

T. Dewitt Taylor Middle High School

100 E WASHINGTON AVE, Pierson, FL 32180

<http://myvolusiaschools.org/school/taylor/pages/default.aspx>

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

79%

Alternative/ESE Center

No

Charter School

No

Minority

64%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	D	C

School Board Approval

This plan is pending approval by the Volusia 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.

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	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

T. DeWitt Taylor Middle High School strives to be a community of lifelong learners. We welcome our students, staff, and families to learn together, engaging everyone with challenging academics and a focus on becoming responsible and active citizens in our ever changing society.

Provide the school's vision statement

The heartbeat of Taylor Middle-High School is working together to achieve academic excellence, self-worth, and multicultural respect through a caring environment.

School Environment

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

Annual school orientation and induction, a school-wide mentoring program, student leadership opportunities, and classroom guidance serve as key components in the developing and sustaining positive relationships between staff and students.

Wildcat Training occurs each year as we welcome our incoming sixth graders and provide orientation activities to assist in the transition to middle school. Students are provided with a multitude of activities, both school wide and within individual classrooms, to facilitate a successful transition to middle school. Incoming students meet with teachers and get to the know the campus, as well as the established procedures and culture of the school. Grade level meetings are held at the beginning of each school year for all students, with additional meetings held throughout the year. These meetings serve to orient students to campus policies, student achievement goals, and provide opportunities for all students to provide feedback, and participate in authentic dialogue with teachers and school administration.

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

The School Based Leadership Team, in cooperation with the school's student services team provide a framework of processes and procedures for all students and staff. These policies serve to promote positive behavior throughout the campus and all school related functions, ensuring a safe school community through collective and individual responsibility. Effective supervision of students throughout the school day is ensured by a team comprised of school administration, campus advisors, and identified staff. Students are encouraged to express concerns to adults, and have access to both teachers and supervisory staff throughout the day.

School counselors provide classroom guidance, small group, and individual student services on a variety of topics. Feedback from teachers, data analysis, and student interest or need, determine the topics covered. District staff and services are sought out by school counselors to assist students with accessing services, provide help with family events, and facilitate community resources.

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

The school wide processes and procedures established for positive behavior across the campus are communicated to students and families, and consistently reinforced throughout the year. Instructional time is made a priority, and disruptions, such as all-calls and assemblies, are limited at the direction of the principal. Student misconduct is handled efficiently and with minimal interruption to instructional activities. School counselors partner with school based administrators to determine needs for student services. Families are contacted and included in dialogue of stake holders when students receive disciplinary action. The School Based Leadership Team includes feedback from all areas, such as teachers of core and elective areas, School Way Café, administration, etc. Student Services staff assist in providing prescriptive supports, either by specific request or need identified through analysis of data.

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

The social-emotional needs of all students are met through a framework of supports identified to assist students in whatever capacity needed. A variety of school-wide programs, small group and individual services are available to students.

1. Student Mentoring Program
2. Peer Mediation Program
3. Crisis Training Program
4. Suicide Prevention Program
5. Anti Bullying Program
6. Why Try Program
7. Wildcat Trainer Program
8. Wildcat of the Week (WOW)

School based mentors are established for at risk students and provide. Students meet with mentors weekly, during nonacademic time, to establish and/or monitor goals, discuss barriers, and identify progress or solutions. The Wildcat Trainer Program is a leadership opportunity for students that allows students to act as ambassadors to new students. The students in this program provide a number of services to the school, as well as fellow students, throughout the year. The Wildcat of the Week program is a student recognition program that celebrates academic achievement and positive leadership.

Early Warning Systems

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

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

The Early Warning System report is accessed regularly, at biweekly team meetings, and used quarterly for updating EWS section of student information in data room. The report is reviewed and students are identified for intervention as needed. The indicators are as follows:

Unweighted GPA (at risk if below 2.0)

Over age for grade

Office Discipline Referrals (at risk if 2 or more)

Attendance below 90%, regardless of whether absence is excused or due to out of school suspensions

Year to date suspensions (at risk if 1 or more)

Number of prior retentions (at risk if 1 or more)

Level 1 score on the statewide standardized assessments in English Language Arts or Mathematics
Students with 3 or more of the aforementioned indicators are identified in the Early Warning System report.

A referral to the Problem Solving Team such as attendance contracts, mentor assignment, credit

recovery, extended core instruction. Pursuant to Florida Statute, any student who meets at least 2 of the aforementioned indicators is identified on the Early Warning System and the parents are invited to a Problem Solving Team (PST) meeting at the school.

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	9	10	11	12	
Attendance below 90 percent	0	1	2	1	2	1	0	7
One or more suspensions	2	10	5	4	1	1	0	23
Course failure in ELA or Math	8	10	4	26	26	25	14	113
Level 1 on statewide assessment	2	11	7	38	28	12	13	111

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

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	11	7	45	36	23	15	139

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

The Early Warning System report is used to determine school-wide trends which impact the academic performance of students. As a result, indicators that are elevated (e.g. attendance below 90%, patterns of office discipline referrals and suspensions) become the focus of school-wide intervention efforts. These areas are addressed through school leadership meetings and during Professional Learning Communities in which group data are considered and evidenced-based interventions are developed to address the areas of concern.

For indicators sensitive to behavioral issues (e.g. office discipline referrals and suspensions) interventions are provided directly and indirectly by the Student Services team and are aligned with the tenets of Positive Behavioral Supports.

Regular review of the Early Warning System report enables the school team to determine if interventions are successful in addressing areas of concern (i.e. if numbers are not increasing). For students exhibiting difficulties beyond larger systemic issues being addressed by the school through the EWS, the student is referred to the school's Problem Solving Team (PST) and the parent is invited so that individual interventions can be developed and monitored.

Intervention strategies regarding academic and/or behavioral concerns during Problem Solving include strategies such as: attendance contracts, mentor assignment, credit recovery, extended core instruction, behavior contracts, drop out prevention programs, such as "WHY TRY?", weekly progress reports for monitoring, instructional accommodations, referral for additional assessments to determine appropriate placements and services, etc.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/187256>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Partnerships between the school and the local community are maintained through a variety of programs and events, such as the PTSA, Key Club and Builders Club through the local Kiwanis, the Lions Club which sponsors vision assessments and prescriptive eyewear for needy students, and a variety of curriculum oriented family nights hosted by the school throughout the year.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Pagano, Ron	Principal
Hutcherson, Kimberly	Assistant Principal
McConnell, Shari Lou	Assistant Principal
Miller, Jeff	Assistant Principal
Rubio, Marisol	Assistant Principal
Hofstrand, Sue	Guidance Counselor
Tyus, Regina	Guidance Counselor
Braswell, Donna	Instructional Media
Fulcher, Kathy	Instructional Coach
Sherman, Cathy	Teacher, ESE
Knight, Tonya	Instructional Coach
Haigh, Tracy	Instructional Coach
Koch, Chris	Guidance Counselor

Duties

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

The school-based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership

Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

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 has a leadership team consisting of the school based administrators, academic coaches, guidance counselors, and lead teachers that meets on a weekly basis. Student progress data is reviewed at least monthly by the leadership team to monitor progress on school improvement goals, identify intervention and remediation needs and strategies, monitors instructional support, provides professional development, and celebrates student success. These leaders work with teachers to ensure student learning.

Instructional resources include staff development developed and provided by our district and our school's leadership team. Departments meet with teachers weekly in PLC meetings to collaborate on curriculum planning and share instructional strategies. Our district and our school are both committed to meeting the needs of our students and maximizing our students' achievements.

Our math and language arts teachers will be implementing the new Florida Standards this year. They will be supported both by our district and our academic coaching staff. Instructional coaches also work closely with teachers regarding End of Course assessments to identify trends, areas of instructional need and enrichment, as well as individual remediation plans for students retaking EOC exams. All teachers have the support of our instructional leadership team.

Methodology for coordinating and supplementing funds: Federal and state funds (Title I, Title II, SAI, and FEFP) are allocated to schools by the district according to student need as demonstrated by poverty level and student achievement performance. district and school leadership teams work together to coordinate and integrate federal, state, and local funds, services and programs for the benefit of students. School Improvement funds are awarded to the school based on a per pupil funding formula and distributed via the School Advisory Council through a voting process. The School Advisory Council meets monthly.

Problem Solving Activities: The School Improvement Plan is data driven and focuses on areas of school-based need for both specific content areas as well as specific student populations. The plan is a data driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The School Improvement Plan is based on a strategic analysis of data and identified resources (as identified by the leadership team and are matched to the needs of the students/school. Rtl as an integral component of the process. The areas of most significant need are addressed based on existing or attainable resources.

School Improvement funds will be used for providing teachers extended before/after school time to meet in PLCs for planning and data analysis, as well as professional development opportunities, procuring technology for classroom use, and implementing Lesson Study (providing substitute teachers for PLC members who come out of the classroom to participate.)

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at T. DeWitt Taylor Middle High School include:

- Academic Coaches for the purpose of comprehensive staff development and instructional coaching
- Family Liaison Para-professional who facilitates our extensive parent involvement program
- Reading Intervention Teacher to provide interventions for students in need via a push-in model
- Supplemental Tutoring before or after school
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for ongoing staff development as determined by assessment results

Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:

- Academic Assistance through credit accrual/recovery, tutoring, and summer school
- Translation Services for parent/teacher conferences
- Parental support through parent/kid activity nights and workshops on school success
- Migrant Parent Advisory Council (MPAC)
- Medical Assistance through referrals to outside community agencies
- Food Assistance through referrals to food assistance programs

Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichments that ensure the appropriate pathway toward graduation.

Title X- Homeless

The school works closely with the Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

Violence Prevention Programs

The school offers the following non-violence and anti-drug programs:

- Student Mentoring Program
- Peer Mediation Program
- Crisis Training Program
- Suicide Prevention Program
- Peer Inclusion Team
- Bullying Program

Nutrition Programs

The school offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Personal Fitness classes
- Running Club

Housing Programs

N/A

Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families.

These include:

- Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
- Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
- Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
- Coordinating the services being provided by Head Start with services in elementary schools.
- Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

Adult Education

N/A

Career and Technical Education

- TCAT - Taylor Communication and Technology Academy
- CTE Industry Certifications
- Fine Arts Academy

Job Training

The school offers students' career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

At the middle grades, the school offers students career awareness opportunities through Career and Technical Education in the Agriculture, Business, Family and Consumer Science, Technology, and Health career clusters. Students are also offered the opportunity to develop leadership skills through Career and Technical Student Organizations such as FFA, HOSA, TSA, and BPA.

At the high school level, our school offers students Career and Technical Education Programs and Career Academies that prepare students for work and post-secondary education. Programs offer students the opportunity to earn the national industry certification in their specific career cluster.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Cathy Sherman	Teacher
Sonia Guyer	Parent
Donna Braswell	Teacher
Pauline Copello	Parent
Steve Crump	Parent
Lilly Effird	Parent
Elizabeth Galvan	Parent
Maria Garcia	Parent
Anne Hunter	Parent
Maria Mendoza	Parent
Manuel Milan	Parent
Courtney Munsch	Student
Denise Munsch	Parent
Pablo Rodriguez	Parent
Diedre Coombs	Parent
Jeff Miller	Principal
Ron Pagano	Principal

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

In order to begin evaluating the effectiveness of last year's school improvement plan, our school leadership team met to engage in Step Zero. Our school leadership team then shared results with the faculty, as well as the School Advisory Council to receive input.

Development of this school improvement plan

The SAC is actively involved in all concerns of the school, including student achievement. Each SAC meeting provides an opportunity for meeting participants to give input and discuss school issues. As a result, the SAC plays an active role in the SIP problem solving process, assisting with identification of resources and barriers, and collaboratively exploring supports and strategies for improving student achievement.

Preparation of the school's annual budget and plan

The school's annual budget and plan are shared for input and discussion at the first meeting of the SAC each year. Updates on the school's budget, spending, and progress indicators are shared at monthly SAC meetings.

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

School improvement funds are allocated based on requests submitted by faculty and staff for projects related to support of school improvement goals. Each request is evaluated by the SAC and voted upon for approval. Funding requests have been limited and none were approved last year.

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
Pagano, Ron	Principal
Hutcherson, Kimberly	Assistant Principal
McConnell, Shari Lou	Assistant Principal
Miller, Jeff	Assistant Principal
Rubio, Marisol	Assistant Principal
Hofstrand, Sue	Guidance Counselor
Tyus, Regina	Guidance Counselor
Braswell, Donna	Instructional Media
Sherman, Cathy	Teacher, ESE
Fulcher, Kathy	Instructional Coach
Haigh, Tracy	Instructional Coach
Knight, Tonya	Instructional Coach
Jackson, Ian	Teacher, K-12
Gregor, Susan	Teacher, K-12
Price, Angela	Teacher, K-12
Koch, Chris	Guidance Counselor
Workman, Joni	Teacher, K-12
Rivera, Carmen	Teacher, K-12

Duties***Describe how the LLT promotes literacy within the school***

The primary focus of the Literacy Leadership Team (LLT) is to increase student achievement by building literacy capacity within our student population. The LLT identifies school based resources, including materials and staff, when determining a continuum of literacy supports available to students. Specific strategies include, providing appropriate early intervention for at risk students and ensuring students are placed correctly for reading instruction. Meeting biweekly or monthly, the LLT member responsibilities include: attending all meetings to review data, sharing literacy strategies presented with their PLC, assisting with the development of classroom implementation strategies, and monitoring the progress of the school-wide implementation of the identified instructional strategies (WICOR and focus on writing across the curriculum).

Academic coaches provide focused instructional support to classroom teachers, with an emphasis on writing across the curriculum. The coaching staff is responsible for providing PD in core instructional areas. All other LLT members are responsible for introducing strategies within departmental meetings and PLCs.

The EWS risk factors are considered for each student in the school through the PST process to ensure students are identified for the appropriate services. The school's organizational structure serves as a vehicle for monitoring the supports in place and ensures the School Improvement Plan is aligned with the way of work carried out through the LLT. Multiple avenues are used to effect ongoing monitoring of the outcomes. Activities such as weekly Site Based Leadership Team meetings, weekly Problem Solving Team meetings, frequent data chats with grade levels, and continuous monitoring of student achievement, all support the initiatives of the LLT.

The LLT has always been dedicated to providing a variety of literacy-building events throughout the school year. Opportunities for involvement are offered both during school and after school to encourage parent involvement. Curriculum nights, such as STEM Event, Poetry Slam, Curriculum Showcase, annual Family Night, etc., are a sample of events sponsored by the LLT.

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

Common planning for grade level meetings, Professional Learning Communities, and data chats is provided for grade 6-8 teachers. In addition to common planning where available, all teachers on campus are provided with regularly scheduled time for Professional Learning Communities (PLC). Teachers are encouraged and supported to work together on common goals with clear objectives, with regular engagement in reflective dialogue. The common planning and regular PLC infrastructure also ensure that teachers have the structure and time to collaborate and provide feedback on instructional plan initiatives.

Throughout the year, teachers collaborate by grade level and subject area to focus on data analysis and instructional practices that serve to increase student achievement. Members of the SBLT and LLT participate regularly to ensure school based resources, such as student services and PST, are available and accessed appropriately, as well as to monitor action plans that are produced in the collaborative process that occurs in these meetings. Additionally, specific meetings are held regularly, at least monthly, to allow interdisciplinary collaboration in addressing specific academic and behavioral concerns across the content areas. In so doing, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.

The use of academic coaches to assist with teacher collaboration and professional development plays a significant part in designing instruction to meet student needs and encouraging the collaborative process. Instructional reviews, combined with administrative walk-throughs, provide leadership with data to identify areas in which additional follow up coaching is needed. Exemplary teachers are used as a resource for other teachers and for directed coaching plans to improve and enhance instruction.

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

1. New Teacher Programs (Individualized Professional Development, frequent cohort meetings to facilitate orientation, mentors, peer classroom visits, other site visits) - (School Based Administration responsible)
2. Leadership Opportunities (Department Chairs/Contacts, Literacy Team, Teacher Advisory Council, etc...)(School Based Administration responsible)
3. Extracurricular Opportunities (Coaching, Club Sponsors, etc.)(School Based Administration responsible)
4. Professional Development (District and School Based Administration responsible)
5. Learning Structure Teams /PLC Meetings (School Based Administration responsible)
6. Every year, the school district undertakes several initiatives designed to recruit highly qualified teachers. Recruitment through colleges throughout the country are conducted by district and school administrators. The reading endorsement program is provided to any district teacher interested in

becoming a reading teacher. The district is identifying district trainer or trainers to provide CAR-PD training on content area teachers. In order to retain highly qualified teachers, the district provides opportunities for teachers to attend conferences and special events; the district's teacher of the year event is recognized throughout the state; district specialists offer a multitude of professional enrichment activities for teachers.(District Staff and Administration)

7. Peer Assistance and Review Program. While serving in the mentoring role, PAR teachers informally observe participating teachers and provide support to help the participating teacher succeed in meeting the district's standards as described in the Framework for Teaching.(School Based Administration responsible)

8. Participation in District Job Fair and Recruitment Activities.(School Based Administration responsible)

9. Teacher appreciation activities/events. (School Based Administration responsible)

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

Several strategies are utilized for assisting new teachers with school based orientation, as well as classroom support. Varied support is provided, with both experienced teachers and teachers new to the profession receiving support based on individual level of need. A cohort of newly hired teachers has been established to serve as a resource to one another, and provide a target audience for specific guidance and feedback via weekly face to face meetings with administration and peer teacher mentors. Topics of discussion at these meetings include items such as, key elements for classroom management, assessment strategies, assistance with instructional design, open forum discussion regarding topics of particular interest identified by the group, etc. These activities encourage reflective practice and provide a foundation of shared experiences. Some new teachers are provided PAR teachers by the district and receive support through informal observation and feedback to participating teachers.

The academic coaching team provides support both inside and outside the classroom to new teachers through activities such as, modeling lessons, collecting and sharing quantitative and qualitative data, instructional design strategies and collaboration, assistance identifying and using subject area resources, data analysis, assessment strategies, etc. The pairing of a new teacher with an academic coach is determined by the subject area. The coaching staff diligently complete the coaching cycle to provide maximum support, including the use of specific feedback.

Through PLC meetings and departmental briefings, new teachers receive additional support from colleagues. Assistance in this forum is provided with curriculum mapping and pacing, as well as reflective dialogue. Each new teacher is assigned to an administrator for evaluative purposes, The administrator also serves as a source of support, and pairings are considered based on common subject area experience when possible. School based veteran teachers also serve new teachers by providing opportunities to observe classroom instruction and are available to new teachers for dialogue and advice. Two Multi-VE teachers based at the school serve the district as "Demonstration Teachers", providing observation opportunities to teachers at the school and throughout the district. New teachers may elect to explore observation opportunities on their own, or may be paired with a teacher due to an identified need. New teachers also receive support through the Empowering Educator Excellence Program (E3) provided by the district.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

All Volusia County public school programs meet or exceed state requirements. The district leads teacher teams to create curriculum maps and resources for all grade levels and content areas aligned

to the Florida Standards. Additionally, teacher teams create formative and summative assessments to monitor student achievement in high-incidence courses. School leaders and teachers are given significant professional development on the implementation of the curriculum maps, resources, and assessments.

Professional Learning Communities (PLCs), Instructional Planning and Review, and coaching help ensure that instruction is aligned to Florida Standards, effectively paced, engaging, and rigorous.

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

Common planning and weekly PLC time allows teachers to conduct regular reviews of formative and summative assessment data and adjust instructional plans accordingly. Assessment data is used to identify groups of students to receive targeted instruction lessons. Students requiring intensive remediation receive additional support from academic coaches, mentors, and student tutors. ESE supports and services are also resources that may be used as appropriate. When needed, students are referred to the Problem Solving Team (PST), where appropriate interventions and services are implemented and monitored for success. Students who do not respond to intervention receive referrals for evaluation and possible additional services. Additionally, identified students may be referred for programs such as "Why Try?" or receive support through a mentor program. The use of instructional reviews and academic coaches to assist with teacher professional development plays a significant part in designing instruction to meet student needs. Instructional Reviews, combined with administrative walk-throughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. Instructional coaches work side by side with teachers to enhance instruction. Coaches diligently complete the coaching cycle to provide maximum support, including the use of specific feedback instruments. The modeling of lessons is a common practice on campus.

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

Strategy: After School Program

Minutes added to school year: 3,600

Before and after school tutoring, as well as opportunities for extended core instruction during the school day, will be offered to students in need of additional instruction in core academic areas. Learning opportunities will be available two times per week after school. Students will attend up to one hour of tutoring on the identified days. Tutors will collaborate with classroom teachers to address target areas of instruction and remediation.

Strategy Rationale

Tutoring will be offered to struggling students in need of additional instruction in core academic areas. Additional time and remediation, as well as individualized instruction, will provide students increased opportunities for academic success.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

McConnell, Shari Lou, smconne@volusia.k12.fl.us

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

Post tutoring student grades, in core classes and/or on specific assignments or tests, will serve as the data to determine the effectiveness of the after school tutoring program.

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

Transition planning occurs annually to meet the needs of a unique 6-12 school population. Incoming 6th graders participate in orientation through a coordinated effort between the feeder schools and school administration. During the site visit, the incoming 6th graders are provided with school information, such as promotion criteria for middle school, sports opportunities, scheduling and elective choices, as well as opportunity to meet 6th grade instructional staff and guidance counselors. Visiting students are also provided with hands-on practice opening school locks. Another orientation for 6th grade is held just prior to the opening of the school year. These activities all serve to reduce the stress that new 6th grade students and parents often experience. Additionally, transition services are offered to incoming students from private school and home school settings. Placement review, progress monitoring, and collaboration between guidance counselor, transition teacher, and classroom teachers provides a supportive environment for a successful transition.

Although 8th grade students in this unique setting experience a more limited transition, activities are planned with a focus on assisting students with understanding graduation requirements, high school specific procedures, as well as the activities and privileges they will have at the high school level. A grade level meeting is held each year halfway through the last grading period. At this meeting students are presented with information and expectations as they begin their transition to high school. In addition, "Jumpstart" summer programs for algebra and biology are offered between the 8th and 9th grade. The programs focus on pre-teaching requisite skills. The selection of students for "Jumpstart" programs is coordinated by the academic coaches, following data analysis and teacher

input.

Students are encouraged to consider post secondary goals through embedded "College and Career" activities. Many high school students graduate with certificates in technical or computer applications as a result of CTE courses taken in high school. Students are also provided with opportunity to become dual enrolled. Informational meetings are held each year to explain the requirements and receive assistance in application to these programs. Students taking the ACT and/or SAT are provided onsite assistance to complete the necessary profile and account information. Daytona State College, along with other local educational institutions, are invited on campus to provide enrollment applications and registration assistance to all senior students. Interested students are provided time to meet with college recruiters during the school day. Transition planning meetings are also held for ESE students, with a focus on postsecondary opportunities and community resources and agencies.

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

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. Every year, students and parents participate in a course selection fair that exposes them to next year's curriculum to inform their course selection. After the course selection fair, students meet one-on-one with a counselor to decide what classes will be taken. Parents are invited to these meetings and final course selection is sent home for parent's signature.

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

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships, as well as the ability to transition from high school with marketable skills. Industry certification opportunities are offered in specific Career and Technical Education courses:

Adobe Certified Associate (Premier, Dreamweaver, Photoshop)
Microsoft Office Specialist (MOS) Bundle Certification
NCCER Construction Technology

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

The Taylor Communication and Technology Academy (TCAT) is a new academy created with a focus on combining theatre production with language arts instruction. Students apply for acceptance into the TCAT Academy. The application process involves a combination of a written application and a theatrical audition. Students participate in a rigorous curriculum within the TCAT Academy.

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

A variety of strategies have been implemented to prepare high school students for post secondary education and employment. Specific programs and or initiatives that are used at the school and district level:

or initiatives that are used at the school and district level:

- Dual Enrollment
- Early College
- College Expo
- Career Academies
- College Tours

- High School Showcase
- College Rep Visits
- AVID
- Career and Technical Education Classes
- Advanced Placement Opportunities

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.** If EWS monitoring and intervention programs are implemented with fidelity, then student achievement will increase.

- G2.** if WICOR strategies are implemented with fidelity, with an emphasis on writing, then student achievement will increase.

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. If EWS monitoring and intervention programs are implemented with fidelity, then student achievement will increase. 1a

G038490

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	65.0
Math Gains	65.0
4-Year Grad Rate (Standard Diploma)	65.0
Algebra I EOC Pass Rate	60.0
Geometry EOC Pass Rate	60.0
Bio I EOC Pass	60.0

Resources Available to Support the Goal 2

- Active Problem Solving Team and EWS Monitoring
- Data reports for academic/attendance tracking
- Early Warning System risk factors to identify students
- School based "Activity Suspension/Reward" program to increase student motivation
- Alternative "tutoring/academic support" during in-school reward based activity time for students on activity suspension
- School based parent involvement liaison
- Consistent school-wide discipline rules and consequences by administration
- School Counselors and District Student Services
- STAR (Students and Tutors Achieving Results) program
- Recent implementation of Data Room
- Acquisition of "WHY TRY" program to address at risk students
- School Based Mentor volunteers
- Academic coaching staff as school-wide resource

Targeted Barriers to Achieving the Goal 3

- EWS monitoring and intervention programs require intensive supervision for success

Plan to Monitor Progress Toward G1. 8

Conduct regular reviews of applicable reports and data for ongoing progress monitoring

Person Responsible

Kimberly Hutcherson

Schedule

Biweekly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Positive changes to EWS monitoring report, including GPA 2.0 and under and attendance rate, Why Try results, EOC passage rates and Standardized Testing Results when available

G2. if WICOR strategies are implemented with fidelity, with an emphasis on writing, then student achievement will increase. 1a

G038491

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	65.0
Math Gains	65.0
4-Year Grad Rate (Standard Diploma)	65.0
Algebra I EOC Pass Rate	60.0
Geometry EOC Pass Rate	60.0
Bio I EOC Pass	60.0

Resources Available to Support the Goal 2

- AVID Teacher
- SBLT
- Academic Coaches
- Lesson Plan Template
- Professional Development Activities
- Title I Funds
- Administrative Team Review of Lesson Plans
- Professional Learning Communities
- AVID "binder" used for all grade levels to improve student organizational skills
- Common planning for middle school teachers
- Para 2 Parent Liaison
- School district Liaisons for curriculum support

Targeted Barriers to Achieving the Goal 3

- Limited schoolwide use of Writing for learning as a WICOR strategy

Plan to Monitor Progress Toward G2. 8

Review student assessment data to identify areas of growth and progress

Person Responsible

Ron Pagano

Schedule

Quarterly, from 9/22/2014 to 6/3/2015

Evidence of Completion

DIA increases by subject area, progress monitoring data, school-wide grade reporting, writing prompts, EOC and Assessment results when available

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. If EWS monitoring and intervention programs are implemented with fidelity, then student achievement will increase. **1**

 G038490

G1.B14 EWS monitoring and intervention programs require intensive supervision for success **2**

 B112454

G1.B14.S1 Establish roles and responsibilities for each member of the EWS Monitoring Team. **4**

 S123856

Strategy Rationale

Clearly defined roles and responsibilities will result in more effective monitoring and increase student achievement.

Action Step 1 **5**

Lead administrators will identify EWS team members for identified tasks.

Person Responsible

Kimberly Hutcherson

Schedule

On 10/31/2014

Evidence of Completion

Roles and Responsibility chart for EWS team members, Mentorship Manual

Plan to Monitor Fidelity of Implementation of G1.B14.S1 6

Lead administrators will monitor activities carried out as related to established roles and responsibilities of all EWS team members.

Person Responsible

Kimberly Hutcherson

Schedule

Biweekly, from 9/22/2014 to 5/29/2015

Evidence of Completion

EWS Meeting Minutes, Agendas, EWS Reports, and Mentor Logs

Plan to Monitor Effectiveness of Implementation of G1.B14.S1 7

Lead administrators will review biweekly input and reports of EWS team members.

Person Responsible

Kimberly Hutcherson

Schedule

Biweekly, from 9/22/2014 to 5/29/2015

Evidence of Completion

EWS Meeting Minutes, EWS Reports, Academic and Behavioral data of Mentored Students, Why Try Results

G1.B14.S2 Implement a schedule for EWS Monitoring Team. 4

S123857

Strategy Rationale

Conducting data analysis, along with a scheduled calendar of events will enable the EWS Monitoring Team will result in more effective monitoring methods.

Action Step 1 5

Lead administrators will coordinate regular meetings for monitoring of EWS program and team.

Person Responsible

Kimberly Hutcherson

Schedule

Biweekly, from 9/22/2014 to 5/29/2015

Evidence of Completion

EWS Meeting Agendas, EWS report, EWS Meeting Minutes, Mentor Logs

Plan to Monitor Fidelity of Implementation of G1.B14.S2 6

Lead administrators will monitor EWS schedule and attend meetings.

Person Responsible

Kimberly Hutcherson

Schedule

Biweekly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Maintain calendar and agendas of EWS Meetings, Mentor Logs

Plan to Monitor Effectiveness of Implementation of G1.B14.S2 7

Lead administrators will review EWS report and related evidence for positive change.

Person Responsible

Kimberly Hutcherson

Schedule

Quarterly, from 9/22/2014 to 5/29/2015

Evidence of Completion

EWS Report, Attendance Records, Academic Data

G2. if WICOR strategies are implemented with fidelity, with an emphasis on writing, then student achievement will increase. 1

 G038491

G2.B7 Limited schoolwide use of Writing for learning as a WICOR strategy 2

 B112455

G2.B7.S1 Students will have increased school-wide opportunities for Learning through Writing. 4

 S123855

Strategy Rationale

Action Step 1 5

Instructional delivery strategies will be developed to implement school-wide writing activities to increase learning and student achievement.

Person Responsible

Ron Pagano

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Instructional review and feedback, lesson plans, student work, assessment data, Walk Through evidence

Plan to Monitor Fidelity of Implementation of G2.B7.S1 6

Administration will monitor lesson plans for strategies and provide appropriate Professional development opportunities for faculty.

Person Responsible

Ron Pagano

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

PD Agendas, Lesson Review Feedback, Walk Through evidence

Plan to Monitor Effectiveness of Implementation of G2.B7.S1 7

Administrative team will review lesson plans to monitor instructional implementation.

Person Responsible

Ron Pagano

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Lesson plans, Walk Through evidence

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
G2.B7.S1.A1	Instructional delivery strategies will be developed to implement school-wide writing activities to increase learning and student achievement.	Pagano, Ron	9/22/2014	Instructional review and feedback, lesson plans, student work, assessment data, Walk Through evidence	5/29/2015 monthly
G1.B14.S1.A1	Lead administrators will identify EWS team members for identified tasks.	Hutcherson, Kimberly	9/22/2014	Roles and Responsibility chart for EWS team members, Mentorship Manual	10/31/2014 one-time
G1.B14.S2.A1	Lead administrators will coordinate regular meetings for monitoring of EWS program and team.	Hutcherson, Kimberly	9/22/2014	EWS Meeting Agendas, EWS report, EWS Meeting Minutes, Mentor Logs	5/29/2015 biweekly
G1.MA1	Conduct regular reviews of applicable reports and data for ongoing progress monitoring	Hutcherson, Kimberly	9/22/2014	Positive changes to EWS monitoring report, including GPA 2.0 and under and attendance rate, Why Try results, EOC passage rates and Standardized Testing Results when available	5/29/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B14.S1.MA1	Lead administrators will review biweekly input and reports of EWS team members.	Hutcherson, Kimberly	9/22/2014	EWS Meeting Minutes, EWS Reports, Academic and Behavioral data of Mentored Students, Why Try Results	5/29/2015 biweekly
G1.B14.S1.MA1	Lead administrators will monitor activities carried out as related to established roles and responsibilities of all EWS team members.	Hutcherson, Kimberly	9/22/2014	EWS Meeting Minutes, Agendas, EWS Reports, and Mentor Logs	5/29/2015 biweekly
G1.B14.S2.MA1	Lead administrators will review EWS report and related evidence for positive change.	Hutcherson, Kimberly	9/22/2014	EWS Report, Attendance Records, Academic Data	5/29/2015 quarterly
G1.B14.S2.MA1	Lead administrators will monitor EWS schedule and attend meetings.	Hutcherson, Kimberly	9/22/2014	Maintain calendar and agendas of EWS Meetings, Mentor Logs	5/29/2015 biweekly
G2.MA1	Review student assessment data to identify areas of growth and progress	Pagano, Ron	9/22/2014	DIA increases by subject area, progress monitoring data, school-wide grade reporting, writing prompts, EOC and Assessment results when available	6/3/2015 quarterly
G2.B7.S1.MA1	Administrative team will review lesson plans to monitor instructional implementation.	Pagano, Ron	9/22/2014	Lesson plans, Walk Through evidence	5/29/2015 monthly
G2.B7.S1.MA1	Administration will monitor lesson plans for strategies and provide appropriate Professional development opportunities for faculty.	Pagano, Ron	9/22/2014	PD Agendas, Lesson Review Feedback, Walk Through evidence	5/29/2015 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.

G2. if WICOR strategies are implemented with fidelity, with an emphasis on writing, then student achievement will increase.

G2.B7 Limited schoolwide use of Writing for learning as a WICOR strategy

G2.B7.S1 Students will have increased school-wide opportunities for Learning through Writing.

PD Opportunity 1

Instructional delivery strategies will be developed to implement school-wide writing activities to increase learning and student achievement.

Facilitator

SBLT

Participants

2014-15 Faculty and Staff

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 2: if WICOR strategies are implemented with fidelity, with an emphasis on writing, then student achievement will increase.	411,600
Grand Total	411,600

Goal 2: if WICOR strategies are implemented with fidelity, with an emphasis on writing, then student achievement will increase.

Description	Source	Total
B7.S1.A1 - Professional development	Title I Part A	41,100
B7.S1.A1 - Title I Tutoring	Title I Part A	20,000
B7.S1.A1 - Coaches/Teachers/Paraprofessionals	Title I Part A	257,400
B7.S1.A1 - Technology	Title I Part A	73,500
B7.S1.A1 - Materials and Supplies	Title I Part A	17,600
B7.S1.A1 - Homeless	Title I Part A	2,000
Total Goal 2		411,600