

EXECUTIVE SUMMARY

Talbot Elementary School

The School Improvement Plan for Talbot Elementary School was designed to enhance an already excellent program for children, families, and the community. Priorities for the 2008-2009 year include the following:

- (1) Ensure adequate learning gains in reading and math for all students with students in the lower quartile demonstrating the necessary growth to reduce the learning gap;
- (2) Maximize student performance in writing;
- (3) Maximize student performance in science;
- (4) To involve parents in the school and education of their child to the greatest extent possible;
- (5) To support the wellness of students through improved nutrition and increased opportunities for exercise at school; and,

The overriding emphasis will be on achieving learning gains in reading while ensuring that all students are reading on or above grade level. A secondary emphasis is on achieving learning gains in mathematics and writing. Accomplishment of these priorities will be achieved through alignment of the curriculum with Florida State Standards; utilization of high-yield strategies; maximizing instructional time and learner engagement; implementation of a carefully designed assessment program which offers formative data throughout the year that can be used by teachers and staff to provide appropriate instruction to all students; and implementation of a strong staff development program.

Adequate progress will be achieved when assessment data demonstrates we made Adequate Yearly Progress, attained a grade of "A," and achieved the required learning gains for reading and math as determined through developmental scale score analysis.

SCHOOL GRADES:

2002	2003	2004	2005	2006	2007
2003	2004	2005	2006	2007	2008
A	A	A	A	A	A

SCHOOL IMPROVEMENT PLAN

VISION/MISSION

To teach children in a way that promotes academic growth and life-long learning within a safe environment, which recognizes the diversity of children's needs and abilities.

SCHOOL PROFILE /DEMOGRAPHICS

Talbot Elementary School is a large elementary school with close to 700 students in grades PK – grade 5. Talbot's student population ethnic breakdown is as follows: 13% Asian, 7% Black, 5% Hispanic, 7% Multi-Racial, and 68% White. 6% of Talbot's student population is in the ESOL program. Talbot's free and reduced lunch rate is approximately 15%.

Kindergarten readiness screening data (Fall, 2007) indicated that 97% of kindergartners were considered ready to start kindergarten. Stanford 10 assessment data for grades 1 and 2 administered in the spring of 2008 indicate the average percentile in reading for grade 1 to be 76% and for grade 2 to be 76% and the average percentile in mathematics for grade 1 to be 78% and for grade 2 to be 73%.

QUALITY STAFF

HIGHLY QUALIFIED, CERTIFIED ADMINISTRATORS

Brad Burklew, Principal: Mr. Burklew has been an elementary school principal for three years and an administrator for seven years. He has taught elementary school and served as assistant principal at both the elementary and high school level. He is certified in educational leadership and elementary education. He has received his BAE and MED in elementary education and his Ed. S. in curriculum and instruction.

HIGH QUALITY, HIGHLY QUALIFIED TEACHERS

All faculty members of the school are working in-field and meet the requirements for highly qualified. All paraprofessionals hired also meet the requirements for highly qualified.

District staff and administrators attend regional job fairs. The district hosts two local job fairs. Every administrator is expected to attend the local job fairs. The district offers district contracts to teachers who are exceptionally qualified. Stipends and substitutes are provided for teachers to participate in inservice training. All teachers are encouraged to participate in professional development. Teachers are encouraged to pursue the reading endorsement. Stipends or substitutes are provided for teachers to participate in most inservice training.

ADDITIONAL REQUIREMENTS

TEACHER MENTORING

Beginning teachers at Talbot participate in the district's induction program and consult with a teacher mentor throughout the year. Release days are used for teacher training, peer observation, coaching and mentoring. Additionally, teachers new to Talbot are assigned a Talbot mentor teacher as well. Each teacher at Talbot has a teacher-mentoring component as part of his/her professional development plan. Mentoring can take the form of model teaching, peer observations, collaborative student work and data analysis, and collaborative problem solving.

SCHOOL ADVISORY COUNCIL

Activities of the Talbot Elementary SAC include:

- developing parent involvement activities;
- acting as a sounding board for establishing school goals;
- assisting in the preparation, implementation, and evaluation of the School Improvement Plan;
- promoting communication among school, parents, and community;
- providing input on the school's budget and use of school improvement funds; and
- serving as a resource to the principal.

School Advisory Council is the sole body responsible for final decision making relating to the implementation of Sections 1001.42(16) and 1008.345, F.S. (school improvement)).

The district procedure for electing and/or appointing advisory council members is through the democratic process. Members are elected from specific groups (i.e. teachers, career service, parents, and community members).

EXTENDED LEARNING OPPORTUNITIES

Talbot offers a variety of programs for students. The type of program varies each year depending upon the needs/interests of the students and families. Included among the programs are the following:

1. Extended Day Enrichment Program Camp – This is an extension of Talbot's after-school program and offers a quality and enriching program for students after school hours, as well as during the summer months when DOE sponsored reading camp for third graders is in session.
2. DOE Sponsored Reading Camp for Third Graders – Intensive reading instruction is provided to students who did not achieve a level 2 on the FCAT in third grade or were at risk of failing.
3. After School Tutoring for Third Graders—remediation in reading instruction during the school year for students who are identified as being at-risk for failing the FCAT.
4. French/Spanish Club—participation in this after school program is voluntary and fee based for students who attend Talbot.

SCHOOL-WIDE IMPROVEMENT MODEL

While Talbot is not implementing a "school-wide improvement model" as defined by the State, it is implementing school-wide programs to increase student achievement. Each program is identified below:

Comprehensive Reading Plan – Talbot will be implementing the district-wide "Comprehensive Reading Plan" which incorporates the 90-minute block of reading instruction comprised of whole group, differentiated, and intensive instruction; planning with alignment to tested benchmarks, utilization of research-based and high-yield strategies; and, careful assessment and monitoring of student achievement.

FCIM-Florida's Continuous Improvement Model—Talbot will be implementing the CIMS model that will utilize disaggregated data from our students' performance to provide standards based instruction that is assessed at regular intervals. District-wide curriculum and pacing guides will be utilized along with an instructional calendar to create the following: instructional timeline, instructional focus, disaggregated data from interval assessments, tutorials for re-teaching non-mastered standards, as well as enrichment opportunities for mastery. Progress will continue to be monitored and standards/skills will be reinforced through maintenance/mini-lessons.

School-Wide Literacy Plan – Talbot continues to incorporate a school-wide literacy plan in grades K-5 and across all subjects. Components include differentiated instruction, reading in the content area, focus on the tested benchmarks, common assessments and data analysis, and staff development.

School Advisory Council

Talbot's SAC is responsible for developing Talbot's School Improvement plan each year and reviewing the success of the plan. It is composed of 7 members and the principal. The SAC spends much time analyzing performance data and climate survey data to determine the strengths and needs of the students and families at Talbot. Using that information, they develop a plan for improvement and oversee its implementation. The SAC meets regularly, at least 4 times a year, and serves in an advisory capacity to the school administration.

GOALS FOR EACH ACADEMIC AREA

READING

NEEDS ASSESSMENT

2007 data indicate the following:

1. Stanford 10 achievement data for grades 1 and 2 show that the average percentile score to be 76%ile in grade 1 and 76%ile in grade 2.
2. DIBELS assessment for kindergarten show that 74% met the established level for segmentation, 54% met the established level for non-word fluency, and 77% met the “low-risk” category for naming letters.
3. FCAT data for Grade 3 in reading showed that 92% of Talbot students achieved a level 3 or better on the FCAT.
4. FCAT data for Grade 4 showed that in reading 90% of Talbot students achieved a level 3 or higher, Grade 4 “required learning gains” (DSS change) to be considered an average year’s growth for reading are 230. Grade 4 students at Talbot achieved an average DSS change of 100 points.
5. FCAT data for Grade 5 in reading showed that 96% of students achieved a 3 or higher. Grade 5 “required learning gains” (DSS change) to be considered an average year’s growth for reading are 166. Grade 5 achieved an average DSS change of 93 points.

READING GOAL STATEMENT

To maximize student growth in reading achievement.

OBJECTIVE

All students will achieve a year’s growth in reading achievement.

STRATEGIES

1. Implement the Comprehensive Reading Plan with 90 minutes of reading instruction daily which includes at least half of that time devoted to differentiated instruction.
2. Continue implementation of Kagan structures to increase student engagement.
3. Provide intensive support for students performing below expectation or who appear that they will not meet the required learning gain.
4. Provide after-school opportunities for students in reading, grades 3-5.
5. Utilize the nine high yield strategies as frequently as possible when planning and implementing instruction.
6. Provide for leveled reading instruction in the content area in grades K-3.
7. Provide practice with FCAT skills and concepts and direct instruction in test-taking skills.
8. Carefully monitor student achievement with “district assessments” and modify instruction as appropriate.
9. Maximize inclusion of students with disabilities while still providing needed specific interventions for each student to increase his/her achievement.

EVALUATION

Evaluation information (both formative and summative) for this objective will include the following:

1. DIBELS assessment of kindergarten students.
2. STAR reading assessment of students grades 1-5.
3. FCAT simulation assessments conducted in grades 3-5 (ex. FCAT Explorer, FCAT Focus)
4. MacMillan-McGraw Hill reading assessments and FCAT assessment workbooks.
5. Oral fluency assessments in grades 1, 2, and 3.
6. Oral and silent fluency assessments in grades 4 and 5.
7. FCAT assessment for grades 3, 4, and 5.
8. District assessments in grades 3-5 correlated with FCAT reading assessment.

RESEARCH-BASED PROGRAM

Research-based programs utilized include the following:

1. CRISS Strategies
2. Marzano's High-Yield Strategies
3. MacMillan-McGraw Hill basal reading
4. Kagan Structures
5. Word Masters

PROFESSIONAL DEVELOPMENT ALIGNED WITH THIS OBJECTIVE

1. Kagan strategies training
2. Basal Rader inservice training (MacMillan-McGraw Hill)
2. Differentiated Instruction
3. Smart Board Training
4. Promethean Board training
5. Faculty Book Clubs
6. CIMS-Continuous Improvement Model Training

BUDGET FOR READING

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-Based Program(s)	Kagan	CREATE	1000	0
	William & Mary Literacy	Adv. Placement	650	0
	Word Masters	Adv. Placement	150	0
	MacMillan McGraw and Hill Reading Series	District	N/A	
Research-Based Resource(s)	Inclusive Strategies for Diverse Learners	Lottery	500	0
	FCAT simulations	District	N/A	
Technology	Web-Based Lesson Plans	Lottery	300	0
	Upgraded Software for Primary Grades	PTA		0
Professional Development	Differentiated Instruction (CIM)	Adv. Placement	1000	0
	Kagan Structures	CREATE	1000	0
	Book Clubs	Lottery	500	0
Other	After-School tutoring Programs	AP/Lottery	1500	
		Total	See Final Budget	0

READING ELEMENTS

HIGHLY QUALIFIED CERTIFIED IN-FIELD INSTRUCTORS:

All instructors of reading at Talbot Elementary School are certified in elementary education. Teachers teaching gifted reading are also certified in gifted education. Teachers providing supplemental reading instruction to students with disabilities are certified in specific learning disabilities or varying exceptionalities

MATHEMATICS

NEEDS ASSESSMENT

2007 data indicate the following:

1. Stanford 10 achievement data for grades 1 and 2 show the average percentile score in math to be 78%ile in grade 1 and 73%ile in grade 2.
2. FCAT data for Grade 3 showed 91% of students achieved a level 3 or higher in math.
3. FCAT data for grade 4 in math showed 91 % of Talbot students achieved a level 3 or higher. Grade 4 “required learning gains” (DSS change) to be considered an average year’s growth for math are 162. Grade 4 students at Talbot achieved an average DSS change of 64 points.
4. FCAT data for grade 5 in math showed , 92 % achieved a level 3 or higher. . Grade 5 “required learning gains” (DSS change) to be considered an average year’s growth for math are 119. Grade 5 students at Talbot achieved an average DSS change of 115 points.

OBJECTIVE

All students will achieve a year’s growth, on average, mathematics.

STRATEGIES

1. Provide enrichment mathematics opportunities to students in grades 3-5.
2. Utilize integrative and hands-on programs which emphasize problem solving and real-world applications; i.e. AIMS, GEMS, etc.
3. Differentiate instruction for students at all levels, providing acceleration for above level students.
4. Provide direct instruction and regular practice of problem solving strategies and FCAT style questions in grades 3-5.
5. Provide practice with written responses to mathematics problems such as through journals and peer analysis.
6. Align curriculum with tested benchmarks and maximize instructional time in mathematics.
7. Provide for basic facts instruction, practice, and challenges across the grade levels in third, fourth, and fifth grade, including basic facts practice at home.
8. Provide extended learning opportunities, which increase challenge on the part of students, require teamwork and cooperation, and encourage problem-solving and high-order thinking, such as through after school programs.

EVALUATION

Evaluation information (both formative and summative) for this objective will include the following:

1. Chapter and end-of-year assessments in the mathematics program for students grades K-5.
2. STAR mathematics assessment of students in grades 3-5.
3. FCAT simulation assessments conducted in grades 4 and 5.
5. Math fluency assessments and basic facts assessments in grades 1-5.
6. FCAT assessment for grades 3, 4, and 5.
7. District assessments in grades 3-5 correlated with FCAT math assessment.

RESEARCH-BASED PROGRAM

Talbot utilizes the following research-based programs in the area of mathematics:

1. Harcourt Mathematics Program – 2004 Series
2. GEMS
3. AIMS
4. Math in a Flash Basic Facts Computer Assisted Program
5. CIMS Continuous Improvement Model

PROFESSIONAL DEVELOPMENT ALIGNED WITH THIS OBJECTIVE

Professional development, which will be provided at the school level, includes the following:

- Kagan Training
- Smartboard Training
- Promethean Board Training
- GEMS Training
- Differentiating Math Instruction
- CIMS Continuous Improvement Model Training
- Mountain Math

BUDGET FOR MATH

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-Based Program(s)	Kagan Harcourt Math Series	CREATE District	1000 N/A	0
Research-Based Resource(s)	Inclusive Strategies for Diverse Learners Mountain Math Math Manipulatives	Lottery Lottery Lottery	500 500 500	0
Technology	FCAT Explorer FCAT Simulation Web-Based Lesson Plan SMARTboard training	State District Lottery Adv. placement	0 0 250 500	0 0 0 0
Professional Development	Kagan GEMS/AIMS Differentiated Instruction (CIM) Book Clubs Harcourt Math Series	CREATE N/A Adv. Placement Lottery District	1000 N/A 1000 500 0	0
Other				
		Total	See Final Budget	0

MATHEMATICS ELEMENTS

HIGHLY QUALIFIED CERTIFIED IN-FIELD INSTRUCTORS:

All teachers teaching mathematics at Talbot are fully certified elementary teachers. Additionally, teachers teaching gifted mathematics classes are also gifted certified. ESE resource teachers providing supplemental instruction in mathematics are certified in specific learning disabilities or varying exceptionalities.

WRITING

NEEDS ASSESSMENT

1. The average combined writing score for 4th grade on the FCAT writing assessment increased from 4.3 in 2007 to 4.5 in 2008..
2. The percentage of students scoring a 3.5 or higher was 92%.

WRITING GOAL STATEMENT

To maximize student achievement in writing.

OBJECTIVE

To increase the percentage of students performing at a 3.5 or higher on the Florida Writing Assessment.

STRATEGIES

1. Provide daily mini lessons with adequate opportunity for practice in grades 3 and 4.
2. Provide adequate practice with FCAT style writing to a prompt.
3. Periodically peer score papers and conduct “student work analysis” sessions at the third and fourth grade levels using student-writing pieces.
4. Regularly assess and monitor student writing.
5. Increase opportunities for authentic writing among students; i.e. pen pals, writing buddies, etc.

EVALUATION

Evaluation information (both formative and summative) for this objective will include the following:

1. K: One scored sample every 9 weeks of student-produced writing.
2. 1-3: One scored student composition every nine weeks using a 6-point rubric and writing prompt.
3. 4th: Two scored pieces every 9 weeks for the 1st semester and one scored piece every 9 weeks for the second semester, using the 6-point rubric and writing to a prompt. Peer scoring and work analysis will occur once every 9 weeks during the first semester.
4. Florida Writing Assessment administered in February.

RESEARCH-BASED PROGRAM

1. *Handbook of Research on Improving Student Achievement* by Educational Research Services.
2. Kagan Structures

PROFESSIONAL DEVELOPMENT ALIGNED WITH THIS OBJECTIVE:

Kagan Structures
 Continuous Improvement Model Training

BUDGET FOR WRITING:

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)	Kagan Just Writes	CREATE FTX	500 300	0 0
Research-based Resource(s)	Just Writes Inclusive Strategies for Diverse Learners - Book Clubs Larry Bell Strategies	FTX Lottery District	300 500 N/A	0
Technology				
Professional Development	Kagan Book Clubs Just Writes	CREATE Lottery Lottery	500 500 500	0
		Total	See Final Budget	0

WRITING ELEMENTS: HIGHLY CERTIFIED IN-FIELD INSTRUCTORS

All teachers teaching writing at Talbot are fully certified elementary teachers. ESE resource teachers providing supplemental instruction in writing are certified in specific learning disabilities or varying exceptionalities.

SCIENCE

NEEDS ASSESSMENT

1. Talbot had the highest FCAT science scale score in the district achieving an average scale score of 360, which was an increased of 4 points from the previous year.
2. The percentage of students scoring at level 3-5 is 79%.

GOAL STATEMENT

To maximize student achievement in science.

OBJECTIVE

To increase the percentage of students scoring at a 3.0 or higher on the FCAT science assessment.

STRATEGIES

1. Utilize Science Dailies in grade 5.
2. Utilize programs, which integrate science, math, and reading such as AIMS and GEMS.
3. Coordinate science instruction across the grade levels to ensure program continuity and so that units build upon each other every year.
4. Focus on science vocabulary development across all grade levels.
5. Provide extended learning opportunities, which increase challenge on the part of the students, require teamwork and cooperation, and encourage problem-solving and higher order thinking.

EVALUATION

Evaluation information in science (formative and summative) collected and used for this objective include the following:

1. Scott Foresman science textbook chapter and unit tests.
2. Science lab performance evaluations.
3. FCAT science simulation assessment conducted in grade 5 every nine weeks.

RESEARCH-BASED PROGRAM

Scott Foresman Science
AIMS
GEMS

PROFESSIONAL DEVELOPMENT ALIGNED WITH THIS OBJECTIVE

Kagan Training
Science Series
GEMS Training by Talbot Trainers

BUDGET FOR SCIENCE

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-Based Program(s)	Scott Foresman Science Series	District	N/A	
Research-Based Resource(s)	FCAT Science Materials Consumable Test Workbooks GEMS Units Kagan Materials	Lottery Lottery Lottery Adv. Placement	500 500 400 500	0
Technology	Web-Based Lesson Plans	Lottery	300	
Professional Development	GEMS Scott Foresman Science Series	N/A District	N/A N/A	
Other	SECME Engineering Club		200	
		Total	See Final Budget	

SCIENCE ELEMENTS

HIGHLY CERTIFIED IN-FIELD INSTRUCTORS

All teachers teaching science at Talbot are fully certified elementary teachers. Additionally, teachers teaching gifted mathematics classes are also gifted certified.

PARENTAL INVOLVEMENT

NEEDS ASSESSMENT

1. Talbot's climate survey for 2007-2008 indicated that parents are very satisfied with the education their children are receiving at Talbot.
2. Talbot had 510 volunteers during the 2007-2008 school year, and over 23,400 hours were logged. The volunteer hours exceeded the number of volunteer hours from last year by 6,000 hours.

GOAL STATEMENT

To involve parents in the school and in the education of their child in order to increase school success and academic achievement.

OBJECTIVE

To increase opportunities for parent education

STRATEGIES

1. Periodic parent newsletters from PTA (Talbot Times) and Principal (Tiger Post)
2. Parent workshops

EVALUATION

1. Volunteer hours
2. Climate Survey
3. Completion of workshops with positive evaluations.

BUDGET FOR PARENTAL INVOLVEMENT

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)		N/A	N/A	N/A
Research-based Resource(s)				
Technology				
Professional Development	Parent Education Training	District – no cost	N/A	N/A
Other				
		Total	0	0

SAFETY & ENVIRONMENT

GOAL STATEMENT

Enhance student learning through support of students’ physical and emotional safety.

NEEDS ASSESSMENT

Talbot’s climate survey for 2007-2008 indicated that parents are very satisfied with the safety procedures and conditions in place at Talbot. Student surveys indicated that students feel safe and happy at Talbot. Safety continues to be a top priority at Talbot.

OBJECTIVE

To ensure the safety of Talbot students and to ensure students feel safe while at school

STRATEGIES

1. Review and modify safety procedures to ensure safe arrival and dismissal of students.
2. Continue teacher monitoring on the playground and regular inspections of equipment.
2. Provide working radio communication for principal, custodians, teachers and recess, and adults with duty responsibilities.
3. Provide training and practice for teachers and staff of safety procedures.

EVALUATION

Evaluation information to be used to assess the success of this objective will include the following:

1. Climate survey will indicate the majority of students feel safe while at school and perceive Talbot to be a safe school.
2. Reduction in disciplinary referrals and positive resolution of disciplinary problems.

RESEARCH-BASED PROGRAM

PROFESSIONAL DEVELOPMENT ALIGNED WITH THIS OBJECTIVE

- | | |
|---------------------------------|--------------|
| 1. Safety training for teachers | Preplanning |
| 2. CPR Training/First Aid | Spring, 2009 |

BUDGET FOR SAFETY AND ENVIRONMENT

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)				0
Research-based Resource(s)				
Technology		District	N/A	N/A
Professional Development	CPR/First Aid	District	N/A	0
Other	Radios for communication	Adv. Placement	1,500	
		Total	See Final Budget	

TECHNOLOGY

GOAL STATEMENT

To utilize technology as a tool for student learning with the ultimate goal of achievement and success at school.

STUDENT HEALTH AND FITNESS

GOAL STATEMENT

To support the wellness of students.

NEEDS ASSESSMENT

Climate surveys indicate a desire among stakeholders to continue to increase physical activity at school.

OBJECTIVE

To improve opportunities for exercise in the school day.

STRATEGIES

1. Continue working with our Wellness Coordinator and Wellness Committee to share input on nutrition and wellness-related issues
2. Continue to provide a before school walking/jog/run program, i.e. "Morning Mile."
3. Monitor the nutritional value of foods offered throughout the school day.
4. Increase opportunities for physical activity for students in grades K-5.

EVALUATION

Evaluation information used to assess the success of this objective will include the following:

1. Master schedule indicates physical education course offerings.
2. Menu analysis.
3. Parent climate surveys.
4. Participation rates for Morning Mile participants.

RESEARCH-BASED PROGRAM

- School Nutrition Association Recommendations
- National Association for Sport and Physical Education Recommendations
- Kagan Structures

PROFESSIONAL DEVELOPMENT ALIGNED WITH THIS OBJECTIVE

Kagan Cooperative Learning Structures

BUDGET FOR HEALTH

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)				
Research-based Resource(s)	International Journal or Obesity research on overweight children (morning mile)	AP/Lottery	\$500	
Technology				
Professional Development	CPR/First Aid	District	N/A	0
Other	Fitness Newsletters to parents	District	N/A	
		Total	See Final Budget.	0

SAC MEMBERS

Brad Burklew, Principal
Stephanie Nichols, Teacher – Chair
Carrie Geiger, Teacher
Sandy Kolb, Citizen
Alex Rafanan, , Citizen
Shannon Ritter, Parent
Ann West Valle, Parent
Magali Gabb , Career Service

FINAL BUDGET

Issues to Address	Describe Resources	Funding Sources	Total Available (Numbers Only)	Unmet (Numbers Only)
Research-based Program(s)	Kagan	CREATE	1000	0
	William & Mary Literacy	Adv. Placement	650	0
	Word Masters	Adv. Placement	150	0
	MacMillan-McGraw Hill Reading & Harcourt Math Series	Distirct	N/A	0
	Harcourt Math Series	District	N/A	
	Scott Foresman Science Series	District	N/A	
Research-based Resource(s)	Inclusive Strategies for Diverse Learners	Lottery	500	0
	Math Manipulatives	Lottery	500	
	GEMS Units	Lottery	400	0
	Mountain Math	Lottery	500	
	FCAT Science materials/ Consumable test workbooks	Lottery	500	
	FCAT math/reading simulation	Distirct	N/A	
	Kagan materials	Adv. Placement	500	
	Just Writes	FTX	300	
	Larry Bell Strategies		N/A	
International Journal of Obesity (morning milers)	Lottery	500		
Technology	FCAT Explorer	State	N/A	0
	Web-Based Lesson Planners	Lottery	300	0
	Upgraded Software for Primary Grades	PTA	1000	0
				0
	SMARTboard training	Adv. Placement	500	0
			0	
Professional Development	Book Clubs	Lottery	700	0
	Kagan	District	N/A	0
	CPR/First Aid	District	N/A	0
	GEMS/AIMS	N/A	N/A	0
	Just Writes	Lottery	500	0
	Scott Foresman Science Series	District	N/A	0
Differentiated Instruction (CIM)	Lottery	1000		
Other	After-School Programs	Lottery	1500	
	Engineering Club	Adv. Placement	200	
	Radios for communication	Adv. Placement	1500	
		Total	12,700	0