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**change**



# **School Improvement Plan 2016-17**

## **Bay Vista Fundamental Elementary**

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools





## School Profile

<b>Principal:</b> Kristina Bauman	<b>SAC Chair:</b> TBD
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<b>School Vision</b>	100% Student Success
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<b>School Mission</b>	The mission of Bay Vista Fundamental is to educate all learners to become successful, productive members of society by providing a safe positive learning community.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
648	2.0%	36.9%	6.9%	4.0%	49.8%	0.5 %

<b>School Grade</b>	<b>2016:</b> A	<b>2015:</b> A	<b>2014:</b> A	<b>Title 1 School?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All	72	67	78	77	74		n/a	n/a	n/a	n/a	n/a	n/a
Learning Gains All												
Learning Gains L25%												

### School Leadership Team

Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Kristina	Bauman	FT	1-3 years
Counselor	Bethann	Erb	FT	Less than 1 year
Other	Laura	Lindsey	FT	1-3 years
Teacher Leader	Emily	Rowe	FT	11-20 years
Teacher Leader	Rachel	Baez	FT	4-10 years
Teacher Leader	Melissa	LaPointe	FT	4-10 years
Teacher Leader	Christine	Cullen	FT	4-10 years
Teacher Leader	Kelly	Gertsch	FT	4-10 years
Teacher Leader	Pam	Gurd	FT	11-20 years
Teacher Leader	Jana	Hill	FT	4-10 years
Teacher Leader	Angie	Rudisill	FT	4-10 years
Other	Virginia	Smith	FT	11-20 years
<b>Total Instructional Staff:</b>	11		<b>Total Support Staff:</b>	1



# School Culture for Learning

Connections: **District Strategic Plan** ●Goals 2, 3  
**Marzano Leadership** ●Domain 5

## School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

The school creates an environment where students feel safe by establishing clear expectations and fundamental guidelines. Staff members are on duty every morning and afternoon at identified locations, as well as, the cafe' during lunch times. Guidelines and expectations are shared at SAC and PTA Meetings, as well as, school messenger, newsletters, emails, and website. Fundamental guidelines and expectations are reviewed at the second semester and as needed throughout the school year.

School Wide Expectations:  
 Be Honest  
 Be Responsible  
 Be Self-Motivated  
 Be Respectful

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

Common area expectations are communicated by the classroom teachers, guidance counselor and principal in the classroom, the cafe and over the announcements. Classroom behavior plan is aligned to school expectations and is communicated to parent through various means. Professional development this year will include classroom management tips and strategies shared by the school psychologist, classroom teachers, and members of the SBLT team. Resources from the Cultural Competence website will be utilized.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

Character Education is built through guidance lessons, book of the month and individual teacher lessons. Data sharing of behavior referrals and referrals to IAC are used to identify supports for both parents, students and teachers. Students identified at a Tier 2 intervention will receive their own behavior plan to address their individual needs. The training and triage team may also be utilized if the need arises. Students who struggle with an individualized behavior will be recommended to the Site Based Leadership Team to begin a Problem Solving Worksheet. Peer Mediation Training will be introduced to faculty and staff.

## Data-Based Problem Solving

4. Describe your school’s plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

Student needs are met by identifying their physical, social and emotional needs with the input of parents and teachers. Their needs are addressed in professional learning communities, data chats and leadership meetings. Training and Triage Team services are utilized when needed.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap or Healthy Schools data).

Student progress is monitored through the use of Focus, Early Warning System, District Dashboard, Repeated Referrals to IAC, and district reports in leadership meetings, professional learning communities and data chats.

**High Expectations for All**

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

The school leadership ensures that all staff members have high expectations through data sharing meeting in leadership meetings, professional learning communities, faculty meetings, curriculum meetings to include professional development on rigor (characteristic). Observations made by principal

**School Culture / SWBP / Key Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: Decrease of black students will be referred to the Interventation and Appeals Committee for behavior by May 2017 as measured by school data.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
The strategy to reach this goal will be culture/community building professional development.	Kristina Bauman, Guidance, Team Leaders
<b>Goal 2:</b> What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal: Decrease of black students will be referred to the Interventation and Appeals Committee for behavior by May 2017 as measured by school data	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
The strategy to reach this goal will be culture/community building professional development.	Kristina Bauman, Guidance, Team Leaders
<b>Optional Goal:</b> Describe any other goal you may have related to school culture or behavior. Use only if needed.	
Goal:	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible



**Standards-Based Instruction for Learning**

Connections: District Strategic Plan • Goals 1,2,4,5  
Marzano Leadership • Domain 1,2,3,4

7. Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

The school’s efforts to align instruction to state standards are to increase collaboration through Planbook.com from 50% to 75%, and to increase the usage of scales for both ELA and Math. The school’s efforts to increase academic rigor and student engagement are to provide professional development on growth mindset and increased differentiation with core subjects to include homework, and authentic math problem solving. Successes include a significant increase in our FSA ELA Grade 3 and 5 2016 scores.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

Key areas for improvement are in science and math as evidenced by FSA results. The school's effort to align instruction to state standards includes increased use of scales and rubrics in ELA and math and the purchase of Planbook for instructional staff. Academic rigor and students engagement will be increased by training in growth mindset, movement toward authentic problem solving in math, differentiated homework, and increased knowledge of science lab instruction.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff's use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Teachers utilize Performance Matters reports that measure standards in ELA, math, and science per classroom and student. These reports are analyzed during PLCs and data chats to drive future instruction for all tiers. Scales and rubrics aligned to the standards are posted in classrooms and in student journals to be reviewed in daily lessons.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Our school supports all students in reaching grade level proficiency by having cross articulation meetings. Our fifth grade team supports our students in transitioning from elementary to middle school by holding a week long mock middle school; invite current middle school students (former Bay Vista students) from our feeder middle schools to speak to our outgoing fifth graders. Encourage middle schools to visit and speak about their program. Our incoming kindergarten students visit our school in the spring of each year. While their parents learn about fundamental guidelines and a day in the life of kindergarten, the students are broken into 4 groups where they get to visit a kindergarten classroom. Students listen to a story, draw and engage in conversation with the teachers. The day before school starts, a transitional meeting is held for all parents and kindergarteners (Meet the Teacher).

**Standards-Based Instruction / Key Strategies**

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

<b>Instructional Strategy 1</b>	
Effective planning and writing of goals and scales in ELA.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data will be collected by the principal by asking students about their scales and looking for evidence of scales being used by the teachers and students. Team leaders will document the planning of scales in their PLC notes. Data will be analyzed during PLC and Leadership Meeting. In addition, individually with teachers. Each week in PLC's, teachers will be asked to talk specifically about students. For example, teachers will discuss our gifted population and document what strategies they are utilizing to challenge this group of identified students. Notes from PLC are sent to the principal each week. The information in the PLC notes will guide observations and conversations with teachers.	Classroom teachers, Curriculum Specialist and Principal
<b>Instructional Strategy 2</b>	
Differentiated Instruction and Student Practice	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible

Data will be collected through grade level data chats, individual teacher data chats, and PLC's. Student work and assessments will be analyzed to drive instruction. Homework is a mandated fundamental policy. In an effort to increase quality learning time, homework will be differentiated. Data will be collected through teacher, parent, and student surveys twice a year. PLCs will analyze and use data to inform implementation of strategy.	Principal, Curriculum Specialist, Teachers
<b>Instructional Strategy 3</b>	
Effective planning and writing of goals and scales in Math	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data will be collected by the principal by asking students about their scales and looking for evidence of scales being used by the teachers and students. Team leaders will document the planning of scales in their PLC notes. Data will be analyzed during PLC and Leadership Meeting. In addition, individually with teachers.	



## Collaboration for Professional Growth

Connections: **District Strategic Plan** ●Goals 1,2,4,5  
**Marzano Leadership** ●Domain 2, 4

**11.** Describe your school's efforts to encourage a positive working relationship between teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school's AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

Efforts to encourage a positive working relationship between teachers and staff is done by having an open door policy. One strategy to improve, "the school leader supports an innovative and collaborative culture" will be done by holding a weekly meeting with support supervisors (AdvancED Survey).

**12.** Describe your school's plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

Our school supports teacher collaboration during weekly scheduled professional learning communities each Wednesday; this occurs immediately following dismissal. Teachers are provided a planning time each day to collaborate with their colleagues and to plan collectively. Faculty and Curriculum Meetings held each month are additional times allocated for collaboration and/or common planning.

### Professional Development

**13.** Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

The focus areas for professional development this year have been writing and using ELA and Math scales. Evidence of this work has been observed during observations, professional learning communities and individual conversations. Our next steps are to include training in curriculum meetings and Just-in-Time trainings with ELA, Math, and Science coaches.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, Culturally Responsive Instruction or Data Driven Instruction).

**Targeted Trainings / Teacher and Staff Growth Areas**

Key trainings planned for summer / fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Culture/Community Building	Ongoing	Instructional	Understanding of our family populations
Collaboration of writing scales for math (E-Time Trainer and Just in Time)	Ongoing	Instructional	Understanding of standards
ELA (DWT) , Science Lab Training,	Ongoing	Instructional	Deeper understanding of standards.
Common Core Training			
Growth Mindset vs. Fixed Training	Preschool , Ongoing	Instructional	
Differentiated Homework	Preschool , Ongoing	Instructional	Teachers will differentiate their homework to meet student needs.
Flipped Classroom	Preschool	Instructional	Teachers understand what is flipped classroom and how it may look in their classroom.



## Family and Community Engagement

Connections:

**District Strategic Plan** ●Goals 1,3,6,7  
**Marzano Leadership** ●Domain 4, 5, 6

**14.** Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

After a review of the Advance ED climate survey and fundamental guidelines (required monthly parents meetings), the school’s plan to build positive relationships with families and community members is to provide engaging parent meetings where they are learning something new and applicable to student learning. We will continue to involve families and stakeholders in asking for their feedback (formally and

informally), communicating through teacher and school newsletters, emails and conferences. Source of data from AdvancED Survey.

**15.** Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in how to interpret and use student data via trainings, data chats or student-led conferences.

Required monthly parent meetings (SAC, PTA,)include the sharing of school/grade level data and best practices for increasing achievement at home. Students share and explain individual data during student-led conferences. Beginning this year to increase student achievement, all grades are hosting an ELA night.

**Family Engagement / Planning Inventory**

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use the data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / progress	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text or email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

\*Note: Please use your own school data resources or best estimates in completing this inventory.

**Family Engagement / Key Strategies**

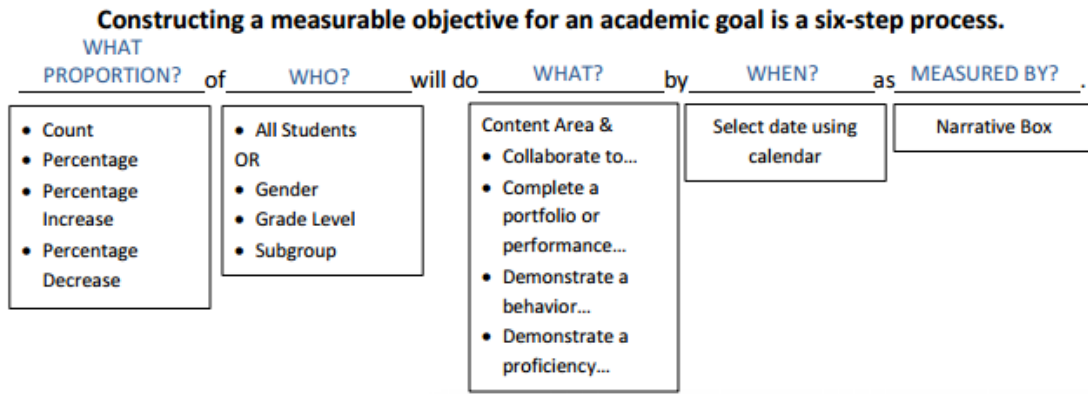
<b>Goal 1:</b> What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: To build stronger connections with families and link efforts to student learning, the school will provide parent training in ELA.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Administration and Curriculum Specialist will assist teachers in providing aligned resources for the ELA Parent Training.	Kristina Bauman
<b>Goal 2:</b> What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: To increase the schools involvement in the community.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Identify a parent volunteer to recruit community involvement to Increase participation in Great American Teach in, Wellness Night, and mentors. Meet with our community after care programs and neighborhood centers.	Kristina Bauman, Debbie King
<b>Optional Goal:</b> Describe any other goal you may have related to family / community engagement. Use if needed.	



Goal:	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

## Section 2 – School Goals / Action Steps

### Academic Goal



Please be sure that your goals are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a data source.

<b>ELA / Reading Goal</b>	<b>Goal Manager:</b> Lindsey	
100 % of all students will demonstrate a proficiency by May 2017 as measured by SAT-10 (gr. 1-2), FSA (gr. 3-5) and Kindergarten End of Year Assessment.		
<b>Actions / Activities in Support of ELA Goal</b>	<b>Evidence to Measure Success</b>	
Use of ELA scales	Countywide assessments	
Provide enrichment and remediation to all students. Utilize ELA scales and rubrics aligned to learning goals to track student progress and provide continuous feedback toward mastery of goal.	Countywide assessment, Progress Monitoring via On Demand (Istation)	

<b>Mathematics Goal</b>	<b>Goal Manager:</b> Lindsey	
100 % of all students will demonstrate a proficiency by May 2017 as measured by SAT-10 (gr. 1-2), FSA (gr. 3-5) and Kindergarten End of Year Assessment.		
<b>Actions / Activities in Support of Math Goal</b>	<b>Evidence to Measure Success</b>	
100% of teachers will use Math scales	Countywide assessments	
Provided enrichment and remediation to all students. Develop Math scales aligned to learning goals to track student progress and provide continuous feedback toward mastery of goals.	Countywide assessment	

<b>Science Goal</b>	<b>Goal Manager:</b> Lindsey	
100 % of all students will demonstrate a proficiency by May 2017 as measured by SSA Science.		
<b>Actions / Activities in Support of Science Goal</b>	<b>Evidence to Measure Success</b>	
Identify students in need of remediation using the diagnostic test. Students identified will be placed in a group utilizing the science level readers to address the standards identified from the diagnostic test.	Progress Monitoring	
Science Lab lessons are used with fidelity as measured by principal observations. Feedback from science lab coach will be used to identify strengths and weaknesses to inform and drive instruction.	Pre/Post Science Lab Test and Principal observations and Science Coach	

**Other School Goals\***

\*All schools are required to complete a Healthy Schools goal.

\*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)		
<b>Goal Name:</b> Wellness	<b>Goal Manager:</b> White and Bauder	
Healthy School Goal - Work toward Bronze Level recognition with the Alliance for a Healthier Generation.		
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>	
In 2015-16, school was eligible for national recognition in <u>4 out of 6</u> Alliance for a Healthier Generation’s Healthy Schools Program Assessment modules. For 2016-17, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2016. Target for 2016-17, is to become eligible for national recognition in <u>5 out of 6</u> Alliance for a Healthier Generation’s Healthy School Program Assessment Modules.	By April 1, 2017, the Healthy School Team will edit the school’s Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.	

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)		
<b>Goal Name:</b>	<b>Goal Manager:</b>	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>	

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Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b>	<b>Goal Manager:</b>
Actions / Activities in Support of Goal	Evidence to Measure Success

**Academic Achievement Gap**

<b>Subgroup Goal (Black)</b>	<b>Goal Manager:</b> Bauman
100 % of all students will demonstrate proficiency by May 2017 as measured by SAT-10 (gr. 1-2), FSA (gr. 3-5) and Kindergarten End of Year Assessment.	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
Identify the students in need of remediation and enrichment for math, science and ELA support.	Progress monitoring through Istation on Demand Assessments, Pre/Post Test on ST Math and district assessments. Attendance records for after school clubs.
Provide tier 2 and tier 3 interventions for students scoring a level 1 or 2 on FSA through hourly teachers, Extended Learning, and/or teacher-led small group instruction. Intervention resource will be research based and identified based on student need. (Jan Richardson, Seeing Stars)	
Provide enrichment for students scoring a level 3, 4 or 5 on FSA through hourly teachers, after school clubs, Extended Learning, and/or teacher-led small group instruction.	

<b>Subgroup Goal (ELL)</b>	<b>Goal Manager:</b>

Actions / Activities in Support of ELL Goal	Evidence to Measure Success

<b>Subgroup Goal (ESE)</b>	<b>Goal Manager:</b>
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100 % of all students will demonstrate proficiency by May 2017 as measured by SAT-10 (gr. 1-2), FSA (gr. 3-5) and Kindergarten End of Year Assessment.

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Identify the students in need of remediation and enrichment for math, science and ELA support.  Provide research based interventions for students scoring a Level 1 or 2 through ESE Teacher, Extended Learning, and/or small group instruction. (Jan Richardson, Seeing Stars)  Provide enrichment for students scoring a level 3, 4 or 5 on FSA through hourly teachers, after school clubs, Extended Learning, and/or teacher-led small group instruction.	Progress monitoring through Istation on Demand Assessments, Pre/Post Test on ST Math and district assessments. Attendance records for after school clubs.

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:

Actions / Activities in Support of Goal	Evidence to Measure Success

### Early Warning Systems (EWS) -- Data and Goals

Early Warning Indicator* (Number of students by grade level)	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	School	
						#	%
Students scoring at FSA Level 1 (ELA or Math)	0	0	18	17	18	53	16.3
Students with attendance below 90 %	6	6	3	7	4	33	5.2
Students with excessive referrals**	0	0	0	0	0	0	0
Students with excessive course failures**	0	0	0	0	0	0	0
Students exhibiting two or more indicators							

\*Required per Section 1001.42(18)(a)2.,F.S. \*\* Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

**EWS - Attendance**

<b>Attendance Goal</b>		Please ensure that your goal is written as a SMART goal.
100% of all student will be present each day by the 180 <sup>th</sup> day of school as measured by the Early Warning System.		
<b>Actions / Activities in Support of Attendance Goal</b>		<b>Evidence to Measure Success</b>
Child Study Team will monitor student attendance		CST Bi-monthly reports

**EWS - Discipline**

<b>Discipline Goal</b>		Please ensure that your goal is written as a SMART goal.
Decrease of black students will be referred to the Interventaion and Appeals Committee for behavior by May 2017 as measured by school data.		
<b>Actions / Activities in Support of Discipline Goal</b>		<b>Evidence to Measure Success</b>
Identify students from previous school year to create a behavior plan.		Progress monitoring at the end of each report period.
Identify students early on who receive behavior infractions, 3 <sup>rd</sup> warning, to create an action plan.		Data share at monthly SBLT meetings.

<b>Discipline Goal – Other</b> (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
<b>Actions / Activities in Support of Goal</b>		<b>Evidence to Measure Success</b>

**EWS – Academic Intervention**

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Our Extended Learning Program works with small groups of students who have been identified by state and district assessments, as well as, teacher judgement in need of remediation and enrichment. Extended Learning services are provided in the morning and afternoon three to five times a week.

<b>Early Intervention / Extended Learning Goal</b>
Please ensure that your goal is written as a SMART goal
Goal 1: Increase the number of students in ELP who receive enrichment by May 2017 as measured by attendance records.
Goal 2: 100 % of all students will demonstrate proficiency by May 2017 as measured by SAT-10 (gr. 1-2), FSA (gr. 3-5) and Kindergarten End of Year Assessment.

Actions / Activities in Support of Goal	Evidence to Measure Success
Identify students in need of remediation in Math, Science, and ELA.	Attendance records, countywide assessments and progress monitoring.
Identify students in need of enrichment in Math, Science, and ELA.	Attendance records, countywide assessments and progress monitoring

## Section 3 – Required Items / Resources

### Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	41	% with advanced degrees	48.8
% receiving effective rating or higher		% first-year teachers	2.4
% highly qualified (HQT)*		% with 1-5 years of experience	19.5
% certified in-field**	100	% with 6-14 years of experience	17.1
% ESOL endorsed	48.8	% with 15 or more years of experience	61.0

\*as defined in 20 U.S.C. 7801 (23). \*\*as defined in Section 1012.2315(2), F.S.

Describe your school’s efforts to recruit and retain a highly qualified instructional staff.

The schools strategies to recruit and retain highly qualified instructional staff is by involving teachers in the development of the School Improvement Plan and creating a personal Deliberate Practice in alignment with the SIP and district initiatives. In addition, when an instructional opening becomes available, including teachers on the interview committee and/or to provide input. The administrator and teachers work together on school wide projects, training and decisions.

**SAC Membership**

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Kristina	Bauman	White	Principal
Emily	Rowe	White	Teacher
Clyemme	Barnes	Black	Business/Community
Mark	Winn	White	Business/Community
Patrice	Moore	Black	Parent
Elizabeth	Magro	White	Parent
Rosena	Harris	Black	Parent
Christina	Santana	Hispanic	Parent
Sonya	Allen-Harris	Black	Parent
Deb	Neslon	White	Parent
		Select	
		Select	

**SAC Compliance**

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date: 9/12/2016
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**SBLT / MTSS Leadership Team**

Is there an SBLT / MTSS school-based team established?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Bethann Erb
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State Days / Intervals that Team meets below.
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SBLT/MTSS meets at a minimum of once a month on Monday.

**Budget / SIP Funds**

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school’s annual budget plan.

The projected use of funds will be used to support the academic needs of our students.

Use this space to paste budget, if desired.