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# **School Improvement Plan 2016-17**

## **Richard L. Sanders School**

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools





# Vision and Direction

## School Profile

<b>Principal:</b> Jacqueline Douglas	<b>SAC Chair:</b>
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<b>School Vision</b>	The staff of Richard L. Sanders School believes that every student will achieve 100% success and learn the life skills necessary to become successful adults.
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<b>School Mission</b>	The mission of Richard L. Sanders is to provide opportunities for students to master the Pinellas County Student Expectations by providing relevant and rigorous learning opportunities, providing a safe environment, and treating others with respect.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
155	0%	60%	8%	4%	28%	0%

<b>School Grade</b>	<b>2016:</b> No Grade	<b>2015:</b> No Grade	<b>2014:</b> No Grade	<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	0	0	0	0	0	0	0	0	0	0	38	0
Learning Gains All	21		5									
Learning Gains L25%	21		5									

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Jacqueline	Douglas	FT	4-10 years
Asst Principal	Jacqueline	Edwards	FT	Less than 1 year
Teacher Leader	Theresa	Nowak	FT	11-20 years
Counselor	Tamara	Beard	FT	4-10 years
Teacher Leader	Dana	Newlove	FT	Less than 1 year
Teacher Leader	Denise	Nye	FT	4-10 years
Other	Dionte	Hall	FT	1-3 years
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
<b>Total Instructional Staff:</b>	4		<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 Wide Behavior Plan supported by Richard L. Sanders School promotes safety and security at its core. The expectations are identified as “ Be Responsible, Be Respectful and Be Safe.” These expectations include: following rules, engage in learning, take responsibility, use appropriate language, keep hands to self and respect the space of others. The expectations for our common areas are posted in every classroom, hallway and the cafeteria. The matrix for student expectations focuses on responsibility, respect and safety as well as appropriate behaviors associated with the expectations. Prosocial behaviors are taught throughout the day by staff, teachers, social workers and behavior specialists. Daily social/personal lessons are taught each day to support desired behavior. The Positive Behavior Support System used on campus ties appropriate behavior with the daily point sheets. Students are rewarded twice weekly for appropriate behavior.

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?

Prior to the beginning of school, grade level teams meet and identify classroom expectations focused around our school-wide expectations. Teachers follow a classroom hierarchy in their classrooms for all classroom behavior and utilize the Behavior Specialist and Social Worker as needed for student safety and growth. Our school’s expectations are monitored by our administrator through the walk-through data collected.

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 Richard L. Sanders School we have Character Education for all levels. This allows students opportunities to reflect on their behavior and provides opportunities for staff to teach replacement behaviors. Depending on the needs of specific students, one to one support is provided to assist with behaviors and/or academics. Supplemental strategies are discussed during PLC and CST meetings. This information then becomes part of each student’s FBA.

## 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?

The students at Richard L. Sanders receives a minimum of 30 minutes of weekly counseling as identified in their IEP. Additional time for counseling may be provided if this is identified in the IEP or if a student requests to speak with someone. Additionally, attention is paid to all students as they enter the cafeteria as a “mood check.” This information is communicated to our Social Workers for student care. Social Workers and the School Psychologist assist the Behavior Support Team when a student is showing signs of crisis or needs extra time for care and well-being.

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).

Academic and behavior data are collected throughout the day for every student and recorded on student behavior point sheets. This data is recorded and analyzed during SBL meetings. The behavior information is compared to behavior data entered into Portal and BIDS and discussed during FBA and PLC meetings. Academic monitoring is done by the case managers. Data is collected through programs, assessments, and student product. Students can receive extra help/support during elective periods or after school in ELP.

**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 staff of Richard L. Sanders School is devoted to the care, welfare, safety and security of all students. During pre-school staff engage in team meetings and PLC's to discuss and structure their classrooms. Also during pre-school, staff participate in professional development that reviews Processes and Procedures, Technology, In-class Behavior Management, PBS, and IEP and FBA writing and responsibilities. Administrators ensure the core instructional programs and materials are aligned to the Florida Standards by utilizing the curriculum recommended by PCS. Since this is a center setting, we maintain a 3:1 ratio, but we provide 1:1 support as needed. High staff expectations are discussed and encouraged by our administration and then monitored in walk-throughs.

 **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: Our goal is to improve attendance in elementary, middle and high school. We will increase attendance by 60% for all students as measured by portal attendance data through May, 2017.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Social Workers will work closely with staff and parents to help reduce the number of days students are absent by calling parents daily if their child(ren) are absent.	Social Workers and Staff
<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: Our primary goal for reducing the discipline and learning gaps between Black and Non-Black students is to reduce the number of referrals written for non-violent infractions. We will reduce discipline infractions by 60% for our Black students as measured through BIDS and district behavior data.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
The key strategy that we will use to implement this goal is building stronger relationships between student and staff. We will also take the necessary steps to strengthen our school-wide PBS system	Teachers, Social Workers, and Behavior Specialists
<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

**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 uses the core curriculum provided by our district. This curriculum as well as materials that are found online supports the state’s standards for education. Staff are encouraged to attend curriculum based trainings and to integrate their new learning into their instruction. Our staff is diligent in their efforts to increase student engagement in all content areas. We connect instruction with Positive Behavior Supports so that students can take pride in their efforts. The biggest success we have seen is in the reading classes and reading scores. The Achieve 3000 Program was instrumental in this success. SRI Lexile scores were used as our data source as directed by the district.

**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 for improvement in our school include increasing seat time for our students. We will start this by assessing situations in the classroom and addressing situations as they occur. If a student is assigned o Character Education, then it becomes necessary to decrease the amount of time a student is out of the classroom. Another area of concern is the number of referrals written for inappropriate behaviors. Many of these behaviors can be addressed without the need for a referral.

**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.

Our MTSS/RtI team meets monthly and reviews data. The team then meets with teachers during a staff meeting to discuss and explain our findings. We use assessment data from FSA, Lexile data from SRI, and EOC data from Performance Matters as part of our presentation. Additional information comes from arrests records, referral data, and suspension data kept at school. Other information comes from CST and PLC meetings for one-to-one assistance and behavior concerns.

**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).

The first area of concern stems from students who have been retained multiple times. We have implemented a process in which the VE Specialist works closely with the Assistant Principal to check all students for credit recovery. In addition to meeting with their teachers for conferencing about their progress, students are called into the Principal’s office for a meeting to discuss their goals. Students also meet with the VE Specialist on a regular basis to discuss schedules and their progress.

**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>	
Increase the number of walk-throughs conducted by our administration designed to reduce inappropriate classroom behavior and increase the amount of time students have in class for learning.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Walk-through data will support the use of our school-wide behavior plan and PLC’s will allow for follow-up discussions and concerns. Additionally,	Teachers, Administrators ad Behavior Specialists

the number of referral data should be reduced. This process supports an improved learning environment and supports teachers.	
<b>Instructional Strategy 2</b>	
Increase student attendance in high school, middle school and elementary school through daily concrete processes developed by the Social Workers.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
The process encourages teachers to make contact with parents the first day a student is absent, followed up by Social Worker contact after the second day. This process is ongoing and it supports an improved school attendance.	Teachers, Social Workers, and Administrators
<b>Instructional Strategy 3</b>	
Through increased seat time and reduced referrals, it is expected to improve participation in reading class.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data is collected through reading logs, SRI data, and a positive attitude toward learning.	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.

Positive and collaborative working relationships occur at Richard L. Sanders through bi-weekly PLC and CST meetings. These team meetings include Social Workers, Specialists, and Behavior Support as well. The Mentor/Mentee program is designed to support our newly hired teachers. Our Climate Survey recommended an improvement in communication. Our principal has implemented “Principal’s Notes” which highlights the week’s events.

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 are unable to offer common planning for our staff. Our teachers work together to examine student data during PLC’s and after school hours. The PLC meetings occur two times per month and is noted on our school calendar.

### 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?

Last year, teachers were expected to attend all behavior management training offered at our school as well as training in their content areas. There were signs of improvement in the content areas as well as in-class behavior management. However, improvement is still not where we need to be. School wide training will occur during professional development days and include CPI training and Social/Emotional training from Social Workers. Teachers are encouraged to continue attending training for their content areas.

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?
Training to address key areas of student involvement	Summer	Leadership team	Key areas addressed – modifications made
Wheel Training	Pre-School	Whole School	Staff processed through the wheel schedule – all areas addressed.
DWT	Pre-School	Whole School	Attended training in their content area.
Crisis Prevention	Fall	Behavior Specialists and Administrators	to meet district expectations
Social Emotional Training	Winter	Whole School	Staff to receive training on trauma
Content area trainings	Throughout the year	Whole School	Provide up to date info on their content.



## 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).

Based on the AdvanceED climate survey and Title I climate surveys, the majority of our parents are happy with our school, our staff, and overall way of work. Our staff wants our families to feel welcome on campus and to support their children academically.

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.

Parents receive frequent telephone communications from our Principal keeping them up to date on the activities and events of the school. Teachers are expected to make frequent home contacts for positive reinforcements. We encourage parents to contact the school as often as necessary for explanations of their child’s data and/or needs.

### 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / progress	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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

<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 increase the number of positive interactions by 50% with parents.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Implementation of this strategy begins with the classroom teacher and is monitored by the Administration. Phone data are noted in the student’s case manager books and on portal.	Teachers and Administrators
<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: We will continue to maintain home visits and taking part in community events to increase positive visibility.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Social Workers maintain home visits for paperwork, excessive tardies, and missing children. We work closely with local ministers to support our students. We will increase our efforts to attend local football and basketball games our students are involved in.	Social Workers and Administration
<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

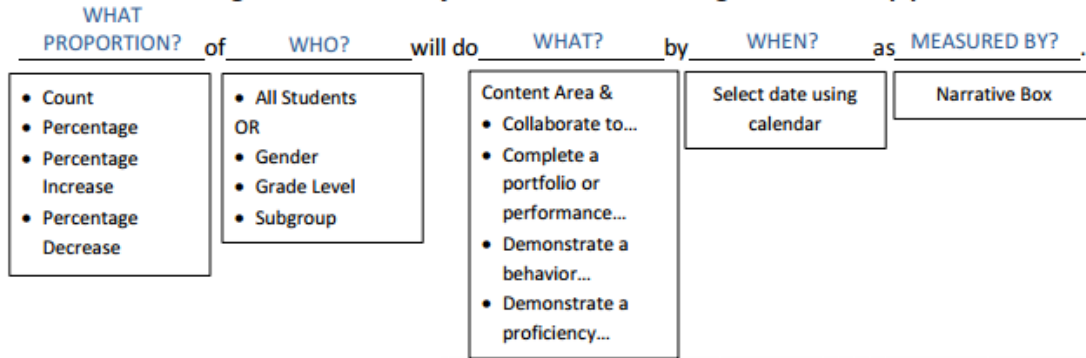


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## Section 2 – School Goals / Action Steps

### 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> Principal/Assistant rincipal
75% of all students will demonstrate an increased proficiency in Literacy by May, 2017 as measured by content assessment data, lexile scores, and Florida State Assessments (FSA).	
<b>Actions / Activities in Support of ELA Goal</b>	<b>Evidence to Measure Success</b>
<ul style="list-style-type: none"> <li>• Teachers receive professional development around close reading, standards, assessments, and instructional methods.</li> </ul>	Review of transcript from PLN to verify attendance of training(s). Minutes from PLC meeting demonstrating the learned strategy.
<ul style="list-style-type: none"> <li>• Teachers will meet in PLC's at least once a month to review student responses to task, standard based scales, and learning goals.</li> </ul>	Minutes and attendance will be taken at the PLC meetings.

<b>Mathematics Goal</b>	<b>Goal Manager:</b> Principal/Assistant Principal
75% of all students will demonstrate an increase in math proficiency by May, 2017 as measured by teacher assessment and FSA data.	
<b>Actions / Activities in Support of Math Goal</b>	<b>Evidence to Measure Success</b>
<ul style="list-style-type: none"> <li>• Teachers will receive professional development in Mathematics focused on standards, assessments, and instructional methods.</li> </ul>	Review of transcript from PLN to verify attendance of training(s). Documented seat time in math class for instruction.
<ul style="list-style-type: none"> <li>• Teachers will meet in PLC's at least once a month to review student responses to tasks and plan instructional lessons incorporating the MAFS and standards</li> </ul>	Minutes and attendance will be taken at the PLC meetings.

Science Goal	Goal Manager:
75% of all students will demonstrate an increase in science proficiency by May, 2017 as measured by comparative data in Performance Matters and FSA..	
Actions / Activities in Support of Science Goal	Evidence to Measure Success
<ul style="list-style-type: none"> <li>Teachers will implement a daily routine created by the Science department for setting the purpose at the beginning of each lesson and confirming the learning at the end of each lesson.</li> </ul>	Lesson plan documentation and walk-through data.
<ul style="list-style-type: none"> <li>Teachers regularly incorporate checks for understanding (formative assessments) in each phase of 5E instruction and use the data to gauge student mastery of the content.</li> </ul>	Lesson plan documentation and walk-through data

### 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.)	
<b>Goal Name:</b> Social Studies	<b>Goal Manager:</b> Principal/Assistant Principal
75% of all students will demonstrate an increase in Social Studies proficiency by May, 2017 as measured by EOC assessment data.	
Actions / Activities in Support of Goal	Evidence to Measure Success
<ul style="list-style-type: none"> <li>Social studies teachers will continue to integrate LAFS for Literacy into the social studies content via DBQ Project materials</li> </ul>	Staff to attend training for content - Lesson plan documentation and student work product
<ul style="list-style-type: none"> <li>Teachers receive professional development on implementing DBQ's and enhancing DBQ throughout a level 2 training that is aligned with the Florida and Social Studies standards.</li> </ul>	Review of transcript from PLN to verify attendance of training(s).

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> Healthy School Goal	<b>Goal Manager:</b> Mr. Gaynier and Administration
Richard L. Sanders will work toward Bronze Level recognition with the Alliance for a Healthier Generation	
Actions / Activities in Support of Goal	Evidence to Measure Success
<ul style="list-style-type: none"> <li>In 2015-16, Richard L. Sanders was eligible for national recognition in 2 out of 6 Alliance for a Healthier Generation's Healthy Schools Program Assessment modules.</li> </ul>	Program Assessment
<ul style="list-style-type: none"> <li>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</li> </ul>	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

level, and then develop an action plan for that item(s) by November 2016.	improvement/achievement of one module that is now eligible for national recognition.
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<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> College Readiness	<b>Goal Manager:</b> Administrator
Prepare 100% of High School Seniors for post-graduate education, which may include vocational skills.	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
<ul style="list-style-type: none"> <li>Increase rigor in the classroom to maintain student focus and stamina</li> </ul>	Lesson plans submitted by staff
<ul style="list-style-type: none"> <li>Increase student knowledge on the availability of colleges and vocational opportunities</li> </ul>	Conference with VE Specialist for information.

### Academic Achievement Gap

<b>Subgroup Goal (Black)</b>	<b>Goal Manager:</b> Administrators
75% of all Black students will demonstrate a proficiency in ELA during the 2016-2017 school year as measured by lexile scores, write score, and FSA.	

<b>Actions / Activities in Support of Black Goal</b>	<b>Evidence to Measure Success</b>
<ul style="list-style-type: none"> <li>We will provide structured instruction and high expectations for our Black Students in the classroom.</li> </ul>	Teachers to attend training in their content curriculum. Teachers to measure growth and report to parents at conferences.
<ul style="list-style-type: none"> <li>Build stronger student-teacher relationships by increasing verbal praise, and promoting high student achievement.</li> </ul>	Teachers to provide a caring and safe classroom for students to learn.

<b>Subgroup Goal (ELL)</b>	<b>Goal Manager:</b>
There are no ELL subgroups attending Richard L. Sanders School.	

<b>Actions / Activities in Support of ELL Goal</b>	<b>Evidence to Measure Success</b>
N/A	

<b>Subgroup Goal (ESE)</b>	<b>Goal Manager:</b>
All students attending Richard L. Sanders School are identified as ESE.	

<b>Actions / Activities in Support of ESE Goal</b>	<b>Evidence to Measure Success</b>
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N/A	
<b>Subgroup Goal (If Needed) Enter Goal Name</b>	<b>Goal Manager:</b>
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>

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

Early Warning Indicator* (Number of students by grade level)	Grade 8th	Grade 9th	Grade 10th	Grade 11th	Grade 12th	School	
						#	%
Students scoring at FSA Level 1 (ELA or Math)	5	6	2	7	2	41	54
Students with attendance below 90 %	7	12	8	2	3	155	85.2
Students with excessive referrals**	7	12	11	1	1	155	76.6
Students with excessive course failures**	0	0	2	1	1	155	23.0
Students exhibiting two or more indicators	7	12	10	2	2	155	95.3

\*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>Actions / Activities in Support of Attendance Goal</b>	<b>Evidence to Measure Success</b>
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<b>Attendance Goal</b>		Please ensure that your goal is written as a SMART goal.
50% of all students will demonstrate an increase in attendance by May,2017 as measured by attendance data in focus.		
<ul style="list-style-type: none"> <li>Our school will utilize a more targeted approach in contacting families and working with families for student attendance</li> </ul>		Social Worker data sheets and phone logs
<ul style="list-style-type: none"> <li>Increase in PBS activities for increased and improved behavior</li> </ul>		PBS team

**EWS - Discipline**

<b>Discipline Goal</b>		Please ensure that your goal is written as a SMART goal.
50% of all students will participate in 75% of all PBS reinforce activities during the 2016-2017 school year.		
<b>Actions / Activities in Support of Discipline Goal</b>		<b>Evidence to Measure Success</b>
<ul style="list-style-type: none"> <li>Plan and organize weekly PBS activities for specific behaviors</li> </ul>		Point sheet data
<ul style="list-style-type: none"> <li>Increase teacher knowledge and skill in classroom behavior management through weekly instruction from the Behavior Specialists.</li> </ul>		Behavior Specialists to attend the monthly trainings – walk-through data from principal and Marzano Scales.

<b>Discipline Goal – Other</b> (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
We are a Center school for EBD students. Behavior management is built into our school plan.		
<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 school uses the ELP program on a daily basis to supplement the classroom instruction and to support/help the students who have otherwise failed a core subject.
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<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
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<b>Early Intervention / Extended Learning Goal</b>	
Please ensure that your goal is written as a SMART goal	
Goal: 75% of all students who have failed a core subject will demonstrate a proficiency by attending ELP after school hours	
Meet with students to discuss their grades and options	Review of grades, attendance, and behavior data.
Meet with parent and student to create a partnership for student success	Discuss grades, attendance, and behavior data – <ul style="list-style-type: none"> <li>• Sign a contract</li> <li>• Enroll in ELP</li> </ul>

## Section 3 – Required Items / Resources

### Instructional Employees

<b>Current Instructional Staff Members</b>			
# of Instructional Employees	21	% with advanced degrees	50%
% receiving effective rating or higher	85%	% first-year teachers	15%
% highly qualified (HQT)*	95%	% with 1-5 years of experience	38%
% certified in-field**	95%	% with 6-14 years of experience	19%
% ESOL endorsed	35%	% with 15 or more years of experience	43%

\*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.

Our Administration works closely with the HR department of Pinellas County Schools to hire quality and highly effective teachers. After being hired, teachers are assigned a mentor for the school year.

### SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Teresa	Hilliard	White	Business/Community
Joseph	Smith	Hispanic	Business/Community
Jerry	Rafal	White	Teacher
Susan	Boeseger	White	Business/Community
Karen	Schroeder	White	Other Instructional Employee
Vernita	Brown	Black	Support Employee
Gianni	Miller	Black	Student
Jacqueline	Douglas	Black	Principal
Jody	Lehman-Lynn	White	Other Instructional Employee
		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 <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 type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Committee Approval Date: This will be accomplished the 1st week of Sept.
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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: Theresa Nowak and Denise Nye
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State Days / Intervals that Team meets below.
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The team meets once a month to report out on academic and behavior data. We address the areas that need additional support and follow through with those classes several times a week.

 **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 budget will be discussed at our first SIP meeting in September

Use this space to paste budget, if desired.