

WELCOME TO

**change**



**School  
Improvement  
Plan  
2016-17  
Eisenhower  
Elementary  
School**

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County  
Schools





# Vision and Direction

School Improvement Plan 2016-17

## School Profile

<b>Principal:</b> Antonette Wilson	<b>SAC Chair:</b> Brooke Frahn
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<b>School Vision</b>	100% Student Success Every Student, Every Parent, Every Day Expect the Best!
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<b>School Mission</b>	We are committed to preparing our students to be college and career ready by setting high expectations in an environment where achievement is inspired through effective instruction and respect.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
746	2.5%	14.2%	49.8%	5.1%	28.3%	0.1%

<b>School Grade</b>	<b>2016:</b> Select	<b>2015:</b> C	<b>2014:</b> C	<b>Title 1 School?</b> <input checked="" type="checkbox"/> Yes <input 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	41	41	53	51	51	33						
Learning Gains All	47		59									
Learning Gains L25%	51		46									

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Antonette	Wilson	FT	1-3 years
Select Role	Tom	Allen	FT	11-20 years
Select Role	Christopher	Boulanger	FT	11-20 years
Select Role	Miguel	Soto	FT	1-3 years
Select Role	Moore	Kelly	PT	4-10 years
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				

Total Instructional Staff:	Total Support Staff:
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## 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).

At Eisenhower we implement the Eisenhower Way which is a part of our PBIS. We Promote Positive Attentive Learners and our behavior system function on a ticket system called Panda Pals.

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?

At the beginning of the 2016 2017 school year teachers will submit their Classroom Management Plan to administration for approval. Eisenhower will work with Area 1 MTSS Coach to help develop positive behavior interactions as well as work with district staff on dealing teaching students with Metal Heath issues. (i.e. ODD, OCD, ADD, ADHD)

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.

At Eisenhower we will revisit CHAMPS. We will plan Professional Development focused on behavior management strategies and student discipline. We will have a full time social worker that will help with planning and conducting Professional Development that focus on student’s emotional needs.

### 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?

At Eisenhower students with emotional, social, and physical needs will be referred to the Guidance Counselor. The school counselor will use district and local resources to meet the needs of the students, teachers, and parents.

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).

Eisenhower uses Performance Matters, I Station Reports, ST Math Reports, I Ready Reports, teacher soft and hard data reports to determine additional needs of students.

### 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?

This year at Eisenhower, teachers will take an in-depth look at the students that have in their classroom through monthly PD entitled “Who Do I Have In My Classroom, and What Am I Doing For Their Academic Growth”? The expectation is that students show growth.

<b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: Improvement of school culture and climate impacts students' achievement. This year Eisenhower will focus on Safety: we will enforce our school wide behavior plan that set rules and provide consistent enforcement and clearly communicated rules for common areas. Students are the best source of information, we will survey students for information.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Making school safe	Administration, teachers, students, parents
<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: Eisenhower will work towards developing relationships. Students and teachers must feel like they belong. Foster relationships with students by making an effort to interact with each student, provide students with opportunities to excel, work with students to establish goals and overcome weaknesses, invite students to share their experiences and culture. Involve parents by sharing student's success.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Developing/Fostering relationships and parental involvement.	Administration and Teachers
<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?

Through teaching and learning we will develop a climate that teach grade level standards at each grade level and use supportive practices accommodating individual student needs.

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?

The key areas of importance is to help teachers align their curriculum and raise rigor is through: Teachers collaborating with other, utilize resources effectively and efficiently, use curriculum that is researched based and aligned to the Florida Standards, focus on foundational skills and work backwards (backwards by Design) and implementing the Marzano Taxonomy of Educational Objectives and aligning activities to the standards.

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.

We measure growth through formative assessments, learning goals and scales, students tracking their progress, as well as state, local, school based, and teacher made assessments.

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).

Eisenhower will teach the Florida Standards in each grade level. Implement formative assessments to measure progress and adjust teaching. The guidance counselor will communicate need information to all stakeholders for transition from elementary to high school. Eisenhower’s kindergarten team will prescreen incoming VPK students during the summer in order to begin planning for their academic success

**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>	
Daily use of the Marzano Instructional Learning Map Raising Rigor with use of Taxonomy	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Classroom formal and informal observations. Instructional staff members will implement lessons that are rigorous, meaningful, and engaging by daily usage of the Marzano Instructional Map and Taxonomy	Instructional Staff, Support Staff, Administrative Team
<b>Instructional Strategy 2</b>	
Standards Base Instruction: Key Emphasis= identifying Critical Content	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Lesson Planning and the beginning of a unit of study focusing on Domain 1 Element 6: Identifying Critical Information. Teachers will implement Florida Standards into weekly lessons and student’s daily instructional activities.	Instructional Staff, Support Staff, and Administrative Team.
<b>Instructional Strategy 3</b>	
Use of Formative Assessment	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data discussions. Students improving academically. Instructional staff members and administrative staff will examine formative assessment and or benchmark assessment results to determine strengths and areas of growth of individual students.	Instructional Staff, Support Staff, and Administrative Team.



**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.

Results from the Advance Ed Survey indicate that the Eisenhower Staff would like to see their leaders hold themselves more accountable for student learning. The leaders at Eisenhower will increase Data Chats from 2 to 3 during the 2016-17 school year. They will meet with teachers to discuss their DPP and plan for student’s success during the month of August, December, and April.

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.

**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?

At Eisenhower we have focused on gathering the “right” data to inform instruction. We have made improvements on what data gives us such as valid predictors of student success i.e. iStation, SAT 10, Think Central, MFAS Task, frequent formative assessments, and Module Assessments. We have the data, however, we are working towards using the data to plan core instruction which will impact and improve student success. We are also focusing on planning and teaching the standards to their level of complexity and creating formative assessments.

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?
Behavior PD	Fall and Spring	Instructional Staff and Administration	Higher tolerance and less referrals.
How to plan collaboratively with team mates ( includes standards and formative assessments)	Pre-School and throughout the year during PLC’s.	Instructional Staff and Administration	Planning guide and dates.
Understanding Who I Have In My Class for 2016-17	Pre School and 3 scheduled data chats.	Instructional Staff and Administration	Plan for student’s instruction for the 1 <sup>st</sup> nine weeks of school. Plan for student instruction after each data chat.
Responsive and data driven instruction	Beginning if the 2 <sup>nd</sup> , 3 <sup>rd</sup> , and 4 <sup>th</sup> nine weeks	Instructional Staff and Administration	Student academic improvement.
Math Unit Planning with a menu of resources	Fall and Spring	Instructional Staff and Administration	Math plans that address the instructional needs of the students and impact student success.




## 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).

Parents and the community will have an opportunity to discuss and provide input through PTA Council monthly. Parents and community will be represented on Eisenhower’s School Advisory Council and will be involved in the development of the Title 1 Parent Involvement Plan. Parents and staff will develop a parent/school compact as part of its parent involvement plan. This compact will describe how parents, staff, and students will share the responsibility for improved student academic achievement. Parents, community, and educators will have the opportunity to provide input through yearly surveys. Cultural, economic, language, and demographic issues will be given attention through monthly parent “coffee talks”.

**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.

Grades kindergarten through fifth grade will provide two data driven student led conferences. The first conference parents will be informed of grade level end of year expectations. They will be informed of where their child is currently performing. From this information, they will set goals. Teachers will provided opportunities to have students and families track their progress towards their goals. Near the end of the year, teachers will conduct the final student led conferences to reflect on goals that were set and student’s mastery of the goals. Families will also be given the next grade level expectations for Summer Preparation.

### 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

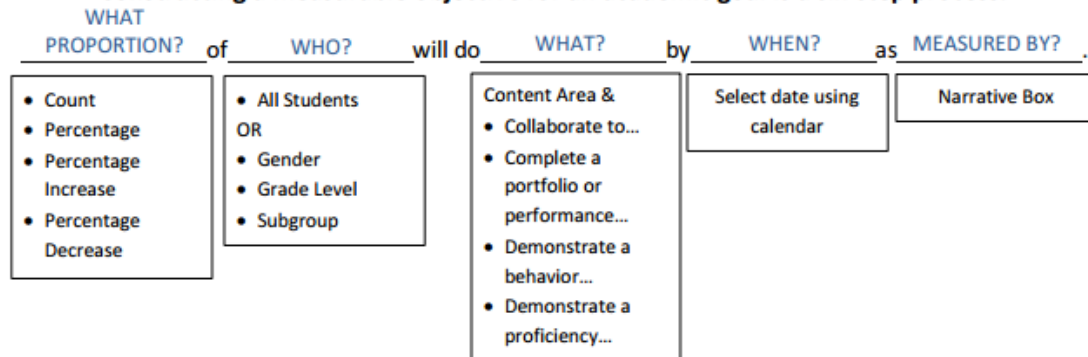
### Family Engagement / Key Strategies

<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: Effective Parent Curriculum Nights	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Provide strategies and resources to help increase parent involvement in student's academics and provide parents with experiences that can be replicated at home.	Instructional Staff, Support Staff, CIA, and Administrative Team
<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: Through ELP Program, conduct homework help sessions at zoned apartment complexes and mobile home parks.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Determine where the need is. Organize with key partners' days, time, and place to have homework help sessions within the community.	Interested instructional staff members, administrative staff, parents, and teachers.
<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

Constructing a measurable objective for an academic goal is a six-step process.





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> Rachel Treiser	
Increase the number of students scoring a level 3 or above in ELA in 3 <sup>rd</sup> -4 <sup>th</sup> grade by 20%, and 5 <sup>th</sup> by 30%. Students will engage with the integration of text sets at lengths of time determined by student's ability. By the end of the year, read and comprehend informational texts. ( graphic organizers, note taking, journal entries as well as " double journal entries"		
<b>Actions / Activities in Support of ELA Goal</b>	<b>Evidence to Measure Success</b>	
Record and represent knowledge of critical content using linguistic and nonlinguistic methods.	Students progression on scales ( tracking progress)	
Student's interactions with multi text including comprehension strategies based on grades 3-5 standards.	School and Teacher made Formative Assessments, Module testing, and Performance Tasks.	

<b>Mathematics Goal</b>	<b>Goal Manager:</b> Paula Denmon	
Increase the number of students scoring a level 3 or above by 20% in grades 3 and 4 and 30% in grade 5. Increase rigorous task in math. Move students into more abstract thinking where appropriate. Knowledge of and Usage of Mathematical Practices to help with the barriers of conceptual understanding, procedural skills and fluency, and application with equal intensity.		
<b>Actions / Activities in Support of Math Goal</b>	<b>Evidence to Measure Success</b>	
MFAS Task used monthly	At least weekly formative assessments.	
Front Load Academic Vocabulary for each unit within modules	Students describing and explaining the level of important to content using t cadmic vocabulary.	

<b>Science Goal</b>	<b>Goal Manager:</b> Sarah Painter/Amiee Erland	
Increase the number of students scoring at a level 3 or 5 by 20%. Expose students to rigorous science content questions through Think Central. Marzano Element 19 focus on prior or above science questions for homework.		
<b>Actions / Activities in Support of Science Goal</b>	<b>Evidence to Measure Success</b>	
Teachers in grades 2 <sup>nd</sup> -5 <sup>th</sup> will administer the grade level below End of Year Exam in Think Central. Infuse the "missed" content into "morning work," journaling, and or homework.	Results from Think Central.	
Teachers will teach the grade level content during Science Core Time.	District Assessments, and teacher made formative assessments. Science Success Criteria. Grades 3-5 Lab Assessments	

**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.)
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<b>Goal Name:</b> Healthy Schools	<b>Goal Manager:</b> Elizabeth Wiszowaty
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, Eisenhower was eligible for national recognition in <u>2 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>3 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>

<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>

**Academic Achievement Gap**

<b>Subgroup Goal (Black)</b>	<b>Goal Manager:</b> Antonette Wilson/ Francia Germosen
41% Percent of students showed satisfactory progress on ELA FSA. Increase percentage by 10%	
53% Percent of students showed satisfactory progress on Math FSA . Increase percentage by 10%	

Instructional staff will use differentiated instructional standards based practices.

Actions / Activities in Support of Black Goal	Evidence to Measure Success
Vocabulary Acquisition: Identify content vocabulary at the start of each instructional unit. )	Class and assessment results, student tracking according to scale. Formative assessment results.
Through warm ups and class lesson activities: reinforce knowledge through recognition, unpacking of academic vocabulary, and use of context clues.	Class and assessment results, student tracking according to scale. Formative assessment results

Subgroup Goal (ELL)	Goal Manager: Antonette Wilson / Francina Germosen
25% Percent of students showed satisfactory progress on ELA FSA. Increase by 20% 42% Percent of students showed satisfactory progress on Math FSA. Increase by 10%  Instructional staff will use differentiated instructional standards based practices.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Vocabulary Acquisition: Identify content vocabulary at the start of each instructional unit.	Class and assessment results, student tracking according to scale. Formative assessment results
Instructional staff will use visual representations, listening, and interactive activities.	Instructional and support staff.

Subgroup Goal (ESE)	Goal Manager: Antonette Wilson/ Melissa Mazalewski
17% Percent of students showed satisfactory progress on ELA FSA. Increase by 30%. 35% Percent of students showed satisfactory progress on Math FSA. Increase by 20% Instructional staff will use differentiated instructional standards based practices.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Instructional staff will utilize students IEP's/ needs assessments data to determine areas of growth and related strategies that will improve academic success.	Class and assessment results, student tracking according to scale. Formative assessment results
Vocabulary Acquisition: Identify content vocabulary at the start of each instructional unit.	Class and assessment results, student tracking according to scale. Formative assessment results

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

Actions / Activities in Support of Goal	Evidence to Measure Success

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

Early Warning Indicator* (Number of students by grade level)	Grade 3rd	Grade 4th	Grade 5th	Grade <i>Select</i>	Grade <i>Select</i>	School	
						#	%
Students scoring at FSA Level 1 (ELA or Math)	31	28	23			82	
Students with attendance below 90 %	10	12	5			27	
Students with excessive referrals**	0	0	0				
Students with excessive course failures**							
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.
Increase the average daily attendance to 96% from 94.5%	

Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
Create incentives for attendance	Review of daily attendance rates to show positive trend
Child Study Team Committee meet monthly	Minutes and students attendance improvements month to month.

### EWS - Discipline

<b>Discipline Goal</b> Please ensure that your goal is written as a SMART goal.	
Decrease the number of referrals from classroom disruptions by 10%	
<b>Actions / Activities in Support of Discipline Goal</b>	<b>Evidence to Measure Success</b>
Identified small social skills groups	Monthly discipline data will show a decrease.
Teachers engaged lesson plans and management policy	

<b>Discipline Goal – Other</b> (as needed) Please ensure that your goal is written as a SMART goal.	
Specify	
Decrease the number of referrals from defiance/insubordination by 10%	

<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
Teachers engaged lesson plans and management policy	Monthly discipline data will show a decrease.

 **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.

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<b>Early Intervention / Extended Learning Goal</b>
Please ensure that your goal is written as a SMART goal
Goal: 3 <sup>rd</sup> Grade Stars Unit: 75% of students will show mastery in the 3rd grade ELA FSA Assessment

<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
Focused standards based reading instruction and small group	Students level of success in small group instruction: how students are progressing.
Usage of Formative Assessments to guide instruction.	Assessment data



# {Section 3} – Required Items / Resources

## Instructional Employees

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

\*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.

## SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Antontte	Wilson	Black	Principal
Tom	Allen	White	Other Instructional Employee
Rosie	Rodriguez	Hispanic	Support Employee
Booke	Frahn	White	Teacher
Anatasia	Gaspar	Hispanic	Parent
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	

## SAC Compliance

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

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

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

<input type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date:
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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: Christopher Boulanger
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State Days / Intervals that Team meets below.

Every Monday beginning August 15, 2016
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**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.

ELA , Writing, Math, Science : Increase teacher knowledge that will influence and improve students' academic success. Provide PD through TDE's as it relates to the Marzano Instructional Map, Marzano Instructional Maps, Book Studies, Contracted Services, and Conferences. Usage of tangible resources \$8000.00
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Use this space to paste budget, if desired.
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