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**change**



# **School Improvement Plan 2016-17**

## **Osceola Fundamental High School**

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools





# Vision and Direction

## School Profile

<b>Principal:</b> Michael C. Bohnet	<b>SAC Chair:</b> Eric Baird
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<b>School Vision</b>	Osceola Fundamental High School's vision is to provide a superior educational climate for a diverse community of learners.
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<b>School Mission</b>	Osceola Fundamental High School's mission is to sustain an environment where staff, students, parents and community work collaboratively to support all students in meeting or exceeding graduation requirements.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
1754	3%	3%	9%	4%	80%	1%

<b>School Grade</b>	<b>2016:</b> A	<b>2015:</b> A	<b>2014:</b> A	<b>Title 1 School?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All	69	70	55	60	80	81	84	82	58		98	97.7
Learning Gains All	48		41									
Learning Gains L25%	54		32									

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Michael	Bohnet	FT	
Asst Principal	Christina	Ouellet	FT	
Asst Principal	Evelyn "Lynne"	Mowatt	FT	
Asst Principal	Mark	Robertson	FT	
Teacher Leader	Debbie	Cavagnaro	FT	
Teacher Leader	Holly	Roush	FT	
Teacher Leader	Barbara	Ferguson	FT	
Teacher Leader	John	Kontrick	FT	
Teacher Leader	James	Hill	FT	
Teacher Leader	Laurie	Sauble	FT	
Teacher Leader	Nyna	Richey	FT	
Counselor	Patricia	McDaniel	FT	
Total Instructional Staff: 12			Total Support Staff: 0	



# 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).

Due to the nature of being a fundamental school, Osceola has expectations that are designed to promote safe, respectful and civil behavior along with high academic standards. As such, there is a behavior hierarchy in place which is part of the fundamental school guidelines as well as a school-wide discipline plan. The plan is posted in the classroom so that students are able to view the expectations at any given time. Fundamental guidelines are reviewed at Freshman Orientation, and parent meetings. A high level of communication with parents and students is maintained throughout each school year. There is a system for demerits and detentions. Demerits and detentions are tracked, interventions put into place and whenever necessary reviewed by the school’s Intervention and Appeals Committee (IAC) for recommendations. Components of Positive Behaviors Supports are embedded into the School-Wide Behavior Plan, SIP and Discipline Plan.

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?

School-wide expectations are reviewed at the first faculty meeting of the year (this is a necessary step in ensuring fundamental policies and procedures are followed in a consistent manner). Teachers have written classroom management plans that are consistent with the fundamental agreements. Teachers are monitored through walk-throughs and review of paperwork to make sure that all expectations are followed.

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.

For the 2016-2017 school year, the school will begin implementation of Check and Connect. Students who are disconnected (meeting Check and Connect criteria) will be identified and assigned a mentor who will meet with the students weekly to check attendance, grades and to build a relationship with the students whom they are mentoring.

## 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?

MTSS and Child Study Team Meetings occur on a weekly basis. The team reviews all data related to attendance, course failures, and discipline. The team identifies students that require intervention and a plan is developed. In addition, students are placed in ELP for credit recovery or will have the course placed in their schedule. Attendance letters are sent when a student reaches 5 absences. Teachers and administrators call parents to stress the importance of student attendance. In addition, administrators conduct walk-throughs and attend PLC meetings to ensure core instruction is solid and teachers are maintaining high expectations.

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).

School counselors complete credit checks twice a year (more if needed for particular students). Students who need special assistance are identified and discussed at each MTSS meeting. Attendance and grades are also monitored at MTSS meetings. Attendance is reviewed weekly utilizing attendance data from FOCUS. Cohort reports for each grade level are provided to the team. Students at-risk are identified, particularly senior students and they are monitored all year. The VE Specialist monitors all students with IEPs and assists with intervention suggestions.

**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?

School leadership models learning and shares expectations with staff. Walk-throughs with targeted feedback take place regularly. Administrators attend department meetings and PLCs.

**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: All teachers, students, and parents have a clear knowledge of fundamental policies and procedures.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Communication to all stakeholders on a regular basis and through all available stakeholder meetings.	Mr. Bohnet, Mrs. Ouellet, Mr. Robertson, Mrs. Mowatt
<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: Referrals for black students will reduce from 3.9% of the overall student referrals to 2% or less.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Content materials that are differentiated by student interests, cultural background, prior knowledge, and skill level along with mentoring.	Mr. Bohnet
<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?

Teachers have participated in Core Connections training (English and Social Studies). Department chairs participate in meetings with content area supervisors. Teachers engage in planning based upon information obtained in DWT. ISM visits with supervisors to gather walk-through data and to engage in discussions based upon feedback. Teachers have engaged in lesson planning based upon state core standards and have developed goals and scales to monitor student progress. Teacher use of standards, goals and scales have increased since the beginning of the school year.

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?

More active engagement in the classrooms versus passive engagement observed in some classrooms. Walk-through data obtained by administrators and also through ISM visits.

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

Teachers measure student growth both formatively and summatively on a regular basis. They use these assessments to drive instruction and to make modifications within their lessons. They use goals and scales to determine how students view their learning and comprehension of materials. Staff use Performance Matters and Write Score results to engage in student data chats and to drive intervention and re-teaching of content. The re-teaching occurs with individuals or in a small group to determine whether student understanding is increasing.

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 school provides rigorous instruction that is differentiated. Teachers also engage in tutoring during lunches and planning time. Students have opportunities for credit recovery through ELP and Summer Bridge. Saturday boot camps are provided close to testing to allow students for additional help. CTAE coursework is provided to allow students opportunities to learn technical skills to support them in their post-secondary lives. There is a focused effort to transition freshmen students into the school. This occurs through monthly freshmen parent meetings and also through a freshmen orientation. Efforts are being made this year to increase opportunities during throughout the year for students to engage with one another through fun and motivating activities.

**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>	
Continued training on AVID strategies	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Faculty Meeting Agendas	Lori Stone
<b>Instructional Strategy 2</b>	
Training by data champions at pre-school faculty meeting with follow-up during department PLCs	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
PLC Minutes	Administration
<b>Instructional Strategy 3</b>	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible



## 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.

We will spend time revisiting fundamental guidelines and procedures as a faculty. Climate survey indicates a concern with consistency amongst staff.

**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.

Teachers will continue to have PLC built into their afternoon schedule on a bi-weekly basis. In addition, common planning time will be provided whenever possible (based upon master schedule flexibility). Teachers will continue to be given a common lunch time as some teachers prefer to plan/discuss data during this time frame.

### 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 primary focus for professional development this year was the Marzano framework. Teacher use of goals and scales increased throughout the school year. Continued teacher training through feedback and discussion will be a focus next year since the Marzano framework is still new and teachers still have many questions. AVID strategies were also shared and will continue to be a focus for next year.

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?
AVID Strategy Training – 1 per month	Faculty Meetings	All Teachers	Increased use of the strategies observed in the classroom.
Data Use Training	Pre-School	All Teachers	Teachers will all get targeted training in how to pull the data and then data champions will provide side-by-side coaching

Marzano – Focus on Domains	Ongoing	All Teachers	Continued improvement in classroom instruction as indicated by observational data
Check and Connect	Pre-School	Select Teachers	Teachers will meet with identified students to provide additional supports and encouragement.



## 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).

Osceola Fundamental H. S. builds positive relationships with families and community members by conducting monthly meetings, providing incoming freshman parents with training and information on expectations and how to assist their students, providing senior parents with information on their student’s college or career readiness, our website is consistently updated to provide parents with up-to-date information on activities and events and deadlines, our teachers work collaboratively with parents by providing up-to-date information and assistance via FOCUS, parent emails, conferences, and phone calls.

**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.

Osceola Fundamental H. S. provides parents, families and the community with up-to-date data on student performance via their website, FOCUS, and School Improvement Plan. Administrators, counselors and teachers conduct data chats with parents/guardians upon request.

### Family Engagement / Planning Inventory

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

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

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

### Family Engagement / Key Strategies

<b>Goal 1:</b> What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Provide parents with curriculum information on a monthly basis	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Information to be presented in monthly PTSA and SAC meetings and posted on the Osceola Fundamental High School website.	Mark Robertson
<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: Increase connections with community resources	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Family and Community Liaison will reach out to various community businesses and civic organizations to share information about our school and to determine if there are resources available to support students in Osceola Fundamental High School	Debbie Giovo
<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.

WHAT  
PROPORTION? of WHO? will do WHAT? by WHEN? as MEASURED BY?

<ul style="list-style-type: none"> <li>Count</li> <li>Percentage</li> <li>Percentage Increase</li> <li>Percentage Decrease</li> </ul>	<ul style="list-style-type: none"> <li>All Students OR</li> <li>Gender</li> <li>Grade Level</li> <li>Subgroup</li> </ul>	<ul style="list-style-type: none"> <li>Content Area &amp;</li> <li>Collaborate to...</li> <li>Complete a portfolio or performance...</li> <li>Demonstrate a behavior...</li> <li>Demonstrate a proficiency...</li> </ul>	Select date using calendar	Narrative Box
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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> Cynthia Brown, Lynne Mowatt
To increase the percentage of students scoring proficient on the FSA/ELA in grades 9 and 10 by 3%	
<b>Actions / Activities in Support of ELA Goal</b>	<b>Evidence to Measure Success</b>
Teachers will participate in bi-weekly PLCs to analyze data and design lesson plans to engage students in rigorous assignments aligned with the Florida Core Standards	PLC Minutes, Lesson Plans

<b>Mathematics Goal</b>	<b>Goal Manager:</b> James Gunnin, Christina Ouellet
To increase the percentage of students scoring proficient on the Algebra I, Geometry, and Algebra II FSA/EOC by 3%	
<b>Actions / Activities in Support of Math Goal</b>	<b>Evidence to Measure Success</b>
Teachers will participate in PLCs to analyze data and design lesson plans to engage students in rigorous assignments aligned with the Florida Core Standards	PLC Minutes, Lesson Plans

<b>Science Goal</b>	<b>Goal Manager:</b> Barbara Ferguson, Mark Robertson
To increase the percentage of students scoring proficient on the Biology EOC by 3%	
<b>Actions / Activities in Support of Science Goal</b>	<b>Evidence to Measure Success</b>
Teachers will participate in PLCs to analyze data and design lesson plans to engage students in rigorous assignments aligned with the Florida Core Standards	PLC Minutes, Lesson Plans

**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> US History	<b>Goal Manager:</b> Darlene Davis-Parvin, Mark Robertson
To increase the percentage of students scoring proficient on the US History EOC by 3%	
Actions / Activities in Support of Goal	Evidence to Measure Success
Teachers will participate in PLCs to analyze data and design lesson plans to engage students in rigorous assignments aligned with the Florida Core Standards	PLC Minutes, Lesson Plans

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> Work toward Bronze Level recognition with the Alliance for a Healthier Generation.	<b>Goal Manager:</b> James Hill
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.)	
<b>Goal Name:</b> College and Career Readiness Goal	<b>Goal Manager:</b> All administrators
Actions / Activities in Support of Goal	Evidence to Measure Success

All teachers will maintain a student scale that links to the current major standard linked to their lesson plans. All teachers will maintain a folder with the current week's lesson plans that is readily available to any administrator upon classroom walk-through.	Scales and lesson plans will indicate a deliberate and rigorous link to current standards being addressed.

**Academic Achievement Gap**

<b>Subgroup Goal (Black)</b>	<b>Goal Manager:</b>
Increase percentage of students scoring proficient on the grade 9 and 10 FSA/ELA by 3%	

<b>Actions / Activities in Support of Black Goal</b>	<b>Evidence to Measure Success</b>
Teachers will participate in PLCs to analyze data and design lesson plans to engage students in rigorous assignments aligned with the Florida Core Standards and will consider activities to differentiate their instruction to meet the cultural and diverse backgrounds of black students.	PLC Notes, Lesson Plans

<b>Subgroup Goal (ELL)</b>	<b>Goal Manager:</b> Cynthia Brown
All ELL students (LY and LF status) will improve increase their overall performance on CELLA by 3%	

<b>Actions / Activities in Support of ELL Goal</b>	<b>Evidence to Measure Success</b>
ELL Chairman will collect and analyze data quarterly on all ELL students, meet individual students and provide additional support, and work with teachers to provide effective strategies based on individual needs.	CELLA, Language Arts Performance Data, ELL Minutes.

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

<b>Actions / Activities in Support of ESE Goal</b>	<b>Evidence to Measure Success</b>

<b>Subgroup Goal (If Needed)</b>	<b>Goal Manager:</b>
<b>Enter Goal Name</b>	

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 9th	Grade 10th	Grade 11th	Grade 12th	Grade Select	School	
						#	%
Students scoring at FSA Level 1 (ELA or Math)	56	47	61	32		196	11
Students with attendance below 90 %	20	49	48	46		163	9
Students with excessive referrals**	0	0	0	0			
Students with excessive course failures**							
Students exhibiting two or more indicators	1	6	5	2		14	1

\*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.
The attendance rate for the 2016/17 school year will increase by 2 %.	
Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
All students identified with five absences will be monitored, tracked, and put on intervention plan, if needed, in order to reduce their absenteeism over the remainder of the school year.	Monthly reports
Issue certificates for student with zero absences	

**EWS - Discipline**

<b>Discipline Goal</b>		Please ensure that your goal is written as a SMART goal.
The number of referrals of our Hispanic population will be reduced by 2% over the 2017/16 school year.		
<b>Actions / Activities in Support of Discipline Goal</b>		<b>Evidence to Measure Success</b>
Monitor referral issuance by ethnicity. Meet with students determine causes of incidents and develop a plan to improve behavior		Discipline Report

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

**EWS – Academic Intervention**

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

TSA monitors all students with IEPs and assists with intervention suggestions and serves as a support to students. In addition, she is the liaison between parents, students and case managers. Administrators provide support by working with parents and staff to ensure that student needs are being met and that there are resources available. Students who are identified as meeting one or more early warning signs indicators are monitored and tracked on a weekly basis by the MTSS/Child Study Team. The student are assigned a mentor to support their needs. The MTSS team that supports Tier III interventions meets to develop an individual intervention plan for student where necessary. Students are placed in programs to recover credits or have a class placed in their schedule for credit recovery and grade forgiveness. Some student who need multiple courses recovered are placed in the Graduate Enhancement Program. The Graduation Enhancement Program (GEP) allows student to ta four courses online and three in classrooms. The online portion of the program is designed to allow student to work at their own pace to complete and recover credits in an attempt to quickly get back on track with credits and GPA. Students in the GEP program are overseen by an administrator on campus who provides guidance, mentoring and connects students with student services where necessary.

Early Intervention / Extended Learning Goal	
Please ensure that your goal is written as a SMART goal	
Goal: Students identified by the early warning system will be monitored and put on an individual intervention plan in order to improve their academic performance by May of 2017.	
Actions / Activities in Support of Goal	Evidence to Measure Success
Weekly MTSS/Child Study Team meetings, development of individual intervention plans where needed	Student credit recovery, graduation rate

## Section 3 – Required Items / Resources

### Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	83	% with advanced degrees	45.8
% receiving effective rating or higher		% first-year teachers	6.0
% highly qualified (HQT)*		% with 1-5 years of experience	12.0
% certified in-field**	78	% with 6-14 years of experience	31.3
% ESOL endorsed	12	% with 15 or more years of experience	50.6

\*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.

All efforts are made to recruit the highest quality teachers possible by posting detailed job descriptions and requirements and conducting rigorous interviews. Our retention efforts focus on building positive relationships, providing support and training (school-based training, new teacher mentors, open-door policy), and regular communication (email, memos, personal visits, meetings).

### SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Eric	Baird	White	Parent
Patti	Moore	White	Parent
Asanti	Poole	Black	Student
Marie	Jantschek	White	Support Employee
William	Schulz	White	Parent
Ernie	Whalen	Hispanic	Teacher
Diane	Becker	White	Teacher
Jesse	Wood	White	Teacher
Mike	Bohnet	White	Principal
Nancy	Bagnosco	White	Parent
LeeAnn	Kudelko	White	Parent
Tandola	Niles	Black	Business/Community

**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:
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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: Lynne Mowatt
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State Days / Intervals that Team meets below.
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The team meets every Wednesday morning: two meetings are Child Study and two meetings are MTSS.

**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.

School Improvement Funds Allocation :  
EOC Prep and Boot Camps (to include AP course prep and ACT/SAT) – Teacher Pay – 3,000  
Professional Development – 2,000  
Will add when SIP funding amounts are available

Use this space to paste budget, if desired.