



# School Improvement Plan 2017-18

## Tarpon Fundamental Elementary

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools



## School Profile

<b>Principal:</b> Elaine K. Meils	<b>SAC Chair:</b> Kathryn Emby
-----------------------------------	--------------------------------

<b>School Vision</b>	100% Student Success

<b>School Mission</b>	In collaboration with families, we will provide a safe, nurturing environment which inspires lifelong learning and fosters responsible citizenship.
-----------------------	---

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
272	1.9	1.9	7.4	2.2	86.7	

<b>School Grade</b>	<b>2017:</b> A	<b>2016:</b> A	<b>2015:</b> A	<b>Title 1 School?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
---------------------	-------------------	-------------------	-------------------	--

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	90	90	92	91	83	93	NA	NA	NA	NA	NA	NA
Learning Gains All	70	72	81	71								
Learning Gains L25%	74	73	81	63								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Elaine	Meils	FT	4-10 years
Media Specialist	Michele	Morris	FT	11-20 years
Counselor	Laura	Snare	FT	11-20 years
Teacher of Gifted	Jennifer	Scott	FT	4-10 years
Curriculum Specialist	Dorie	Sundholm	FT	20+ years

<b>Total Instructional Staff:</b>	<b>23</b>	<b>Total Support Staff:</b>	<b>11</b>	



# 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).

Tarpon Fundamental has the following five “Guidelines for Success” which include safety and respect. 1) Think Responsibly, 2) Show Respect, 3) Focus on Learning, 4) Expect the Best, 5) Safety First. Students are expected to follow these guidelines at all times within the school environment. “Paws” are earned for following these guidelines.

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

Each classroom has the “Guidelines for Success” displayed. These expectations are also tied to each teacher’s individual classroom behavior system. School-wide assemblies reteach this common language and all staff are reminded of these expectations throughout the year at staff meetings.

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.

The school counselor develops and administers classroom lessons each month to every student which are focused on the guidelines for success, study habits and social skills development. Students who are identified by the teacher, or within an SBLT meeting, as needing additional emotional support are invited to a small group opportunity with the counselor to focus on specific social/emotional needs. Students who are identified as requiring additional academic supports are moved to Tier 2 interventions. We are in the introductory phase of Restorative Practice with our instructional staff.

## Data-Based Problem Solving

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

Students who are identified as needing further social/emotional supports meet regularly with the counselor either in a small group or individually on a weekly basis. These meetings are tailored with lessons that meet the student’s needs. A pre and post assessment is given to track data and teacher input is also considered. Behavior Tier 2 and Tier 3 interventions include individualized behavior plans and are monitored daily.

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

Through monthly SBLT meetings, each grade level shares data and student progress and concerns. Grades, common assessments, infractions and behavior data is reviewed. Based upon this data, the SBLT decides which students should move to Tier 2 and Tier 3 supports, either for academic needs or for social/emotional needs.  
 If students do not respond to Core efforts, supplemental interventions are provided through before/after school tutoring and the ELP program.

**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?

Expectations at Tarpon Fundamental are always upheld. School-wide, we review the expectations each morning on the announcements, in a first day assembly with the principal, through monthly newsletters and through a common language throughout the building. Teachers maintain a structured and rigorous learning environment that is monitored through principal walk throughs, observations and is maintained by teachers through regular PLC and SBLT meetings. Minutes of these meetings are submitted and reviewed. In addition, students are presented with expectations in a school-wide assembly on the first day of school with the principal and throughout the year at PAWsemblies and grade level meetings. Parents are informed of these expectations at the annual Open House, as well as various required PTA meetings through principal presentations.

 **School Culture, Climate / SWBP / Key Goals and Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture and climate at your school?	
By May of 2018, students will consistently demonstrate behaviors that reflect the Tarpon Fundamental guidelines. This desired outcome will result in a 10% decrease in warnings addressing “behavior”.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Students – intentional teaching/modeling of specific respectful behaviors. Staff – expectation to be respectful to students, colleagues and families. Families – staff models respect and reciprocate respect when given by families.	All students, staff and families.
<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.	
By May of 2018, ELL students will demonstrate academic success by achieving a 10% gain in their FSA scores.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Staff will implement ELL strategies, target instructional methods and meet with principal in monthly data review during SBLT’s. The strategies will also be included in lesson plans which will be monitored by the principal and District ELL Coach. The staff will also confer with District ELL coach for support and guidance.	Teachers, Principal and ELL Coach
<b>Optional Goal:</b> Describe any other goal you may have related to school culture or climate. Use only if needed.	
PCS Restorative Practices Stage 1 will be implemented and taught to staff.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Stage 1: Step 1: Introduction to Restorative Practices and Staff Readiness Reflection. Step 2: Identify School RP Site Leader and Implementation Team. Step 3: Determine Need and Preferred Outcomes for RP Implementation. Step 4: Collecting Baseline School Site Data. Begin scheduling Stage 2 implementation – March 2018.	Restorative Practice School-based Team.

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?

Lesson plans and instruction are aligned to state standards. These plans are reviewed by the Principal and Marzano observations are conducted to ensure implementation. Marzano scales are implemented within classrooms with the goal of students attaining a level four. Successes to date include #14 overall in State FSA scores!

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

FSA learning gains indicate 70% in ELA and 81% in Math. Key areas for improvement include learning gains for all students ensuring that rigor is addressed especially with those students at Level 4 and 5. Teachers have access to data indicating exactly how many points in each subject area students will need to increase to achieve a learning gain. Also, student engagement will be monitored and addressed.

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.

Dissection and review of MAP, FSA, and Science benchmark tests. Meeting within SBLT’s on a monthly basis to discuss data with principal. Teachers incorporate monitoring tools and formative assessments to assess student progress on the learning scales to further instruction.

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

Our school supports students by teachers tutoring students before and after school to increase learning time. Counselors from receiving middle schools meet with students and families to help prepare students for the transition to middle school.

**Standards-Based Instruction / Key Goals and Strategies**

<b>Goal 1:</b> What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Teachers know student learners and differentiate the curriculum for all learners’ success.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Lesson plans, teacher calendars	Instructional staff
<b>Goal 2:</b> What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Before/After school learning provided by teachers during contractual hours. Field trips, speakers, school presentations are aligned to standards and approved by principal.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Request for activity forms and master calendar	Principal
<b>Optional Goal:</b> Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
Bell to Bell instruction	
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 among 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 work as a team where collaboration and support is key. Mentoring for students is one area on our AdvancED survey in need of improvement. Therefore, our guidance counselor and family involvement liaison will work to ensure students have an advocate on campus, as well as increase our mentorship for students in need.

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.

**Common planning time provided daily among grade levels; no more than two school meetings per week; student data is reviewed monthly in SBLT meetings.**

### 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?

Marzano training, UDL training to focus on differentiating, ESOL strategies for specific student needs have increased student learning. We will continue with UDL training, focusing on differentiation and ESOL strategies to meet the needs for our learners.

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, ISM visit feedback, etc.).

#### 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?
Restorative Practice	Ongoing	Staff	Restorative environment
UDL	Preschool	Staff	Increased rigor for students
ELL	Ongoing	Staff	Meet needs of ELL learners




## 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).

Monthly PTA meetings and newsletters; conferences and daily interactions to increase communication

**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 interpreting and using student data via trainings, data chats and/or student-led conferences.

Open House, PTA meetings, school website, various parent trainings offered, student-led conferences

### Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these 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 / assignments, 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, email or home visits.	<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 (especially those linked to student learning).	<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.

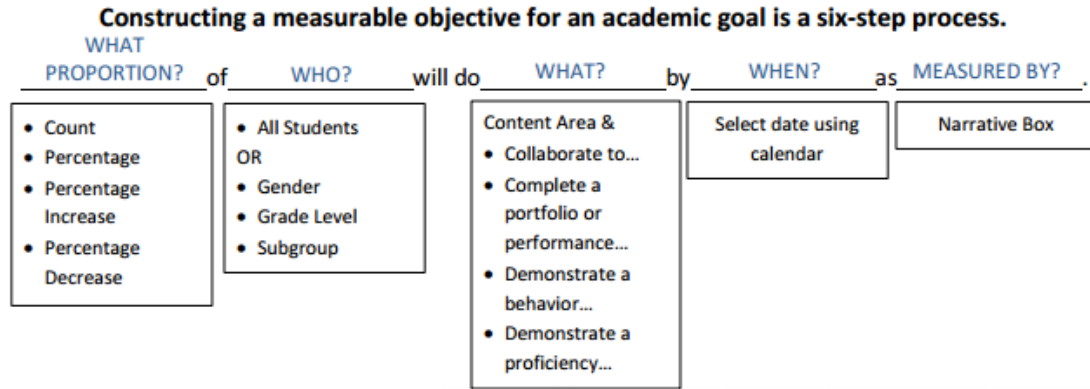
### Family Engagement / Key Goals and Strategies

<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?	
Continue collaborating with families, especially those new to our school, to further student success	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Collaboration through communication (conferences, phone calls, offer translation, newsletters, email)	All Staff
<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?	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
<b>Optional Goal:</b> Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible



## Section 2 – Targeted School Goals / Action Steps

### Academic Goal



**SMART GOALS:** Please be sure that your goals throughout this document 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 goal manager and data source.

<b>ELA / Reading Goal</b>	<b>Goal Manager:</b> Leadership Team
100% of students will achieve at or above grade level in ELA by the conclusion of the school year as measured by MAP and FSA results.	
<b>Actions / Activities in Support of ELA Goal</b>	<b>Evidence to Measure Success</b>
Teachers align instruction to meet the Florida Standards for ELA, district curriculum guidelines and student needs by providing multiple opportunities across the literacy block for reading, writing, speaking and listening. Teachers will also focus on providing quality classroom libraries in their classrooms with appropriate and challenging books for their students. Specific ELA strategies will include: <ul style="list-style-type: none"> <li>Daily core instruction (20 minutes max)</li> <li>Independent Reading with accountability</li> <li>Conferring with students</li> <li>IStation (not during reading block)</li> <li>Teachers will provide daily opportunities for students to write over extended time frames (time for research/planning, reflection and revision)</li> <li>Explicit vocabulary instruction</li> </ul>	District assessments, running records, FSA and MAP results, weekly classroom assessments
Teachers regularly assess and utilize data to modify and adjust instruction. Teachers will differentiate/scaffold instruction and provide tutoring to students before/after school (during contractual time) for students not meeting expectations in ELA.	Weekly classroom assessments, formative assessments, district assessments, running records

<b>Mathematics Goal</b>	<b>Goal Manager: Leadership Team</b>	
100% of students will meet or exceed grade level expectations in Math by the conclusion of the school year as indicated by MAP and FSA results.		
<b>Actions / Activities in Support of Math Goal</b>	<b>Evidence to Measure Success</b>	
Teachers will increase rigor to meet the needs of acceleration for all learners in math. Teachers utilize systemic documents to effectively plan for mathematics units that incorporate the Standards for Mathematical Practice and rigorous performance tasks aligned to MAFS. (ELearn) Teachers will utilize high yield instructional strategies to develop number sense, flexibility and fluency alongside growth mindset.	Math assessments, FSA data and learning gains and MAP assessment results	
Teachers will align instruction to meet the Florida Standards in Math, incorporate ST math with fidelity and provide tutoring to students before/after school (during contractual hours) to ensure learning success for all students in math. Data will be used to differentiate and scaffold instruction in order to meet the needs of every student.	ST math data, FSA, MAP and district/classroom assessments	

<b>Science Goal</b>	<b>Goal Manager: Leadership Team</b>	
100% of students will meet or exceed grade level expectations by the conclusion of the school year as measured by District assessments and State assessments results.		
<b>Actions / Activities in Support of Science Goal</b>	<b>Evidence to Measure Success</b>	
Teachers will implement with fidelity the 10-70-20 instructional model. Support will be provided to teachers in understanding the new language in the description on the 10-70-20% routine. This model consists of setting the purpose, core science and confirming the learning. Science instruction will not be missed for any reason, including ESE pull-out, recess, etc. Fifth-grade will develop and implement the 5 <sup>th</sup> grade benchmark review plan based on data from the 3 <sup>rd</sup> /4 <sup>th</sup> grade review diagnostic assessment. Science vocabulary – non-negotiable! Teachers will create a plan from the diagnostic test. Journals will be used and conferring incorporated. It will be optional for students to take the unit assessment quizzes on Unify.	District assessments, weekly classroom assessments, FSA results	
Students in grades 2-5 will have the opportunity to participate in the science lab and in the school/district science fair.	Science Fair project grades, Science lab assessment data	

**Other School Goals\* / Use Only as Needed**

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

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

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
<b>Goal Name: Wellness Goal</b>	<b>Goal Manager: Lisa Montie</b>
Work toward SILVER level recognition with the Alliance for a Healthier Generation.	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
Wellness Coach and team will determine the next steps to reach this goal.	Silver level.

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name: Enrichment Clubs will identify and increase students' talents in various areas.</b>	<b>Goal Manager: Jennifer Scott</b>
Enrichment Clubs will service the student population in areas they are interested in participating.	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
Enrichment Club schedule is shared with parents. Students participate in clubs before/after school.	Participation in enrichment clubs allows 75% or more of students to participate in clubs they are interested in participating.

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

**Academic Achievement Gap / Required Goals**

<b>Subgroup Goal (Black)</b>	<b>Goal Manager: Leadership Team</b>
100% of Black students will be on or above grade level in the subjects of ELA, Math and Science by the end of the school year.	
<b>Actions / Activities in Support of Black Goal</b>	<b>Evidence to Measure Success</b>
Data will be analyzed monthly by the principal and grade level teams to ensure Black student success is on or above grade level.	Grade level and District assessments, FSA and MAP.

<b>Subgroup Goal (ELL)</b>	<b>Goal Manager:</b> Leadership Team	
100% of ELL students will be on or above grade level in the subjects of ELA, Math and Science by the end of the school year.		
<b>Actions / Activities in Support of ELL Goal</b>	<b>Evidence to Measure Success</b>	
District ELL coach will train and monitor staff on ELL strategies.	Meeting minutes and minutes provided from Coach visits	
Data will be analyzed monthly by the principal and grade level teams to ensure ELL students are achieving success in ELA, Math and Science. ACCESS data will be reviewed with parent in a parent/teacher conference.	MAP, ACCESS and FSA data, as well as classroom assessment data	

<b>Subgroup Goal (ESE)</b>	<b>Goal Manager:</b> Leadership Team	
100% of ESE students will be on or above grade level in the subjects of ELA, Math and Science by the end of the school year. The FSA scores for ELA and Math were 83% scoring proficiency in 2017. SAT 10 data was at 100%.		
<b>Actions / Activities in Support of ESE Goal</b>	<b>Evidence to Measure Success</b>	
Strategies to support ESE learners will be provided within the ESE resource program and in classrooms by teachers.	Classroom and District assessments, MAP and FSA	
UDL training to support ESE learners	Training attendance and implementation	

<b>Subgroup Goal (If Needed)</b>	<b>Goal Manager:</b>	
<b>Enter Goal Name</b>		
Place goal statement here (additional goal only if needed).		
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>	

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

**Note:** This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.\*

Early Warning Indicator (Number of students by grade level)	Grade	Grade	Grade	Grade	Grade	Grade	Grade	School Totals	
	Select	Select	Select	Select	Select	Select	Select	#	%*
Students scoring at FSA Level 1 (ELA or Math)	Gr. 3 ELA Math	Gr. 4 ELA Math	Gr. 5 ELA Math						
Students with excessive absences / below 90 %	0	1	0					1	0
Students with excessive behavior / discipline**	0	0	0					0	0
Students with excessive course failures**	0	0	0					0	0
Students exhibiting two or more Early Warning indicators								0	0

\*Required per Section 1001.42(18)(a)2.,F.S. \*\* Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

## EWS - Attendance

<b>Attendance Goal</b>		Please ensure that your goal is written as a SMART goal.
100% of students will be in attendance more than 90% of the school year.		
<b>Actions / Activities in Support of Attendance Goal</b>		<b>Evidence to Measure Success</b>
Attendance will be monitored by teachers on a daily basis and teachers will contact families if student is absent 2 consecutive days.		Evidence of teacher communication with families.
The CST will meet two times per month to track student absences, sending home letters and making phone calls to ensure that student absences are kept to a minimum.		Attendance records

Principal will discourage families from taking vacations during instructional days.	
---	--

**EWS - Discipline**

<b>Discipline Goal</b> <span style="float: right;">Please ensure that your goal is written as a SMART goal.</span>	
Place goal statement here.	
<b>Actions / Activities in Support of Discipline Goal</b>	<b>Evidence to Measure Success</b>

<b>Discipline Goal – Other</b> (as needed) <span style="float: right;">Please ensure that your goal is written as a SMART goal.</span>	
Specify	
Place goal statement here (only if needed).	
<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.

The ELP incorporates strategies (LLI) to children who are below expectations in ELA. Data is analyzed to ensure learning success. Teachers also conduct before/after school extended learning to struggling students.
---

<b>Early Intervention / Extended Learning Goal</b> <span style="float: right;">Please ensure that your goal is written as a SMART goal.</span>
100% of students participating in the ELP program will make learning gains by the end of the school year in ELA.

<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
Strategies will be incorporated (LLI) program for students who are below expectations in ELA by a highly qualified teacher outside of the 90 minute ELA block. Data will be analyzed monthly to ensure gains are being met. If not, strategies will be altered if necessary.	Classroom and District assessments, MAP and FSA, running records
Students below expectations in ELA will receive extended learning opportunities before/after school by their classroom teacher.	Classroom and District assessments, MAP and FSA, running records

## Section 3 – Required Items / Resources

### Instructional Employees

<b>Current Instructional Staff Members</b>		Complete and update only as data become available.	
# of Instructional Employees (total number)	23	% with advanced degrees	40%
% receiving effective rating or higher	100	% first-year teachers	0
% highly qualified (HQT)*	100	% with 1-5 years of experience	13
% certified in-field**	100	% with 6-14 years of experience	30.4
% ESOL endorsed	72	% with 15 or more years of experience	56.5

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

Describe your school’s efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

A site-based mentor meets with new staff (0-2 years of experience within the building) on a monthly basis. The principal also meets with new teachers as needed. Both meetings are conducted to offer on-going support.

Recruitment is conducted through the District protocol, involuntary transfer and job fair. Should an opening occur where candidates are able to apply for a position, the principal and a school-based team conducts the interview.

### SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Elaine	Meils	White	Principal
Carlos	Melvin	Black	Teacher

Laura	Snare	White	Other Instructional Employee
Leslie	Hourdas	White	Teacher
Cora	Mack	Black	Support Employee
Kerri	Grace	White	Support Employee
Kathryn	Emby	White	Parent
Eric	Pettit	White	Parent
Shelly	Shutt-Paez	White	Business/Community
Jessica	Rimel	White	Parent
Jessica	Rodriguez	Hispanic	Parent
Gina	Christofori-Doran	White	Parent
Dorothy	Rowden	White	Parent
Juanita	Current	Black	Business/Community
Rebecca	Shields	White	Parent
Allyson	Gamble	White	Parent
Tania	Goldman	White	Parent
Na	Wang	Asian	Parent
Cecilia	Westmoreland	Hispanic	Parent
Lora	losa	White	Parent
Rita	Whitten	Hispanic	Parent
Wendy	Woods	Multi	Parent
Deanna	Page	White	Parent
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	

**SAC Compliance**

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

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

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date:
---	-----------------------------	--------------------------



**SBLT / MTSS Leadership Team**

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Laura Snare – guidance counselor
---	-----------------------------	---

Please state the days / intervals that your team meets below.
The SBLT meets on the 3 <sup>rd</sup> Wednesday and Thursday of the month with grade level teams.

**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. Attached budget if preferred.

\$1360.00 - SAC funds will be used to pay for TDE’s, teacher professional development, ELP support, as well as for the support of learning materials in the classrooms. TDE’s: approximately \$860.00, Professional Development: approximately \$300.00, ELP program: \$200.00.
---

--