

WELCOME TO
change



School Improvement Plan 2016-17

Forest Lakes Elementary School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools





Vision and Direction

School Profile

Principal: Karen Aspen	SAC Chair: Tracy Trenck
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School Vision	100 % Student Success
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School Mission	Forest Lakes Elementary-A Community in Pursuit of Highest Student Achievement
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
	5%	6%	21%	5%	63%	1%

School Grade	2016: B	2015: A	2014: B	Title 1 School? <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	67	61	73	72	74	57	na	na	na	na	na	na
Learning Gains All	58		59									
Learning Gains L25%	39		40									

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Karen	Aspen	FT	20+ years
Asst Principal	Michael	McHugh	FT	1-3 years
Psychologist	Janelle	Willet		
Library Media Specialist	Joann	Ferra		
SIP Chairperson	Karen	Gums		
Social Worker/Guidance Counselor	Stacy	Rutledge		
Behavior Specialist	Suzanne	Bradford		
Grade Level Team Leader	Genie	Merrer		
Grade Level Team Leader	Donna	Kabot		
Grade Level Team Leader	Amanda	Jackson		
Grade Level Team Leader	Colette	Alex		
Grade Level Team Leader	Barbara	Miller		
Grade Level Team Leader	Susan	Kypriotakas		
Other (GUEST)				
Total Instructional Staff: 50		Total Support Staff: 27		



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).

Staff and students are expected to follow the school-wide expectations of respect, responsibility and safety in all areas of the school. Parents are informed of school-wide rules and expectations at the beginning of the school year through FLE behavior brochure and anti-bullying brochure. The school's guidelines for success are....Respect: Treating each other with kindness, dignity, and being courtesy of others feelings. Responsibility: Being dependable, taking charge of your own actions. Safety: Freedom from being hurt or injured and maintaining a safe environment. Parents receive the Forest Lakes Elementary Positive Behavior Support pamphlet in the first day packet that includes the behavior expectations and rules for the common areas of the school. Expectations are taught to students during the first two weeks of school utilizing the Forest Lakes Behavior Matrix. Students attend a school wide behavior rally within the first 2 weeks of school which focuses on Forest Lakes expectations of being respectful, responsible, and safe. All classroom teachers have individual tier 1 classroom management systems that align with our school-wide expectations. Each year teachers complete their Classroom Expectations form that includes their classroom rules that align to the school wide expectations of respect, responsibility, and safety, classroom communication system (ex. class meetings, agenda, mailbox), discipline process (including a time out area in the classroom and a time out buddy class), and classroom rewards. Classroom rules are posted in the classroom. Rules are taught to students during the first 2 weeks of school and are referred to as needed throughout the school year.

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?

Teachers complete their classroom expectations and discipline plan and give to administration at the beginning of the school year. All plans must align to the school expectations and include classroom rules, consequences, rewards and classroom communication system. Teachers teach the school-wide rules and expectations to their students during the first two weeks of school. Lesson plans are provided for teachers on the server. School-wide expectations are posted in common areas. Behaviors are defined and are delineated by those handled by administration and those handled in the classroom by the classroom teacher.

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.

Staff will receive professional development for Trauma Informed Care in August 2016 prior to the start of the school year. During the 2016-2017 school year, student council will help identify initiatives to facilitate a positive school climate. Teachers will report office referrals online and classroom teacher will turn in minor classroom behavior data on a monthly basis. Minor Classroom behavior and office referral data will be maintained and shared with grade level teams each month. Grade level teams analyze behavior data on a monthly basis, implement tier 2 interventions as needed.

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?

Currently these needs are met by individual teachers coordinating with the guidance counselor, school nurse, social worker, school psychologist and/or behavior specialist to address individual student needs as they arise. After the staff receives the Trauma Informed Care training in August, formalized processes will be developed for the staff to refer to as needed. If a student needs support greater than level 2, the classroom teacher completes a “process for behavior MTSS/RTI” form. An observation of the student will then take place by the behavior specialist, social worker, or psychologist followed by a parent/teacher conference to discuss the observation and implementations of preventative strategies and/or tier 2 interventions. If the student does not show a positive response to the tier 2 intervention, the MTSS will determine if there is a need to change the tier 2 intervention or proceed to a tier 3 intervention (pbip).

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).

Grade Level teams collect data on minor classroom behavior incidents based on grade level criteria. The data is submitted and recorded by the behavior specialist. Each grade level receives updated behavior data on a monthly basis. Data includes office referrals, minor behavior issues in PE, art, and/or music, and the minor classroom behavior data. A “watch list” is maintained for each grade level. Behavior and academic data is reviewed monthly during grade level PLCs. Students in need of additional supports are identified and discussed in grade level PLCs. Teachers document tier 2 interventions being used with individual students in their classroom. When a teacher/team feels that a student is in need of additional support, a formal Request for Behavior Support is submitted to the behavior specialist. a student is in need of additional support, a formal Request for Behavior Support is submitted to the behavior specialist.

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?

Grade level teams analyze their academic and behavior data each month to determine which students need additional academic or behavioral support. The MTSS team analyzes tier 2 and tier 3 academic and behavior data bi-monthly. Grade level teams meet with the MTSS team to review tier 2 and tier 3 data at predetermined times throughout the year. Academic data is graphed and discrepancies are analyzed and problem solving occurs on a regular basis. The School Based Leadership team in conjunction with PLCs oversees the implementation of high quality instruction and both remediation and enrichment for all students. Teachers will utilize research based best practices including higher order thinking skills and instructional technology to differentiate core curriculum to address the needs of all learners and learning styles. In addition, administrators observe and collect data related to the Marzano elements during informal classroom observations and provide feedback to teachers.

 **School Culture / SWBP / Key Strategies**

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: Increase positive reinforcement at FLE in order to decrease the # of office referrals.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Implement positive behavior monthly reward assemblies	Stacey Rutledge
Goal 2: 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: We will reduce the discipline referrals gap and learning gaps between black and non-black students in our school.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Professional development for all staff: Trauma Informed Care Include disparity data in data shared with staff on a monthly basis.	MTSS support team: Karen Aspen, Michael McHugh, Stacey Rutledge, Suzanne Bradford, Theresa Christopher and Janelle Willet



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?

Our school has worked for years to align instruction to state standards and to increase student engagement. State assessment achievement scores for 2016 indicate success as a result of these efforts. Achievement scores for Forest Lakes were among the top 21 percent in the state for ELA and math and among the top 10 percent in the state for science. Marzano observation data indicates that instruction is aligned to state standards and there are high levels of student engagement.

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?

While Marzano observation data indicates that instruction is aligned to state standards and shows high levels of student engagement, it also indicates that rigor is a key area to target for improvement in our school.

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.

PLCs use multiple sources of data (common assessments, end of unit tests, iStation data, gradebook data, learning goals and scales, formative assessment) to measure student growth in all subject areas, to inform instruction. The data is shared with administration on a monthly basis.

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).

Kindergarten teachers hold orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills will be emphasized and good choice for academic and social characteristics will be presented. Materials will be available, as well as pamphlets on a variety of subjects ranging from parenting skills, help with homework, students with disabilities and what to expect at a parent conference. In fifth grade we teach the children how to:

- * advocate for themselves since they will have many teachers that may not know them like elementary teachers do
- * open combination locks
- * use organizational skills (binders, table of contents, colored folder system)
- * self-report bullying using pcs website
- * open combination locks
- * use organizational skills (binders, table of contents, colored folder system)
- * self-report bullying using pcs website

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.

Instructional Strategy 1	
Expand and deepen teacher knowledge and practice of Marzano DQ2, 3, 4, and 9 to increase student learning.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Marzano data will be collected and analyzed using iObservation software and will be shared with the leadership team and instructional staff.	Karen Aspen
Instructional Strategy 2	
Expand and deepen teacher knowledge and practice of Marzano elements 7, 15 and 21 to increase student learning.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Marzano data will be collected and analyzed using iObservation software and will be shared with the leadership team and instructional staff.	Karen Aspen

Instructional Strategy 3	
Extend school day with after school enrichment/intervention.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Students will be progress monitored and data will be shared with the leadership team.	Michael McHugh



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.

Staff members pride themselves in having positive and collaborative working relationships. We will continue to recognize excellence, collaboration and professionalism. The ratings by staff members for all indicators were relatively high. The staff rated indicator 1.2 as the highest rated indicator, with a rating of 4.5. This indicator correlates more with professionalism, collegiality and trust than any of the other indicators.

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.

We will continue to strategically increase the teacher collaboration in our PLCs. We will continue to problem-solve in this area during our leadership team meetings. Our PLCs meet one hour, once a week, every week.

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 were Marzano Framework elements, effective math planning and effective science planning. We have seen evidence of increased teacher effectiveness in observations done by administrators. Our next steps are to focus on specific Marzano elements and to focus on math pedagogy.

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?
Ms. Math	Pre-school	All math teachers	Improved Pedagogy
Learning Goals and Scales	Pre-school	All teachers	Increases in Student Achievement
Trauma Informed Care	Pre-school	All teachers and staff	Improvement in Meeting Student Social/Emotional Needs
Math Just in Time Training	During school year	All math teachers	Improved Pedagogy



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).

PTO solicits family involvement with activities such as Boosterthon, stem night, poetry night, skating, PTO fundraising nights. Teachers encourage family involvement through student lead conferences, school related extracurricular activities.

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.

The school provides parents with academic resources to increase and enhance student achievement. The school provides an FSA training, kindergarten round up, student led conferences, encourage parent participation in middle school articulation. The MTSS team holds data chats with teachers to monitor and guide direction of instruction and instructional strategies and encourages teachers to share data with parents.

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 checked="" 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 checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

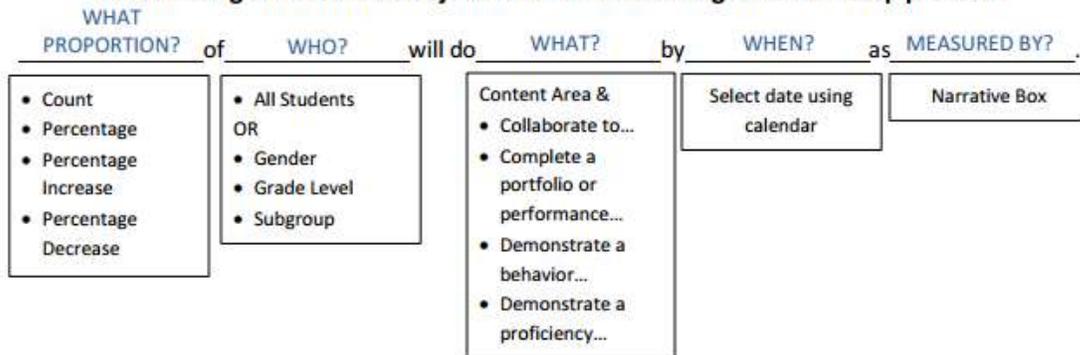
Family Engagement / Key Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: We will increase volunteer, mentor hours, by 10%.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Teachers and volunteer coordinator will solicit community and family member participation via phone calls, newsletter, and school/teacher websites.	Amy Rossi Michael McHugh
Goal 2: 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 our schools involvement in the community by 10%	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Meeting with the city of Oldsmar’s Public Relations department to plan and implement various activities throughout the year such as the B.M.X/stem building night, reading incentive programs.	Amy Rossi Michael McHugh Janet Acerra PTO

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.

ELA / Reading Goal	Goal Manager: Michael McHugh
To increase proficiency in ELA by 10%, in each grade level, as measured by Florida Standards Assessment.	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
Expand and deepen teacher knowledge and practice of Marzano DQ2, 3 and 4 with a focus of increasing rigor and cognitively complex tasks. <ul style="list-style-type: none"> • Professional development • Teacher analysis of Marzano trend data • Leadership team discussion/work • PLC discussion/work 	FSA assessment scores for ELA Marzano observation data
*Improve processes for differentiated core instruction with a focus on Marzano elements 7, 15 and 21 <ul style="list-style-type: none"> • Professional development • Teacher analysis of Marzano trend data • Leadership team discussion/work • PLC discussion/work *Improve tier 2 intervention, progress monitoring and enrichment processes with a focus on Marzano elements 7, 15 and 21 <ul style="list-style-type: none"> • Leadership team discussion/work • PLC discussion/work 	FSA assessment scores for ELA Marzano observation data

Mathematics Goal	Goal Manager: Michael McHugh
To increase proficiency in Mathematics by 10%, in each grade level, as measured by Florida Standards Assessment.	
Actions / Activities in Support of Math Goal	Evidence to Measure Success
Expand and deepen teacher knowledge and practice of Marzano DQ2, 3 and 4 with a focus of increasing rigor and cognitively complex tasks. <ul style="list-style-type: none"> • Professional development • Teacher analysis of Marzano trend data • Leadership team discussion/work • PLC discussion/work 	FSA assessment scores for math Marzano observation data
*Improve processes for differentiated core instruction with a focus on Marzano elements 7, 15 and 21 <ul style="list-style-type: none"> • Professional development • Teacher analysis of Marzano trend data 	FSA assessment scores for Math Marzano observation data

<ul style="list-style-type: none"> • Leadership team discussion/work • PLC discussion/work <p>*Improve tier 2 intervention, progress monitoring and enrichment processes with a focus on Marzano elements 7, 15 and 21</p> <ul style="list-style-type: none"> • Leadership team discussion/work • PLC discussion/work 	
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Science Goal	Goal Manager: Michael McHugh
To increase proficiency in Science by 10% as measured by FCAT.	
Actions / Activities in Support of Science Goal	Evidence to Measure Success
Expand and deepen teacher knowledge and practice of Marzano DQ2, 3 and 4 with a focus of increasing rigor and cognitively complex tasks. <ul style="list-style-type: none"> • Professional development • Teacher analysis of Marzano trend data • Leadership team discussion/work • PLC discussion/work 	SSA assessment scores for 5 th grade Science Marzano observation data Science lab pre and post

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.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy School Goal - Work toward Bronze Level recognition with the Alliance for a Healthier Generation.	Goal Manager: Kelly Rexford
Actions / Activities in Support of Goal	Evidence to Measure Success
In 2015-16, school was eligible for national recognition in <u>5 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>6 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.

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

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

Academic Achievement Gap

Subgroup Goal (Black)	Goal Manager: Joann Ferra
To reduce achievement gap between black and non-black students by 20%.	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
<p>Identify all black students in grades 1-2 with a proficiency achievement gap on SAT 10 as compared to non-black students in the area of reading comprehension and mathematics.</p> <p>Use Performance Matters data to identify all black students in grades 3-5 who are not meeting proficiency achievement levels in reading, mathematics, and science.</p> <p>We will maintain or increase the rate that black students participate in extended learning programs on campus, before and after school.</p>	<p>Progress monitoring data.</p>

Subgroup Goal (ELL)	Goal Manager: Michael McHugh
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To reduce achievement gap between ELL and non-ELL students by 20%.	
Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Identify all ELL students with an achievement gap, select interventions, and track and monitor progress of each of those students. The school will host an ELL parent night with the goal to increase parental involvement and student achievement. The parent night will include various community resources such as representatives from public transportation, public libraries, and immigration services.	Progress monitoring data

Subgroup Goal (ESE)	Goal Manager: Rachel Pages
To reduce achievement gap between ESE and non-ESE students by 20%.	
Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Identify all ESE students with an achievement gap, identify and implement appropriate intervention with fidelity, track and monitor progress of each of these students and modify interventions as needed.	Progress monitoring data

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	13	15	8	36	12.9
Students with attendance below 90 %	7	9	11	12	3	42	8.7
Students with excessive referrals**	7	10	6	1	1	25	5.2
Students with excessive course failures**	0	1	4	1	1	7	1.4

Students exhibiting two or more indicators	0	0	0	1	0	1	.02
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*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

Attendance Goal		Please ensure that your goal is written as a SMART goal.
Decrease the average rate of student absences by 2%.		
Actions / Activities in Support of Attendance Goal		Evidence to Measure Success
Social worker will contact and meet with parents to develop a systematic plan to improve attendance.		Attendance data

EWS - Discipline

Discipline Goal		Please ensure that your goal is written as a SMART goal.
Reduce the discipline referrals for black students by 2%- from 11.4% to 9.4%.		
Actions / Activities in Support of Discipline Goal		Evidence to Measure Success
Students receiving excessive referrals will be assigned a mentor.		Referral data
Students with excessive referrals will be placed on a tier 2 behavior plan.		Referral data

Discipline Goal – Other (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
Reduce the number of total discipline referrals by 2% from 5.2% to 3.2%.		
Actions / Activities in Support of Goal		Evidence to Measure Success
Students receiving excessive referrals will be assigned a mentor.		Referral data
Students with excessive referrals will be placed on a tier 2 behavior plan.		Referral data

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.

Istation and St Math

Early Intervention / Extended Learning Goal

Please ensure that your goal is written as a SMART goal

Goal: Identify students that are not meeting grade level expectations on SAT10 and remediate them through the extended learning program in order to ensure that students are meeting grade-level expectations by the end of the 2016/2017 school year.

Actions / Activities in Support of Goal	Evidence to Measure Success
Identify students not meeting grade level expectations and place in academic intervention program in a timely manner	SAT 10
Monitor students using benchmark data to allow opportunity for students meeting expectations to be exited from the program to allow for new students in need to be placed in program	Benchmark Data

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	35	% with advanced degrees	46%
% receiving effective rating or higher		% first-year teachers	2.9%
% highly qualified (HQT)*		% with 1-5 years of experience	11.4%
% certified in-field**	100%	% with 6-14 years of experience	17%
% ESOL endorsed	62%	% with 15 or more years of experience	69%

*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.

We will continue to provide professional development which will keep our school high performing. This professional development provides opportunities for growth and challenge for all staff which will help retain highly qualified teachers.

SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Tracy	Trenck	White	Parent
Isabel	Nguyen	Asian	Parent
Debbie	Petty	White	Parent
Allison	Eaddy	Black	Parent
Heidi	Meunger	White	Parent
Raquel	Cruz	Hispanic	Parent
Beth	Sledd	White	Parent
Nisida	Leopardi	Hispanic	Parent
Almid	Santiago	Hispanic	Parent
Chad	Haggart	White	Business/Community
Ellen	Lattanzio	White	Teacher
Marie	Nadig	White	Teacher
Kim	Kennelly	White	Teacher
Karen	Gums	White	Teacher
Heather	Sinos	White	Teacher
Susan	Kypriotakis	White	Teacher
Joann	Ferra	White	Other Instructional Employee
Amy	Rossi	White	Support Employee
Karen	Aspen	White	Principal
		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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No (Describe the measures being taken to meet compliance below.)

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:
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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: Karen Aspen
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State Days / Intervals that Team meets below.
Thursdays at 10:00am biweekly

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.

Professional development, TDE’s, and instructional materials amounts to be determined.
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Use this space to paste budget, if desired.
