I Part A		\$500.00
			<i>Notes: Postage</i>			
					Total:	\$200,327.90