

# Stuart Middle School



2014-15 School Improvement Plan

## Stuart Middle School

575 SE GEORGIA AVE, Stuart, FL 34994

sms.sbmc.org

### School Demographics

**School Type**

Middle

**Title I**

No

**Free/Reduced Price Lunch**

38%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

28%

### School Grades History

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

### School Board Approval

This plan is pending approval by the Martin 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>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>18</b>
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	23
<b>Appendix 1: Implementation Timeline</b>	<b>31</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>33</b>
Professional Development Opportunities	34
Technical Assistance Items	35
<b>Appendix 3: Budget to Support Goals</b>	<b>36</b>

## 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	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Stuart Middle School provides a caring environment that embraces diversity while developing a respect of learning and appreciation for academic excellence, thus shaping responsible citizens for an ever changing society.

##### Provide the school's vision statement

Stuart Middle School~where learning has no boundaries.  
SMS is also embracing Dufour's Four Guiding Principles or Questions:  
What do you want students to learn?  
How will you know if they have learned it?  
What will you do if they learn it already?  
What will you do if they haven't?  
DuFour <http://www.solution-tree.com>

#### School Environment

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

Stuart Middle School initiates and builds relationships within its culture by encouraging teachers to take the lead in knowing their students and their students' families, conferring with parents related to student academic history and goals, monitoring progress through Pinnacle Grade book and Performance Matters, problem solving through MTSS process, and communicating goals and interventions to ensure success.

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

Stuart Middle creates an environment through a structure of adult supervision as students arrive on campus, move from building to building and classroom to classroom. A duty schedule is devised by Assistant Principal, Greg Hendricks, and teachers are assigned to a Team Blue or Orange. While teachers on Team Blue participate in Professional Learning Communities in Professional Development, Team Orange members provide supervision in all areas of campus where students gather in preparation for class to begin. During passing times, teachers position themselves in their doorways to ensure safe transitions in hallways and breezeways.

##### 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

As a Positive Behavior & Intervention System(PBIS) school, all students participate in our Jaguar ROAR token economy system. The acronym ROAR stands for Jaguars are Respectful, On Task, Appropriately Dressed, and Responsible. Students earn ROAR cards for exceeding expectations which are discussed and implemented in classrooms, hallways, and common areas such as cafeteria, "courtyard commons", and athletic venues. Early Warning System is in place as a part of our Multi-



Tiered System of Support. Student academic, attendance, and behavioral responses are monitored through a series of computer systems:TERMS, PEER, Pinnacle and Performance Matters.

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

The school has two guidance counselors, Rebecca Hartman and Mariann Davis, who divide the student body into two groups by last name alpha and who counsel and refer further as needed to mental health counseling agencies in our area. In addition, the position of mainstream consultant is shared by two individuals, Mikal Cruse and MaryAnn King who work particularly with students who are identified as students with individualized education plans and with the six support facilitators who serve them.

**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 below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Any student upon receiving two or more indicators listed above is brought to the attention of the Leadership Team for Multi-Tiered System of Support (MTSS) review and for creating intervention/strategies/plan. At that point, parents become a part of the process, if not already involved. The Team is made up of Team Leaders from each grade, IPS Coaches, Literacy Coach, Teachers of Record of the student in question, as well as guidance counselors and administrators. Our assigned school psychologist as well as our LEA Program Specialist sometimes participate. This problem-solving team reviews records related to academic progress, attendance, and behavior from a variety of databases. Teachers describe previously attempted interventions and their effectiveness. The MTSS Leadership Team documents information, brainstorms strategies/interventions, writes an action plan and assigns individuals to monitor response to the plan and to report results to the same team at the next meeting or at a designated time in the future. Certain members of the MTSS Leadership meet weekly to research and prepare reports to the teacher caucus. A set meeting date is every other Thursday to allow for the school psychologist's schedule.

**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	8	20	19	47
One or more suspensions	76	68	65	209
Course failure in ELA or Math	15	35	20	70
Level 1 on statewide assessment	53	70	74	197
	0	0	0	
	0	0	0	
	0	0	0	
	0	0	0	

**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	4	6	4	14

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

Check In/Check Out(CICO)-Student receives hourly feedback on target behavior with a daily report sheet that travels with the student until day's end. The mentor receives the original with signed comments on targeted behavior, initials NCR copied form and sends one copy to the parent to be signed and returned with student. Date is entered into RtI:B database for reflection and analysis as to future intervention status.

Check and Connect-  
 Informal Mentoring by classroom teachers, school resource officer, other staff members including paraprofessionals  
 Increased relationship with students and families as well as mental health counseling provided on-site by a local agency  
 Home visits as well as campus conferences between parents, teachers, counselors, and administrators

**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**

Primary parental involvement targets are Parent, Teacher, Student Association and School Advisory Council. These organizations offer opportunities for parents to volunteer time, to gain understanding of the workings of school culture and the policies and procedures of the School Improvement Process. At SMS, parents also participate in fun and fundraising projects that financially support the Positive Behavior Intervention/Support ROAR Rewards initiatives. The ROAR Card economy system is how students can earn rewards and redeem those ROAR cards in a variety of ways. This allows our school to give incentives for students who meet or exceed published School Wide Expectations. Parents also volunteer at Book Fair, Jag Fest, as well as Band, Chorus, and Drama Events. We are always looking for ways to encourage parent involvement with their students in the middle school years. Our Related Arts Team, chaired by Team Leader Paul Chasse, works diligently through their program areas and through Positive Behavior Intervention Strategies (PBIS) to support positive student responses and to encourage parent and family involvement.

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

The school builds and sustains partnerships by utilizing resources from the Education Foundation of Martin County, by accepting sponsorship from families whose businesses offer support within our community. More than a few of our teachers have applied for and been granted monies for projects through "Fund a Project" and other initiatives.

**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
George, Sigrid	Principal
Chasse, Paul	Teacher, K-12
Clancy, Jessica	Instructional Coach
Davis, Mariann	Guidance Counselor
Hartman, Rebecca	Guidance Counselor
Dawedeit, Kelly	Teacher, K-12
Cruse, Robert	Teacher, ESE
Moon, Marty	Assistant Principal
Hendricks, Greg	Assistant Principal
Flood, Simone	Teacher, K-12
Schmidt, Danny	Instructional Media
King, MaryAnn	Teacher, ESE
Nugent, Celeste	Teacher, K-12

**Duties**

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

The Leadership Team named above serves to communicate all pertinent information, to review calendars of events, to problem-solve school wide issues and practice shared decision making, to review school wide data related to academics, behaviors, and attendance of students and to recommend intervention strategies. They also serve as instructional leaders within grade and content area professional learning communities. They are leaders within mini-interdisciplinary PLCs working with select shared students.

***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***

Teachers meet in grade level Professional Learning Communities(PLCs) to identify students who may need interventions. The teachers start to collect data and do a GAP Analysis to determine if the problem is a Core issue or a student problem. If it is a Core issue, teachers will collaborate with members of the MTSS Leadership/Core Team to strengthen the Core. If it is a student problem, teachers will record the data on a district form #194 Summary of Concern, identifying the problem and the strategies or interventions which to date have been implemented. The Guidance Counselors will convene a meeting of the MTSS Team to analyze the data collected by teachers, graphed, and analyzed by Guidance, IPS, and teachers. The Problem Solving/MTSS Team meets twice monthly. It also meets as needed for emergency/crisis situations of concern. The Core MTSS meets at least twice annually to evaluate school wide data and to report findings to staff as a whole. The assigned School Psychologist meets with the MTSS team to clarify issues and interpret testing data from cumulative records and to make recommendations. Occasionally, the LEA Program Specialist joins in to give input.

While most of the federal and state programs do not apply to Stuart Middle School, we do provide information and services to our eligible families under the McKinney-Vento Homeless Education Act. Information is provided by our guidance and student services professionals as well as our support staff who often are the first to recognize that a need is evident. Informational literature and counseling is available for our students and for their parents applying for Public Assistance Benefits Online through Access Florida.

Violence Prevention programs include: Anti-Bullying initiatives, guidance counseling, "PEACE for Kids" and "Salvaging Sisterhood". The school website posts a 118 anonymous call site which reports bullying to administrators email. All reports of harassment or bullying substantiated or unsubstantiated are reported to the Martin County School District and to the state of Florida at year end. A new guidance counselor has joined us this year and will be sharing in the above mentioned initiatives.

## **School Advisory Council (SAC)**

### **Membership**

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

Name	Stakeholder Group
Kathy Scuderi	Business/Community
Sigrid George	Principal
Laura Taylor	Teacher
Mariann Davis, Guidance Counselor	Teacher
Michelle McSweeney	Parent
Dorothy Knutson	Parent
Kristin Hudgins	Parent
Isabel Rodriguez	Teacher
Chloe Hudgins	Student
Carly Hudgins	Student
Mindy Nunnelee	Parent
Caroline Barca	Parent
Noah Barca	Student
Thuy Tsang	Parent
Victoria Tsang	Student
Susan Postiewane	Parent
Angela Torres Buckland	Teacher
Cheryl Jordan, MD	Parent

**Duties**

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

*Evaluation of last year's school improvement plan*

SAC reviews last year's plan as a part of our previewing the action plan. The members take an active role in asking questions related to the action steps and many parents express positive comments to be a part of a school which has had historical success with student achievement. Some are new to the process and they will be even more involved in the question and answer portion as we review the current year's plan. Action plans developed by and presented by teacher teams are brought to SAC for approval and funding.

*Development of this school improvement plan*

SAC assists in the review of the school improvement plan and the progress of the plan. The plan is developed completely by teachers in the content areas of targeted growth. The teacher teams review the data, make recommendations, and "flesh out" the action plan, taking ownership of the steps to be taken and who is accountable for its completion. SAC then reviews and questions the action plans developed, which provides additional feedback and perspective from community and parent groups. The contradistinctions are explained or worked out together to meet the needs of the students, bringing in the context of family involvement.

*Preparation of the school's annual budget and plan*

The annual budget is developed with teacher and leadership team input based on both academic and behavioral needs. Incentives for PBIS and for new academic incentives and resources are a part of the plan. Due to changes being made at the legislative and district levels, the action plans are being

developed to meet the new criteria while also focusing on data received through the year. New action plan resources and training are reviewed by the SAC committee and together with plan representatives, they determine the best options for students and vote for approval and funding.

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

Staff Development related to Florida Standards implementation and student achievement. Positive Behavior/Intervention Support incentives and programs are directly related to student achievement.

**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
Clancy, Jessica	Instructional Coach
George, Sigrid	Principal
Moon, Marty	Assistant Principal
Cryderman, Lisa	Teacher, K-12
Winn, Lynn	Teacher, K-12
Creager, Barbara	Teacher, Career/Technical
Scheppler, Marcia	Teacher, K-12
DeJong, Kristine	Teacher, K-12
Warmuskerken, Deb	Teacher, K-12
Cyr, Jamie	Teacher, K-12
Lupia, Pam	Teacher, ESE

**Duties**

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

The major initiative of the LLT is the implementation of Florida State Standards. Included within this goal is extending literacy standards into the content areas. Training on Literacy with Frameworks, Standards and Unit/Lesson Development is on-going through Professional Development PLCs and through increased use of CPalms as well as FSAssessments.org support as it becomes available. Writing across content areas and non-fiction reading with written responses scored to a common rubric are a part of the action plan. The creation of common assessments is a final step in preparing our students for increased proficiency.

**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**

Stuart Middle is a professional learning community which is multi-layered in its structure with a single purpose of a collaborative community working together as colleagues with students, parents, and district support to encourage student achievement and success in the classroom, on the athletic arena and as future members of our community. Teachers collaborate within grade communities and in interdisciplinary mini-groups which share students and work to increase engagement with thematic units and cross-content lessons with complementary activities.

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

Stuart Middle School's Principal has a 45 year reputation of administering a strong, rigorous middle school program staffed with teachers whose longevity and expertise is known and appreciated in the community. Many teachers have told us upon interviewing that they have waited for the opportunity to teach in our school.

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

When a new teacher joins our faculty, a mentor is assigned to that teacher. That mentor is a same or similar subject/grade peer as well as geographically located in close proximity. In addition, personality and other deciding factors may be included in the assigning of a mentor to a teacher who is new to our campus. Being assigned a mentor is primarily to orient the new teacher to campus culture and policies.

## **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***

Each year we begin with our teachers investigating the changes in their standards based on the Course Codes and they create units/lessons to ensure that their students show proficiency in those standards. For two years, teachers have been planning and creating these units/lessons, as we have moved to full implementation of Florida's standards. Many were already teaching to those standards by other names. The goals this year are those created by teachers for teachers to define their learning goals, implement strategies, assess student progress with more and more consistency and continuity among same subject, same grade teachers to ensure greater success in Reading & Writing, Math, and Science. The steps of the Action Plan for ensuring that success are found within this plan.

#### **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***

Teachers have taken and will be taking the practice versions of FSAssessments in an effort to more finely hone the strategies that they use within their classrooms. As they continue to work on creating lessons/units with the help of CPalms in collaboration with same subject-same grade colleagues, they are also mindful of the increase in rigor expected on the assessment.

**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:**

Due to budget constraints, the only extension of our school day is to provide supervision before school for students to do homework and reading in the media center from 7:45 to 8:45 AM. Several teachers also use the media center to tutor students on occasional afternoons. Additionally, some teachers volunteer their time to meet with students at the request of parents without compensation.

**Strategy Rationale**

The supervision is generally to support our students' families with supervision and a safe place to study or receive extra academic help.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

George, Sigrid, georges@martin.k12.fl.us

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

Attendance logs are maintained by the media assistant related to the participation of students served in morning supervision.

## 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**

Incoming 5th graders are supported by collaborating with their teachers and our 6th grade teachers and ESE Mainstream Consultants. We communicate important information related to academic, attendance, and behavioral/familial issues. We share information with students regarding dress code, transportation, course offerings, physical education procedures (combination lock skills, showering, changing clothes, etc.), personal space conduct with increased freedom ("keep your hands to yourself", "WALK on the right"). We reiterated our PBIS acronym Jaguars ROAR with RESPECT, ON TASK/TIME, APPROPRIATELY ATTIRE/DRESSED, RESPONSIBILITY. We use PowerPoint presentations, Question & Answer Time, and we publish all information on our school website. Our outgoing 8th graders have grade meetings with the Principal from the beginning of the year to prepare them for how fast the year will fly. They participate in grade meetings with teachers, their team leader and Mrs. George to discuss course offerings in high school. In the Spring, they meet with their high school guidance counselors to request certain elective classes, signature academies, academic options. The ESE students have similar transition meetings with students and their families to determine similar options and to adjust individual education plans (IEPs) and communicate needs and options, barriers and possible outcomes as they move forward toward academic diploma or certificate of promotion.

### 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***

Academic and career planning are infused into most courses throughout. Special programs of Career Choices, CAPE Information Technology, and Business Applications bring the topic to the forefront.

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

Interdisciplinary units with real world applications help students realize the relevance of their work and why the rigor is so important.

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

Articulation between middle schools and high schools have been a strength because we are a small county and meet regularly as Principals, Coaches, and Counselors.

***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***

NA

## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Raise the reading and writing proficiency of all students at all grade levels to 75% proficiency with a focus on the lowest 25% of students who struggle historically while at the same time increasing rigor with our highest achievers. This focus is across content areas to include sciences and social sciences as well as math, related and performing arts.
- G2.** Increase the amount of Math instruction to 94 minutes daily with a teacher of record and a full time support facilitator during the blocked intensive sessions. Close the gaps between students who struggle with math and those who are finding success. This goal has been adjusted this year to vary the length of Math instruction based on the response to 94 minutes versus 47 minutes for struggling students who did not respond last year. Both sixth and seventh graders have that option.
- G3.** Increase student engagement during instructional delivery through the use of interdisciplinary lessons/units crossing all content areas within collaborative/communicative mini groups within grade teams. Also, increase student engagement by incorporating Early Warning System (EWS) strategies under direction of FLDOE to more closely monitor students who have two or more indicators related to academic deficiencies, absenteeism, or behavioral issues(suspensions) that may impact achievement.
- G4.** Encourage rigor and relevance in lesson activity planning within Florida State Standards; increasing reading of non-fiction text and citing references from text in writing for argumentation and defense of position. Continue to offer high school courses at the middle school level in Algebra 1 and Geometry with End Of Course Exams and continue to offer Computer College and Career with industry certification exam at end of course.

## 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.** Raise the reading and writing proficiency of all students at all grade levels to 75% proficiency with a focus on the lowest 25% of students who struggle historically while at the same time increasing rigor with our highest achievers. This focus is across content areas to include sciences and social sciences as well as math, related and performing arts. 1a

G045284

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	75.0

**Resources Available to Support the Goal** 2

- CPALMS and FSAAssessment resourses in addtion to those found and shared by teachers in PLCs.

**Targeted Barriers to Achieving the Goal** 3

- Time is the ever-present barrier.
- Resources for non-fiction library for Read 180 and System 44 are needed to implement the programs with fidelity.

**Plan to Monitor Progress Toward G1.** 8

Samples of Non-Fiction Text and Short or Extended Response scored to a school wide rubric

**Person Responsible**

Jessica Clancy

**Schedule**

Monthly, from 10/17/2014 to 3/13/2015

**Evidence of Completion**

Samples of students work will be submitted to the Literacy Coach and that information will be shared with evaluator/observer.

**G2.** Increase the amount of Math instruction to 94 minutes daily with a teacher of record and a full time support facilitator during the blocked intensive sessions. Close the gaps between students who struggle with math and those who are finding success. This goal has been adjusted this year to vary the length of Math instruction based on the response to 94 minutes versus 47 minutes for struggling students who did not respond last year. Both sixth and seventh graders have that option. 1a

G041934

**Targets Supported** 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	73.0

**Resources Available to Support the Goal** 2

- The main resource needed is an individual with experience in intensive math who works in a semi-co-teaching model to collaborate with a general education math teacher to increase rigor and make relevant math instruction to historically lower performing students in the bottom quartile. New strategies are being attempted and resources are being sought from grants.
- Purchase the program V Math for use by intensive math students to increase motivation and engagement within the blocked class cycle of small group activities and instruction.

**Targeted Barriers to Achieving the Goal** 3

- The only barrier is student motivation, or lack thereof, now that the sought after personnel is in place and the team of teachers are working well.

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

Lesson Plans of Diversified Instruction and evidence of progress monitoring with Performance Matters by the two teachers involved in the Intensive Math Blocked Program. Added to instruction will be writing math sentences (creating word problems) to support students' ability to write across content areas and preparing for FSA.

**Person Responsible**

Greg Hendricks

**Schedule**

Monthly, from 9/22/2014 to 2/27/2015

**Evidence of Completion**

Satisfactory progress of all students to proficiency grade of 70%.

**G3.** Increase student engagement during instructional delivery through the use of interdisciplinary lessons/units crossing all content areas within collaborative/communicative mini groups within grade teams. Also, increase student engagement by incorporating Early Warning System (EWS) strategies under direction of FLDOE to more closely monitor students who have two or more indicators related to academic deficiencies, absenteeism, or behavioral issues(suspensions) that may impact achievement. 1a

G041935

**Targets Supported** 1b

Indicator	Annual Target
% National Board Certified	0.0

**Resources Available to Support the Goal** 2

- Teachers are already operating at a high level of engagement and are excited about Florida State Standards and Assessments and they are actively seeking assistance for lesson/unit planning, addition of strategies, sharing resources in the forms of websites and lesson planning resources. They are also collaborating in the writing of common formative assessments with short and extended responses scored to common rubrics. The main resources for all is CPalms and FSAssessments.org; however, teachers are scouring for supportive resources.

**Targeted Barriers to Achieving the Goal** 3

- A prior barrier noted was the lack of common planning time. That barrier has been eliminated by the Principal's creation of a master schedule in which most have the opportunity to plan within their collaborative/communicative mini-group. Encouragement and the preparation to implement Florida State Standards and practices is spurring the development of interdisciplinary discussions and collaboration.

**Plan to Monitor Progress Toward G3.** 8

Student grades from marking period 1 to 3 in areas where interdisciplinary units have been evidenced

**Person Responsible**

Marty Moon

**Schedule**

Quarterly, from 9/29/2014 to 5/1/2015

**Evidence of Completion**

Evidence of progress will be improvement of grades in the areas where interdisciplinary collaboration is documented. Students should show growth if engagement is increased with this collaborative strategy

**G4.** Encourage rigor and relevance in lesson activity planning within Florida State Standards; increasing reading of non-fiction text and citing references from text in writing for argumentation and defense of position. Continue to offer high school courses at the middle school level in Algebra 1 and Geometry with End Of Course Exams and continue to offer Computer College and Career with industry certification exam at end of course. **1a**

 G041936

**Targets Supported** **1b**

Indicator	Annual Target
Middle School Performance in EOC and Industry Certifications	15.0

**Resources Available to Support the Goal** **2**

- By establishing collaborative mini groups within grade teams, a vehicle for interdisciplinary lesson planning is in place. Teachers are eager to develop lessons that cross content areas and thereby add relevance for students.

**Targeted Barriers to Achieving the Goal** **3**

- The only barrier is time and a teacher's resistance to change. The goal is to encourage participation among all mini groups which represent English/Language Arts, Math, Science and Social Studies with some groups including Music and Art in their lessons.

**Plan to Monitor Progress Toward G4.** **8**

Agenda and Minutes of meetings submitted to the above mentioned as they occur..

**Person Responsible**

Sigrid George

**Schedule**

On 5/29/2015

**Evidence of Completion**

Units, lessons, activities and strategies that support the goal toward the Target.

## 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.** Raise the reading and writing proficiency of all students at all grade levels to 75% proficiency with a focus on the lowest 25% of students who struggle historically while at the same time increasing rigor with our highest achievers. This focus is across content areas to include sciences and social sciences as well as math, related and performing arts. **1**

 G045284

**G1.B2** Resources for non-fiction library for Read 180 and System 44 are needed to implement the programs with fidelity. **2**

 B126044

**G1.B2.S1** Implement both Read 180 and System 44 with fidelity and train teachers in those programs effectively. **4**

 S137946

### Strategy Rationale

The hybrid model that has been used has not proven successful, because it is not adequately funded nor have teachers been trained.

### Action Step 1 **5**

Purchase with district approval the product and train teachers in the use of both Read 180 upgrade and System 44. Additionally, purchase Ready FL LAFS materials.

#### Person Responsible

Jessica Clancy

#### Schedule

Monthly, from 10/6/2014 to 5/29/2015

#### Evidence of Completion

Learning gains among target population.

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G2.** Increase the amount of Math instruction to 94 minutes daily with a teacher of record and a full time support facilitator during the blocked intensive sessions. Close the gaps between students who struggle with math and those who are finding success. This goal has been adjusted this year to vary the length of Math instruction based on the response to 94 minutes versus 47 minutes for struggling students who did not respond last year. Both sixth and seventh graders have that option. 1

 G041934

**G2.B1** The only barrier is student motivation, or lack thereof, now that the sought after personnel is in place and the team of teachers are working well. 2

 B101993

**G2.B1.S1** V-Math program is being sought as well as developing a center and small group approach to math instruction. 4

 S113211

**Strategy Rationale**

**Action Step 1** 5

Diversified Instruction in a 94 minute block for Math. with implementation of V Math a research based interactive computer based program.

**Person Responsible**

MaryAnn King

**Schedule**

Monthly, from 10/27/2014 to 10/27/2014

***Evidence of Completion***

Lesson plans, artifacts of student work and assessments.



**Action Step 2** 5

**Person Responsible**

**Schedule**

***Evidence of Completion***

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

Daily diversified instruction in centers and small group rotation and large group instruction

**Person Responsible**

**Schedule**

***Evidence of Completion***

Lesson plans, artifacts of student work, improvement on assessments-benchmark and teacher made.

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

Student improvement in the Bottom Quartile in Math as well as monitoring the progress of all students in math skills

**Person Responsible**

**Schedule**

***Evidence of Completion***

Improvement verified by the difference between BMT 1(baseline) and BMT 2.

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

**Person Responsible**

**Schedule**

***Evidence of Completion***


**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G2.B1.S3** Added technology of interactive boards and use of a sound system is increasing focus and engagement and reducing distractions. 4

 S113213

**Strategy Rationale**

**Action Step 1** 5

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G2.B1.S3** 6

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3** 7

**Person Responsible**


**Schedule**

***Evidence of Completion***

**G3.** Increase student engagement during instructional delivery through the use of interdisciplinary lessons/units crossing all content areas within collaborative/communicative mini groups within grade teams. Also, increase student engagement by incorporating Early Warning System (EWS) strategies under direction of FLDOE to more closely monitor students who have two or more indicators related to academic deficiencies, absenteeism, or behavioral issues(suspensions) that may impact achievement. 1

 G041935

**G3.B1** A prior barrier noted was the lack of common planning time. That barrier has been eliminated by the Principal's creation of a master schedule in which most have the opportunity to plan within their collaborative/communicative mini-group. Encouragement and the preparation to implement Florida State Standards and practices is spurring the development of interdisciplinary discussions and collaboration. 2

 B101994

**G3.B1.S1** Master schedule was altered to eliminate barrier and to provide for common planning time. Professional learning communities are gaining strength in both content areas in early morning sessions and common planning time within the school day is dedicated to interdisciplinary unit planning and collaboration. 4

 S113214

### Strategy Rationale

#### Action Step 1 5

Interdisciplinary planning and collaboration to increase relevance and increase student engagement.

#### **Person Responsible**

Marty Moon

#### **Schedule**

Quarterly, from 9/29/2014 to 5/1/2015

#### **Evidence of Completion**

Agenda, minutes of meetings to collaborate and lesson/unit plans

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

Interdisciplinary planning and collaboration/communication related to content as well as behavior of students

**Person Responsible**

Sigrid George

**Schedule**

Quarterly, from 9/29/2014 to 5/1/2015

***Evidence of Completion***

Units of study in lesson planning and evidence of improvement among students who formerly were students of concern in FLRtl:B database or who fell in the "struggling student" intensive level classes in reading and math. Monitor improvement in nine week grades overall.

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

Agenda & Minutes of planning sessions submitted to evaluators and to team leaders and Mini Group PLCs documentation.

**Person Responsible**

Sigrid George

**Schedule**

Quarterly, from 9/29/2014 to 5/1/2015


***Evidence of Completion***

Artifacts of interdisciplinary lessons taught within the above mentioned period.

**G4.** Encourage rigor and relevance in lesson activity planning within Florida State Standards; increasing reading of non-fiction text and citing references from text in writing for argumentation and defense of position. Continue to offer high school courses at the middle school level in Algebra 1 and Geometry with End Of Course Exams and continue to offer Computer College and Career with industry certification exam at end of course. **1**

 G041936

**G4.B1** The only barrier is time and a teacher's resistance to change. The goal is to encourage participation among all mini groups which represent English/Language Arts, Math, Science and Social Studies with some groups including Music and Art in their lessons. **2**

 B101995

**G4.B1.S1** Continue to Unwrap the CCState Standards that increase rigor and relevance to encourage student engagement tying CCSS to Marzano strategies and best educational practices as we move toward full implementation next year. **4**

 S113215

### Strategy Rationale

#### Action Step 1 **5**

Before school Unwrapping meetings will occur with two groups: ELA & Social Studies on Mondays and Math & Science on Wednesday. These meetings occur opposite the weeks that Team Leaders meet with the Leadership Team and then with their respective grade teams. Simultaneously, Collaborative & Communicative Mini-Groups meet weekly among themselves to apply new common core strategies and standards as they build interdisciplinary units.

#### Person Responsible

#### Schedule

#### Evidence of Completion

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

Florida State Standards implemented and lessons planned as the year progresses in all core subject areas.

#### Person Responsible

Sigrid George

#### Schedule

Biweekly, from 9/2/2014 to 5/29/2015

#### Evidence of Completion

Lesson plans, artifacts, observations in the classroom and documented in iobservations by Sigrid George, Greg Hendricks and Marty Moon.

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

Shifts in more implementation of CCSS in the classroom observations.

**Person Responsible**

**Schedule**

**Evidence of Completion**

Shifts in planning toward interdisciplinary units/lessons as well as the deepening of rigor in assignments toward CCSS full implementation.

**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.B1.S1.A1	Diversified Instruction in a 94 minute block for Math. with implementation of V Math a research based interactive computer based program.	King, MaryAnn	10/27/2014	Lesson plans, artifacts of student work and assessments.	10/27/2014 monthly
G3.B1.S1.A1	Interdisciplinary planning and collaboration to increase relevance and increase student engagement.	Moon, Marty	9/29/2014	Agenda, minutes of meetings to collaborate and lesson/unit plans	5/1/2015 quarterly
G4.B1.S1.A1	Before school Unwrapping meetings will occur with two groups: ELA & Social Studies on Mondays and Math & Science on Wednesday. These meetings occur opposite the weeks that Team Leaders meet with the Leadership Team and then with their respective grade teams. Simultaneously, Collaborative & Communicative Mini-Groups meet weekly among themselves to apply new common core strategies and standards as they build interdisciplinary units.			one-time	
G2.B1.S3.A1	[no content entered]			one-time	
G1.B2.S1.A1	Purchase with district approval the product and train teachers in the use of both Read 180 upgrade and System 44. Additionally, purchase Ready FL LAFS materials.	Clancy, Jessica	10/6/2014	Learning gains among target population.	5/29/2015 monthly
G2.B1.S1.A2	[no content entered]			once	
G1.MA1	Samples of Non-Fiction Text and Short or Extended Response scored to a school wide rubric	Clancy, Jessica	10/17/2014	Samples of students work will be submitted to the Literacy Coach and that information will be shared with evaluator/observer.	3/13/2015 monthly
G1.B2.S1.MA1	[no content entered]			one-time	
G2.MA1	Lesson Plans of Diversified Instruction and evidence of progress monitoring with Performance Matters by the two	Hendricks, Greg	9/22/2014	Satisfactory progress of all students to proficiency grade of 70%.	2/27/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	teachers involved in the Intensive Math Blocked Program. Added to instruction will be writing math sentences (creating word problems) to support students' ability to write across content areas and preparing for FSA.				
G2.B1.S1.MA1	Student improvement in the Bottom Quartile in Math as well as monitoring the progress of all students in math skills		Improvement verified by the difference between BMT 1 (baseline) and BMT 2.	once	
G2.B1.S1.MA1	Daily diversified instruction in centers and small group rotation and large group instruction		Lesson plans, artifacts of student work, improvement on assessments- benchmark and teacher made.	once	
G2.B1.S2.MA1	[no content entered]			once	
G2.B1.S2.MA1	[no content entered]			once	
G2.B1.S3.MA1	[no content entered]			once	
G2.B1.S3.MA1	[no content entered]			once	
G3.MA1	Student grades from marking period 1 to 3 in areas where interdisciplinary units have been evidenced	Moon, Marty	9/29/2014	Evidence of progress will be improvement of grades in the areas where interdisciplinary collaboration is documented. Students should show growth if engagement is increased with this collaborative strategy	5/1/2015 quarterly
G3.B1.S1.MA1	Agenda & Minutes of planning sessions submitted to evaluators and to team leaders and Mini Group PLCs documentation.	George, Sigrid	9/29/2014	Artifacts of interdisciplinary lessons taught within the above mentioned period.	5/1/2015 quarterly
G3.B1.S1.MA1	Interdisciplinary planning and collaboration/communication related to content as well as behavior of students	George, Sigrid	9/29/2014	Units of study in lesson planning and evidence of improvement among students who formerly were students of concern in FLRtl:B database or who fell in the "struggling student" intensive level classes in reading and math. Monitor improvement in nine week grades overall.	5/1/2015 quarterly
G4.MA1	Agenda and Minutes of meetings submitted to the above mentioned as they occur..	George, Sigrid	10/5/2014	Units, lessons, activities and strategies that support the goal toward the Target.	5/29/2015 one-time
G4.B1.S1.MA1	Shifts in more implementation of CCSS in the classroom observations.		Shifts in planning toward interdisciplinary units/lessons as well as the deepening of rigor in assignments toward CCSS full implementation.	once	
G4.B1.S1.MA1	Florida State Standards implemented and lessons planned as the year progresses in all core subject areas.	George, Sigrid	9/2/2014	Lesson plans, artifacts, observations in the classroom and documented in iobservations by Sigrid George, Greg Hendricks and Marty Moon.	5/29/2015 biweekly



## 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.*

**G4.** Encourage rigor and relevance in lesson activity planning within Florida State Standards; increasing reading of non-fiction text and citing references from text in writing for argumentation and defense of position. Continue to offer high school courses at the middle school level in Algebra 1 and Geometry with End Of Course Exams and continue to offer Computer College and Career with industry certification exam at end of course.

**G4.B1** The only barrier is time and a teacher's resistance to change. The goal is to encourage participation among all mini groups which represent English/Language Arts, Math, Science and Social Studies with some groups including Music and Art in their lessons.

**G4.B1.S1** Continue to Unwrap the CCState Standards that increase rigor and relevance to encourage student engagement tying CCSS to Marzano strategies and best educational practices as we move toward full implementation next year.

### PD Opportunity 1

Before school Unwrapping meetings will occur with two groups: ELA & Social Studies on Mondays and Math & Science on Wednesday. These meetings occur opposite the weeks that Team Leaders meet with the Leadership Team and then with their respective grade teams. Simultaneously, Collaborative & Communicative Mini-Groups meet weekly among themselves to apply new common core strategies and standards as they build interdisciplinary units.

#### Facilitator

AP Marty Moon, CCSS trained teachers including Lisa Cryderman, Kelly Dawedeit, Shannon Mason, Alec McIntyre, Kathleen Cannon and LLC Jessica Clancy. Added are Simone Flood & Dan Boyle, published with CPalms and other teachers who will share strategies.

#### Participants

All Core Subject teachers as well as related arts teachers who wish to receive credit.

#### 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
<p><b>Goal 1:</b> Raise the reading and writing proficiency of all students at all grade levels to 75% proficiency with a focus on the lowest 25% of students who struggle historically while at the same time increasing rigor with our highest achievers. This focus is across content areas to include sciences and social sciences as well as math, related and performing arts.</p>	8,550
<p><b>Goal 2:</b> Increase the amount of Math instruction to 94 minutes daily with a teacher of record and a full time support facilitator during the blocked intensive sessions. Close the gaps between students who struggle with math and those who are finding success. This goal has been adjusted this year to vary the length of Math instruction based on the response to 94 minutes versus 47 minutes for struggling students who did not respond last year. Both sixth and seventh graders have that option.</p>	7,500
<b>Grand Total</b>	<b>16,050</b>

**Goal 1: Raise the reading and writing proficiency of all students at all grade levels to 75% proficiency with a focus on the lowest 25% of students who struggle historically while at the same time increasing rigor with our highest achievers. This focus is across content areas to include sciences and social sciences as well as math, related and performing arts.**

Description	Source	Total
<p><b>B2.S1.A1</b> - Purchase upgrades for both Read 180 and System 44, so that both classroom library resources and training for teachers allows for the programs to be implemented with fidelity. Additionally, purchase Ready FL LAFS materials for the same student population which represent our lowest quartile.</p>	School Improvement Funds	8,550
<b>Total Goal 1</b>		<b>8,550</b>

**Goal 2: Increase the amount of Math instruction to 94 minutes daily with a teacher of record and a full time support facilitator during the blocked intensive sessions. Close the gaps between students who struggle with math and those who are finding success. This goal has been adjusted this year to vary the length of Math instruction based on the response to 94 minutes versus 47 minutes for struggling students who did not respond last year. Both sixth and seventh graders have that option.**

Description	Source	Total
<p><b>B1.S1.A1</b> - V-Math project was partially funded by donations from sponsorships and PTSA. That funding needs to continue in order to use effectively the strategies in place in the intensive math classroom.</p>	School Improvement Funds	1,500
<p><b>B1.S1.A1</b> - After-school Math Tutoring/Student Support</p>	School Improvement Funds	3,000
<p><b>B1.S1.A2</b> - After-school program for support of struggling Math students with tutoring/assistance by teachers who report progress to parents and teachers of record.</p>	School Improvement Funds	3,000
<b>Total Goal 2</b>		<b>7,500</b>