

Brookside Middle School



2014-15 School Improvement Plan

Brookside Middle School

3636 S SHADE AVE, Sarasota, FL 34239

www.sarasotacountyschools.net/brookside

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

64%

Alternative/ESE Center

No

Charter School

No

Minority

45%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	A	B	A

School Board Approval

This plan was approved by the Sarasota County School Board on 11/18/2014.

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>.

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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 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 or B with at least one F in the prior three years
- Prevent – currently C
- 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-D 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)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

OUR MISSION STATEMENT

Brookside Middle School places the child at the center of its learning activities to enable all learners to lead productive, responsible and healthful lives. Brookside Middle School prepares students to achieve the highest learning standards by engaging a high quality staff, involved parents and a supportive community.

The following beliefs will be the principles by which we achieve our goals:

- Expectations for learning and behavior will reflect the highest possible standards.
- Successful schooling is a shared responsibility requiring commitment and communication between parents, students and staff.
- In an atmosphere of shared respect, all students and staff have a right to learn and work in a healthy, caring and safe environment.
- A variety of research-based best practice techniques will be utilized to meet individual needs.

Provide the school's vision statement

Brookside Middle School Vision

To develop knowledgeable and caring young people to create a better and more peaceful world through intercultural understanding and respect.

School Environment

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

Brookside Middle School is an authorized International Baccalaureate World School. Through our IB program we focus on ten Learner Profile Traits (inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, reflective). Acknowledging, exploring and building these traits is the process by which our school learns about student cultures and supports the relationship building process between students and teachers.

As inquirers our students and staff are encouraged to develop their natural curiosity and this includes investigating cultures different from our own. At Brookside we believe that as we become more knowledgeable about concepts, ideas and issues that are similar or different from our own, we begin to push our thinking and are able to communicate our own values, traditions and beliefs with a greater understanding. Furthermore, we develop an open-mindedness that is accustomed to seeking and evaluating a range of points of views. This communication between staff and students is essential to the relationship building process. It promotes the caring, balanced and reflective atmosphere we strive to provide for our students as they practice risk-taking through their daily exploration by approach new and unfamiliar situations each day with courage.

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

We recognize and respect the diversity of our school and this includes the diversity of interests and needs our student population hold. Therefore, at Brookside Middle School, our staff provides many additional opportunities for foundational development during the middle years. These opportunities include before, during and after school programs (art club, drama club, STEM club, math club, ED ED club, world language club, Student Life, science help, math help, homework help, student

government, National Junior Honor Society, robotics, intramurals, community service, counseling, mentors). We believe it is important to provide a wide variety of social and educational programs to encourage inclusion. We recognize that during these tender middle years, many students are beginning to explore themselves and are trying to find ways to fit in. It is our goal to provide the safe and nurturing environments that promote ongoing positive self-growth.

Beyond the social and educational opportunities, our staff works as a team to provide a secure facility. We want our students and staff to feel connected to one another and this means being able to rely on the importance of a secure learning environment where everyone feels safe and respected. We have supervision on our campus beginning one full hour before 1st period begins and ending when the last student leaves. Our administration, support staff and teachers monitor transitions outside the buildings and inside the classrooms. Video cameras are monitored off-site and on-site by security. We have a full-time school resource officer and a security person that are present and engaged with our students. Our security, administration and support staff utilize a radio system for communication. We hold regularly scheduled safety drills so that all staff and students are aware of procedures and their importance. Attendance is monitored closely and students are expected to be on-time and in class. The steps that are in place ensure our students and staff know that Brookside Middle School is a safe environment where the process of learning is respected.

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

We have set forth clear expectations for our students.

- Arrive on-time and go directly to class.
- Be prepared with materials, supplies, and positive attitude.
- Contribute to improve performance.
- Communicate respectfully with appropriate language.
- Use agenda book for due dates, recording assignments, communication and hall passes.
- Ask for help when needed.

We seek to acknowledge the positive contributions our students are making to their own education, the learning environment, and the education of others. At Brookside Middle, we utilize a token economy system through the use of stamps. Each student is provided an agenda book which contains stamp collection pages. Each teacher, support staff and administrator is provided a stamp and stamp pad. As students demonstrate attributes that exemplify positive contributions they earn stamps. The stamps may be exchanged during redemption days for treats such as, lunch bunch passes, snacks, and school supplies.

Established protocols for disciplinary incidents are in place and align with the district expectations for Code of Student Conduct which can be found online in the Student & Family Handbook (<http://sarasotacountyschools.net/>).

Section 300.9 - Discipline Policies and Procedures

Violations of the Code of Student Conduct occur in varying degrees of severity. These behaviors are aligned with the district's discipline policy, from least severe (Level 1) to most severe (Level 4). The behaviors aligned with each level and the range of consequences for offenses appear on pages 27-29 in the Student & Family Handbook.

As a reflective school that revisits student and staff needs, the administration, support staff and Shared Decision Making Team (SDMT), review behavioral data and communication to determine the trainings that should be provided or refreshed as a measure of support for all personnel. These workshops may be offered through monthly staff meetings, Professional Learning Communities (PLCs) or as professional development opportunities.

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

Various programs are in place to serve the social-emotional needs of students at Brookside. Teachers are at the front line of helping to identify students who could benefit from counseling with a guidance counselor, a YMCA counselor, our behavior specialist or administration. Some student interactions that can be addressed by mediation may be facilitated by our School Resource Officer, Behavior Specialist or Guidance Counselors. If a student shows the need for other services, he is brought before our School Wide Study Team for review by the ESE Liaison, School Psychologist, Behavior Specialist, Guidance Counselors, Attendance Officer, Administration and others who would help determine a plan to address the student's social-emotional issues with regard to functioning fully in the classroom.

Brookside also has a mentoring program which pairs community volunteers with students identified to potentially benefit from the program. Our Chapter Chats reading program also pairs volunteers with students and has been another outlet for students to identify with an adult.

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

Attendance: Students are monitored through instructional staff, Guidance, support personnel, and the School Wide Support Team. Attendance letters are sent out on a weekly basis for 5 or more absences. The adopted school board procedures for attendance are followed and monitored on a weekly basis. Our truancy worker is given a service referral to assist with chronic absences.

Suspensions: Individual conversations with guidance, support staff, administration and School Wide Support Team are held to deter further infractions resulting in an in-school restriction or out-of-school suspension. Parental contacts are made regarding students' behaviors and plans are established. On an ongoing basis, administration discusses with the general student population regarding the student expectations set forth in the Student Code of Conduct.

Course Failure: Student Progress Reports are monitored at mid-quarter to identify students in danger of failing a course each term. Parent contacts are made by teachers. Working Lunch with teachers or administration and Friday Night school may be assigned to assist students in catching up on assignments, Before-school and in-school tutoring opportunities are available at no cost to students. Students who fail for the first semester may be placed in a course recovery class to retrieve the credit that has been missed.

Level 1 Scores on Language Arts and Math State Assessments: Students with a Level 1 in Language Arts are automatically placed in an Intensive Reading class to improve their reading skills. Students with a Level 1 in Mathematics are strategically placed in classes that will provide assistance. All staff is made aware of students that are Level 1 on either test and asked to monitor closely the progress of these students. The FAIR test and district Benchmark tests are given 3 times a year to monitor how the students are performing and to identify areas of weakness.

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	35	36	28	99
One or more suspensions	9	1	9	19
Course failure in ELA or Math	1	0	0	1
Level 1 on statewide assessment	51	53	50	154

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	13	6	7	26

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

- Before school and in-school tutoring
- Friday Night School
- Working Lunch
- Leveled classes with extra support
- Intensive Reading
- School Wide Support Team
- Guidance, Behavior Specialist, and Support Personnel

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

Participation hours by parents, high school students, and community members increased from less than 1000 hours for the 2011-12 school year to 2500 hours for 2012-13. We continue to increase our support from our Brookside family and business partners. An active PTSO organization assists with daily activities which include the Positive Behavior Support rewards program, Literacy Night, Cuda Night, Spirits Nights at different local businesses, Chapter Chats Program, Renaissance, school book store, classroom assistance, ESOL Night, Texcellence program, & with extra-curricular activities.

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

With an active PTSO, who assists and facilitates communication between the school and the community, we have increased our community outreach over the past two years.

The school also looks to community grants, the Patterson Foundation, the Gulf Coast Community Foundation, and The Education Foundation to help support the students in their educational foundations, particularly taking advantage of local organizations such as Mote Marine.

Through our yearly Earth Day, our staff collaborates with the community to encourage awareness of our Planet Earth through interactive displays and visits provided by community members and students.

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

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

Name	Title
Lawrence, Kristine	Principal
Idoyaga, Eric	Assistant Principal
Sims, Nicole	Guidance Counselor
Serino, Paul	Administrative Support
Reichman, Michael	Guidance Counselor
Mims, Ginger	Administrative Support
Fuller, Bernice	Attendance/Social Work
Drackett, Gerry	Administrative Support
Lees, Robert	Psychologist
Cameron, Christi	Administrative Support
Adams, Patricia	Attendance/Social Work

Duties

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

Mrs. Lawrence (Principal) – Administrator responsible for implementation, support, and effectiveness of the MTSS/RTI program and the SIP to be utilized by the instructional staff.

Mr. Idoyaga (Assistant Principal) – Administrator responsible for the MTSS/RTI procedural process, monitor and evaluate program effectiveness, and to provide support and professional development for MTSS team members and the instructional staff.

Mr. Reichmann (Guidance) – MTSS/RTI Facilitator - Provides support to teachers with academic concerns related to the MTSS/RTI process as needed.

Ms. Sims (Guidance) – MTSS/RTI Time Keeper - Provides support to teachers with academic concerns related to the MTSS/RTI process are needed.

Mr. Serino (Behavior Specialist) - Provides support to teachers with behavioral concerns related to the MTSS/RTI process are needed.

Ms. Mims (ESE Liaison) – Provides guidance, insight and recommendations related to the CARE process as needed.

Ms. Campbel (Psychologist) – Provides guidance, insight, and recommendations related to student evaluations.

Ms. Fuller (Attendance) – Provides guidance, insight, and recommendations related to any attendance concerns.

Ms. Adams (School Social Worker) - Provides guidance, insight, and recommendations related to social history, and related programs.

Ms. Drackett (TOSA) - Coordinator for progress monitoring, testing, and scheduling.

Ms. Cameron (IB Liaison) - IB Coordinator and student advocate

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

MTSS/RTI team meets weekly for 2 hours. The meetings are structured to address student/teacher needs, provide support, and offer recommendations for students in academic and or behavioral distress. The MTSS/RTI team member/s will also meet with the teachers individually to assist with the process, the collection of data, and to review outcomes to assure every student is receiving targeted effective core instruction .

An MTSS/RTI representative will attend PLCs, & Department Meetings to outline the process and assist with the decision making process . Ongoing professional development opportunities are made available for the entire staff. This insures program responsibilities and expectations are effectively communicated to all instructional staff members. The information is disseminated during staff meeting, during PLCs., and via the use of the intranet.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Joan Cardinale	Business/Community
Emmie Annetta	Education Support Employee
Stephanie Cordone	Teacher
Kristine Lawrence	Principal
Linda Ohnstad	Parent
Todd Goodman	Parent
Karen Chester	Teacher
Ida Jones Roggio	Business/Community
David Arauz	Student
Aaliyah Gentkow	Student
Odalys Martinez-Villalobos	Student
Carolyn Rector	Parent
	Student

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

Principal, Mrs. Lawrence, presented the results of last year's testing and explained how the results compared to last year's goals on the School Improvement Plan. Discussion was held by SAC about how to increase support of the School Improvement Plan through parent and community involvement to address the diverse needs of all our students.

Development of this school improvement plan

The purpose of the School Advisory Council is to enhance school site decision making, to serve in an advisory capacity to the principal regarding school improvement, to assist in the preparation and evaluation of the school improvement plan, and to provide input on the budget and use of school improvement funds.

Preparation of the school's annual budget and plan

At the April SAC meeting, the school budget is discussed and input is received regarding this budget addressing the needs of all of our diverse population.

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

Current projects approved by SAC for 2014 include: Homework Help, and various professional development activities.

The SAC budget has a balance of \$14,371.69 dollars. Projects that have been approved to date are as follows:

- Homework Help - \$2691.21
- Professional Development - \$500.00
- Future Projects - \$500.00

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

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Lawrence, Kristine	Principal
Idoyaga, Eric	Assistant Principal
Cordone, Stephanie	Teacher, K-12
Millian, Heather	Teacher, K-12
Kleiss-Hoeft, Laura	Teacher, K-12
Drackett, Gerry	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Brookside Middle School is implementing the following major initiatives:

- WOW school wide vocabulary strategies
- Providing on-going training related to the IEngage lesson design to the LA Cadre, SS Cadre, Science Cadre, and Math Cadre
- Continue the work of PLC's in developing and implementing common assessments
- iEngage model and Excellence in writing (Support from district personnel in writing & reading strategies).
- Continued implementation of the Florida State Standards

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

Teachers use their Professional Learning Communities (PLCs) on a weekly basis for planning instruction, evaluating data and furthering professional development. Department Meetings provide the framework for items to be discussed in the PLCs.

In addition, teachers collaborate across curriculum lines in planning IB units of study which are a requirement of the IB Curriculum..

The School Based Decision Making Team voted to allow the monthly staff meeting to be used for collaboration and professional development purposes.

Weekly coffee time provides informal time to share and discuss ideas. Teacher participation in the bi-weekly Positive Behavior System Redemption Day builds positive relationships as well.

The Jersey Diner, opened and operated by our Access students, is a great opportunity for staff to meet over breakfast and build positive working relationships.

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

Recruitment:

Sarasota County Public Schools, Human Resource Department is responsible for the recruitment of highly qualified certified teachers for all district schools. School administrators have assisted in this process as job fair liaisons for the district.

Retention:

Our retention strategy has multiple layers which are, to provide ongoing instructional support and to acknowledge professional accomplishments and growth.

Teachers work in a collaborative environment called professional learning communities with other teachers in their subject area to address instructional issues and concerns. Support staff work alongside teachers to aide with the MTSS/RTI process. The district's professional development network affords our teachers opportunities for professional growth and provides options to target individual needs. Making available to our teachers opportunities to become teacher leaders, ie. Department Chairs, Curriculum Leaders, Book Study Facilitators, along with various school activity supervisor opportunities.

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

SCIP Purpose:

The purpose of the Sarasota County Induction Program (SCIP) is to provide new School Board appointed instructional hires, (Category 1), with support for professional growth through mentorship. The intent of the School Board of Sarasota County to hire and retain quality teachers. Therefore, it is the Mentor's role to familiarize New Hires with the performance expectations on the PRIDE Rubric (Professional Rubrics Investing and Developing Educator Excellence) and the "Look Fors" that reinforce it.

SCIP Mentor Requirements: Mentor agrees to the following:

- Meet with Lead Mentor ASAP if any concerns arise regarding the mentoring relationship
- Discuss PRIDE in depth
- Review PRIDE forms prior to administrator's use for observation/evaluation
- Attend cohort meetings upon request of Administration and or Lead Mentor
- Schedule meeting dates in accordance with SCIP Requirements
- Maintain an accurate Meeting Log
- Observe New Hire teaching, complete and review Observation Form together
- Complete SCIP Mentor Video Reflection, Observation and Feedback Form
- Complete New Hire Video Reflection, Observation and Feedback Form
- Complete CATEGORY 1 (ONLY): PRIDE DOCUMENT CHECKLIST AND REVIEW FORM and ALL SCIP Requirements with fidelity

Instructional Programs and Strategies

Instructional Programs

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

Professional Development was provided at the beginning of the year to introduce the Florida State Standards and Depth of Knowledge. The Standards and the FSA Website were given to teachers to review. Strategies in writing for all subject areas were presented so that writing across the curriculum utilizes the skills needed to follow the State Standards. Professional Development in these areas will continue throughout the year. Instructional Focus Guides for core subjects are aligned to the new standards. Recent textbook purchases align with the Florida State Standards and future purchases will be made to provide teachers with the tools to inform their instruction along the standards. The FAIR assessment and the district benchmark assessments give information to teachers about the standards that need to be revisited and those for which the students show mastery.

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

Through the progress monitoring data, the staff determine the needs of each individual student and their instruction may be modified or supplemented to assist students having difficulty attaining the mastery on state assessments.

Example:

If a student's predictor on the FAIR assessment is below proficiency, the student may be placed in a supplemental reading class, given assistance on Successmaker, recommended for Homework Help (before or during school) or Friday Night School.

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: 10,800

The school has put in place extended learning opportunities as a means to move more students toward performing at or above grade level. This is facilitated by two programs; Homework Help & Friday Night School. Homework help is available weekly, Monday through Thursday mornings, and is staffed with certified teachers. The core subject areas is the primary focus of the program, and is designed as an extended layer of support to ensure every student receives individualized instruction as needed. The second program, Friday Night School (FNS) is used to address our students that fall behind or have difficulties completing assignments. Parents are notified and the student is scheduled to attend FNS which is staffed using certified teachers. The core subject areas is the primary focus of the program, and the support is designed to ensure students are responsible for their learning, and to build accountability.

Strategy Rationale

Provide additional support beyond scheduled instructional times for students needing targeted support.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Lawrence, Kristine, kristine.lawrence@sarasotacountyschools.net

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

Student data is used to inform teachers when the opportunity to attend our extended learning programs might be beneficial. Continued progress monitoring once the student is participating in the programs allows teachers to determine if the support is sufficient or if additional support using the MTSS/RTI process might be needed.

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

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

For incoming 6th graders, Brookside provides several opportunities to assist them in their transition. To begin with, speakers visit the elementary schools to give information about the academic and extracurricular offerings at our school. Incoming students and parents are invited to our Literacy Night Open House to visit the campus and meet teachers and students. There are formal visits by students during the school day which showcase our offerings through a tour of various classrooms and demonstrations by the band, chorus and robotics classes. Student volunteers, our WEB Leaders, are available during this visit to answer questions for the students. At another time, the Cuda Open House is held for students who are interested in that gifted and high achieving team. Our leaving 8th graders all participate in a College and Career planning unit facilitated by the guidance department. At registration time, each high school has an open house to allow students to explore the possible choices open to them: Riverview IB program, Sarasota High AICE program, Suncoast Polytechnical Institute, Booker High VPA program, etc. The high school guidance departments visit our school to explain the registration process. After students talk with their parents and their current teachers for advice and information, the high school team returns and conferences one-on-one with each student about their selections.

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

Brookside participates with Junior Achievement (JA) twice per year both in the 7th and 8th grade classes. We partner with JA to visit a nearby college. Our Guidance Department assists our students with career planning and high school selections. During the past two years we have also strengthened our STEM curriculum to include clubs, programs, and community partnerships.

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

Through our Tech Active Classrooms of Tomorrow (TACOT), teachers foster teamwork and support hands-on learning activities that have real world relevance. The lessons and activities align the Sunshine State Standards to the Common Core State Standards which also are designed to promote college and career readiness. Instructionally teachers use the “iEngage” lesson design which promotes collaboration, accountable team task, along with guided instruction to uncover misconceptions and facilitate learning process.

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

Students receive information, support, and guidance from staff, community members, and administrators on a daily basis related to the importance of higher learning leading towards college career path or other post secondary opportunities.

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

Students in grade 8 participate in a Career Planning Unit to familiarize them with opportunities available for their future education.

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.** By the end of the 2014-15 school year, 76% of Brookside Middle School students will be at level 3 or above (or equivalent) and make appropriate learning gains as outlined by the Florida Department of Education in Reading.

- G2.** By the end of the 2014-15 school year, 72% of Brookside Middle School students will be at level 3 or above (or equivalent) and make appropriate learning gains as outlined by the Florida Department of Education in Math.

- G3.** By the end of the 2014-15 school year, 63% of Brookside Middle School 8th grade science students will be at level 3 or above (or equivalent) in science.

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. By the end of the 2014-15 school year, 76% of Brookside Middle School students will be at level 3 or above (or equivalent) and make appropriate learning gains as outlined by the Florida Department of Education in Reading. 1a

G038248

Targets Supported 1b

Indicator	Annual Target
	76.0

Resources Available to Support the Goal 2

- iEngage instructional model, Instructional Indicators for Success, iEngage reflective lesson plan, FAIR Tool Kit, Wow Words vocabulary program, Successmaker, FAIR Assessment, professional learning communities, and District Benchmark Assessments. Professional Development on DOK Levels related to instructional strategies and content alignment.

Targeted Barriers to Achieving the Goal 3

- Implementing the Instructional Focus Guide/Standards with fidelity while still attaining desired student results.

Plan to Monitor Progress Toward G1. 8

Teachers will participate and implement the professional development content related to iEngage lesson design, continue to utilize the school wide vocabulary development program to promote literacy across content areas, and work with curriculum leaders to create and evaluate instructional lessons to ensure effectiveness.

Person Responsible

Kristine Lawrence

Schedule

Evidence of Completion

Scheduled Professional Development Days, Monthly Curriculum Leader/Department Meetings, & Review Quarterly Assessment Data

G2. By the end of the 2014-15 school year, 72% of Brookside Middle School students will be at level 3 or above (or equivalent) and make appropriate learning gains as outlined by the Florida Department of Education in Math. **1a**

 G038249

Targets Supported **1b**

Indicator	Annual Target
	72.0

Resources Available to Support the Goal **2**

- iEngage instructional model, Instructional Indicators for Success, iEngage reflective lesson plan, FAIR Tool Kit, Wow Words vocabulary program, Common School assessments (Green Test), professional learning communities, and District Benchmark Assessments, Professional Development on DOK.

Targeted Barriers to Achieving the Goal **3**

- Implementing the Instructional Focus Guide/Standards with fidelity while still attaining desired student results.

Plan to Monitor Progress Toward G2. **8**

Teachers will participate and implement the professional development content related to iEngage lesson design, continue to utilize the school wide math basic skills development program "Green Test", and work with curriculum leaders to create and evaluate instructional lessons to ensure effectiveness.

Person Responsible

Kristine Lawrence

Schedule

Evidence of Completion

Scheduled Professional Development Days, Monthly Curriculum Leader/Department Meetings, & Review Quarterly Assessment Data

G3. By the end of the 2014-15 school year, 63% of Brookside Middle School 8th grade science students will be at level 3 or above (or equivalent) in science. 1a

G038251

Targets Supported 1b

Indicator	Annual Target
	63.0

Resources Available to Support the Goal 2

- iEngage instruction model, Instructional Indicators for Success, iEngage reflective lesson plan, Professional Learning Communities, and District Benchmark Assessments. Professional Development on DOK Levels related to instructional strategies and content alignment.

Targeted Barriers to Achieving the Goal 3

- Implementing the Instructional Focus Guide/Standards with fidelity, insure mastery of previous grade level standards, and attain desired student results.

Plan to Monitor Progress Toward G3. 8

Teachers will participate and implement the professional development content related to the iEngage lesson design, continue to utilize the school wide vocabulary development program to promote literacy across content areas, and work with curriculum leaders to create and evaluate instructional lessons to ensure effectiveness.

Person Responsible

Kristine Lawrence

Schedule

Evidence of Completion

Scheduled Professional Development Days, Monthly Curriculum Leader/Department Meetings, & Review Quarterly Assessment Data

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. By the end of the 2014-15 school year, 76% of Brookside Middle School students will be at level 3 or above (or equivalent) and make appropriate learning gains as outlined by the Florida Department of Education in Reading. **1**

 G038248

G1.B1 Implementing the Instructional Focus Guide/Standards with fidelity while still attaining desired student results. **2**

 B091894

G1.B1.S1 Continued the implementation of the iEngage instructional model, incorporate a school wide vocabulary development program "Wow Words", and use data to develop differentiated instructional lessons through PLCs. Provide Professional Development on DOK Levels related to instructional strategies and content alignment. **4**

 S102803

Strategy Rationale

Familiarity with the expected resources and outcomes and collaboration in developing lessons following the Florida Standards, iEngage instructional model, differentiation and appropriate DOK levels, will assist teachers in presenting lessons focused to their students' needs.

Action Step 1 **5**

Teachers will participate in professional development related to iEngage lesson design and DOK, continue to utilize the school wide vocabulary development program to promote literacy across content areas, and work with curriculum leaders to create and evaluate instructional lessons to ensure effectiveness.

Person Responsible

Kristine Lawrence

Schedule

Evidence of Completion

Ongoing teacher observations using the Instructional Information System, curriculum leader meeting notes, and data from progress monitoring tools

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

Assure that all teachers participate in professional development related to iEngage lesson design, continue to utilize the school wide vocabulary development program to promote literacy across content area, and work with curriculum leaders to create and evaluate instructional lessons to ensure effectiveness.

Person Responsible

Kristine Lawrence

Schedule

Evidence of Completion

Ongoing teacher observations using the Instructional Information System, curriculum leader meeting notes/feedback, and data from progress monitoring tools

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

The effectiveness of Goal #1 will be determined based on FSA performance data results. If 76% of Brookside Middle School students are at a level 3 or above (or equivalent) then our strategies would have been successful. If, however, desired outcomes are not attained then the administrative team, the curriculum team, and district support personnel will revisit the problem solving process outlined by the state to better address future needs.

Person Responsible

Kristine Lawrence

Schedule


Evidence of Completion

The final teacher evaluation using the Instructional Information System, curriculum leader meeting notes/feedback, student performance data (FSA results), and student growth results will be used to determine effectiveness.


G2. By the end of the 2014-15 school year, 72% of Brookside Middle School students will be at level 3 or above (or equivalent) and make appropriate learning gains as outlined by the Florida Department of Education in Math. **1**

 G038249

G2.B1 Implementing the Instructional Focus Guide/Standards with fidelity while still attaining desired student results. **2**

 B091896

G2.B1.S1 Continue the implementation of the iEngage instructional model, incorporate a school wide math basic skills program "Green Test", and use data to develop differentiated instructional lessons through PLCs. Institute Professional Development on the DOK levels related to instructional strategies and content alignment **4**

 S102804

Strategy Rationale

Familiarity with the expected resources and outcomes and collaboration in developing lessons following the Florida Standards, iEngage instructional model, differentiation according to data collected and appropriate DOK levels, will assist teachers in presenting lessons focused to their students' needs.

Action Step 1 **5**

Teachers will participate in professional development related to iEngage lesson design and DOK, continue to utilize the school wide math basic skills program to promote literacy across content areas, and work with curriculum leaders to create and evaluate instructional lessons to ensure effectiveness.

Person Responsible

Kristine Lawrence

Schedule

Evidence of Completion

Ongoing teacher evaluations using the Instructional Information System, curriculum leader meeting notes, and data from progress monitoring tools

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

Assure that all teachers participate in professional development related to iEngage lesson design, continue to utilize the school wide math basic skills development program "Green Test", and work with curriculum leaders to create and evaluate instructional lessons to ensure effectiveness.

Person Responsible

Kristine Lawrence

Schedule

Evidence of Completion

Ongoing teacher observations using the Instructional Information System, curriculum leader meeting notes/feedback, and data from progress monitoring tools

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

The effectiveness of Goal #2 will be determined based on FSA performance data results. If 72% of Brookside Middle School students are at a level 3 or above in math then our strategies would have been successful. If, however, desired outcomes are not attained then the administrative team, the curriculum team, and district support personnel will revisit the problem solving process outlined by the state to better address future needs.

Person Responsible

Kristine Lawrence

Schedule

Evidence of Completion

The final teacher evaluation using the Instructional Information System, curriculum leader meeting notes/feedback, student performance data (FSA results), and student growth results will be used to determine effectiveness.

G3. By the end of the 2014-15 school year, 63% of Brookside Middle School 8th grade science students will be at level 3 or above (or equivalent) in science. 1

G038251

G3.B1 Implementing the Instructional Focus Guide/Standards with fidelity, insure mastery of previous grade level standards, and attain desired student results. 2

B091900

G3.B1.S1 Continued the implementation of the iEngage instructional model, incorporate a school wide vocabulary development program "Wow Words", and use data to develop differentiated instructional lessons through PLCs. Professional Development on the DOK levels related to instructional strategies and content alignment. 4

S102806

Strategy Rationale

Familiarity with the expected resources and outcomes and collaboration in developing lessons following the Florida Standards, iEngage instructional model, differentiation and appropriate DOK levels, will assist teachers in presenting lessons focused to their students' needs.

Action Step 1 5

Teachers will participate in professional development related to iEngage lesson design, DOK and Classroom of Tomorrow, continue to utilize the school wide vocabulary development program to promote literacy across content areas, and work with Science curriculum leaders to create and evaluate instructional lessons to ensure effectiveness.

Person Responsible

Kristine Lawrence

Schedule

Evidence of Completion

Ongoing teacher observations using the Instructional Information System, curriculum leader meeting notes, and data from progress monitoring tools

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

Assure that all teachers participate in professional development related to iEngage lesson design, continue to utilize the school wide vocabulary development program to promote literacy across the content area, and work with science curriculum leaders to create and evaluate instructional lessons to ensure effectiveness.

Person Responsible

Kristine Lawrence

Schedule

Evidence of Completion

Ongoing teacher observations using the Instructional Information System, curriculum leader meeting notes/feedback, and data from progress monitoring tools

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

The effectiveness of Goal #3 will be determined based on FCAT performance data results. If 63% of Brookside Middle School students are at a level 3 or above, then our strategies would have been successful. If, however, desired outcomes are not attained then the administrative team, the curriculum team, and district support personnel will revisit the problem solving process outlined by the state to better address future needs.

Person Responsible

Kristine Lawrence

Schedule

Evidence of Completion

The final teacher evaluation using the Instructional Information System, curriculum leader meeting notes/feedback, student performance data (FCAT results), and student growth results will be used to determine effectiveness.

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	Teachers will participate in professional development related to iEngage lesson design and DOK, continue to utilize the school wide vocabulary development program to promote literacy across	Lawrence, Kristine	Ongoing teacher observations using the Instructional	monthly	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	content areas, and work with curriculum leaders to create and evaluate instructional lessons to ensure effectiveness.		Information System, curriculum leader meeting notes, and data from progress monitoring tools		
G2.B1.S1.A1	Teachers will participate in professional development related to iEngage lesson design and DOK, continue to utilize the school wide math basic skills program to promote literacy across content areas, and work with curriculum leaders to create and evaluate instructional lessons to ensure effectiveness.	Lawrence, Kristine	Ongoing teacher evaluations using the Instructional Information System, curriculum leader meeting notes, and data from progress monitoring tools	monthly	
G3.B1.S1.A1	Teachers will participate in professional development related to iEngage lesson design, DOK and Classroom of Tomorrow, continue to utilize the school wide vocabulary development program to promote literacy across content areas, and work with Science curriculum leaders to create and evaluate instructional lessons to ensure effectiveness.	Lawrence, Kristine	Ongoing teacher observations using the Instructional Information System, curriculum leader meeting notes, and data from progress monitoring tools	monthly	
G1.MA1	Teachers will participate and implement the professional development content related to iEngage lesson design, continue to utilize the school wide vocabulary development program to promote literacy across content areas, and work with curriculum leaders to create and evaluate instructional lessons to ensure effectiveness.	Lawrence, Kristine	Scheduled Professional Development Days, Monthly Curriculum Leader/ Department Meetings, & Review Quarterly Assessment Data	monthly	
G1.B1.S1.MA1	The effectiveness of Goal #1 will be determined based on FSA performance data results. If 76% of Brookside Middle School students are at a level 3 or above (or equivalent) then our strategies would have been successful. If, however, desired outcomes are not attained then the administrative team, the curriculum team, and district support personnel will revisit the problem solving process outlined by the state to better address future needs.	Lawrence, Kristine	The final teacher evaluation using the Instructional Information System, curriculum leader meeting notes/ feedback, student	monthly	

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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
			performance data (FSA results), and student growth results will be used to determine effectiveness.		
G1.B1.S1.MA1	Assure that all teachers participate in professional development related to iEngage lesson design, continue to utilize the school wide vocabulary development program to promote literacy across content area, and work with curriculum leaders to create and evaluate instructional lessons to ensure effectiveness.	Lawrence, Kristine	Ongoing teacher observations using the Instructional Information System, curriculum leader meeting notes/ feedback, and data from progress monitoring tools	monthly	
G2.MA1	Teachers will participate and implement the professional development content related to iEngage lesson design, continue to utilize the school wide math basic skills development program "Green Test", and work with curriculum leaders to create and evaluate instructional lessons to ensure effectiveness.	Lawrence, Kristine	Scheduled Professional Development Days, Monthly Curriculum Leader/ Department Meetings, & Review Quarterly Assessment Data	monthly	
G2.B1.S1.MA1	The effectiveness of Goal #2 will be determined based on FSA performance data results. If 72% of Brookside Middle School students are at a level 3 or above in math then our strategies would have been successful. If, however, desired outcomes are not attained then the administrative team, the curriculum team, and district support personnel will revisit the problem solving process outlined by the state to better address future needs.	Lawrence, Kristine	The final teacher evaluation using the Instructional Information System, curriculum leader meeting notes/ feedback, student performance data (FSA results), and student growth results will be used to determine effectiveness.	monthly	
G2.B1.S1.MA1	Assure that all teachers participate in professional development related to iEngage lesson design, continue to utilize the school wide math basic skills development program "Green Test",	Lawrence, Kristine	Ongoing teacher observations using the Instructional	monthly	

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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
	and work with curriculum leaders to create and evaluate instructional lessons to ensure effectiveness.		Information System, curriculum leader meeting notes/ feedback, and data from progress monitoring tools		
G3.MA1	Teachers will participate and implement the professional development content related to the iEngage lesson design, continue to utilize the school wide vocabulary development program to promote literacy across content areas, and work with curriculum leaders to create and evaluate instructional lessons to ensure effectiveness.	Lawrence, Kristine	Scheduled Professional Development Days, Monthly Curriculum Leader/ Department Meetings, & Review Quarterly Assessment Data	monthly	
G3.B1.S1.MA1	The effectiveness of Goal #3 will be determined based on FCAT performance data results. If 63% of Brookside Middle School students are at a level 3 or above, then our strategies would have been successful. If, however, desired outcomes are not attained then the administrative team, the curriculum team, and district support personnel will revisit the problem solving process outlined by the state to better address future needs.	Lawrence, Kristine	The final teacher evaluation using the Instructional Information System, curriculum leader meeting notes/ feedback, student performance data (FCAT results), and student growth results will be used to determine effectiveness.	monthly	
G3.B1.S1.MA1	Assure that all teachers participate in professional development related to iEngage lesson design, continue to utilize the school wide vocabulary development program to promote literacy across the content area, and work with science curriculum leaders to create and evaluate instructional lessons to ensure effectiveness.	Lawrence, Kristine	Ongoing teacher observations using the Instructional Information System, curriculum leader meeting notes/ feedback, and data from progress monitoring tools	monthly	

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. By the end of the 2014-15 school year, 76% of Brookside Middle School students will be at level 3 or above (or equivalent) and make appropriate learning gains as outlined by the Florida Department of Education in Reading.

G1.B1 Implementing the Instructional Focus Guide/Standards with fidelity while still attaining desired student results.

G1.B1.S1 Continued the implementation of the iEngage instructional model, incorporate a school wide vocabulary development program "Wow Words", and use data to develop differentiated instructional lessons through PLCs. Provide Professional Development on DOK Levels related to instructional strategies and content alignment.

PD Opportunity 1

Teachers will participate in professional development related to iEngage lesson design and DOK, continue to utilize the school wide vocabulary development program to promote literacy across content areas, and work with curriculum leaders to create and evaluate instructional lessons to ensure effectiveness.

Facilitator

District Professional Development Network, Secondary Director of Middle Schools, Principals, Assistant principals, Curriculum leaders, and Teachers

Participants

Instruction staff

Schedule

G2. By the end of the 2014-15 school year, 72% of Brookside Middle School students will be at level 3 or above (or equivalent) and make appropriate learning gains as outlined by the Florida Department of Education in Math.

G2.B1 Implementing the Instructional Focus Guide/Standards with fidelity while still attaining desired student results.

G2.B1.S1 Continue the implementation of the iEngage instructional model, incorporate a school wide math basic skills program "Green Test", and use data to develop differentiated instructional lessons through PLCs. Institute Professional Development on the DOK levels related to instructional strategies and content alignment

PD Opportunity 1

Teachers will participate in professional development related to iEngage lesson design and DOK, continue to utilize the school wide math basic skills program to promote literacy across content areas, and work with curriculum leaders to create and evaluate instructional lessons to ensure effectiveness.

Facilitator

District Professional Development Network, Secondary Director of Middle Schools, Principals, Assistant principals, Curriculum leaders, and Teachers

Participants

Instructional staff

Schedule

G3. By the end of the 2014-15 school year, 63% of Brookside Middle School 8th grade science students will be at level 3 or above (or equivalent) in science.

G3.B1 Implementing the Instructional Focus Guide/Standards with fidelity, insure mastery of previous grade level standards, and attain desired student results.

G3.B1.S1 Continued the implementation of the iEngage instructional model, incorporate a school wide vocabulary development program "Wow Words", and use data to develop differentiated instructional lessons through PLCs. Professional Development on the DOK levels related to instructional strategies and content alignment.

PD Opportunity 1

Teachers will participate in professional development related to iEngage lesson design, DOK and Classroom of Tomorrow, continue to utilize the school wide vocabulary development program to promote literacy across content areas, and work with Science curriculum leaders to create and evaluate instructional lessons to ensure effectiveness.

Facilitator

District Professional Development Network, Secondary Director of Middle Schools, Principals, Assistant Principals, and Science Curriculum leaders.

Participants

Science Teachers

Schedule

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0