



School Improvement Plan 2017-18

Lakewood Community School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



School Profile

Principal:	Harriet Davis	SAC Chair:	Fiola Jackson
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School Vision	Prepare and educate students for employment leading to self-sufficiency.
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School Mission	To educate and prepare each student for career exploration, workforce readiness, and higher education.
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	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
213	1.9%	70%	1.9	1.2%	19%	7%

School Grade	2017: No Grade	2016: No Grade	2015: No Grade	Title 1 School?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
					Yes	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												
Learning Gains All												
Learning Gains L25%												

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Harriet	Davis	FT	1-3 years
Lead Teacher	Wes	Koenig	FT	20+ years
Teacher	Patrick	Timmel	FT	11-20 years
Teacher	Sharyn	Jacob	FT	Less than 1 year
Teacher	Maria	Wallen	FT	1-3 years

Total Instructional Staff:	4FT 16 PT	Total Support Staff:	3
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School Culture for Learning

Connections: **District Strategic Plan** ● **Goals 2, 3**
Marzano Leadership ● **Domain 5**
School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Our community school offers classes on LCS’s campus both during the day and in the evening as well as at various community partnership sites across south Pinellas County. The priority at all of our sites is student, staff, and faculty safety, allowing for a secure and healthy environment that is conducive to learning. Included in this process is our Crisis Plan, which is updated annually. Each site has a copy of our Crisis Plan. As we work with adult learners, we typically do not have the same behavioral issues found in K-12 schools. However, in order to meet our goal of a safe school environment, in addition to providing professional development to faculty members on how to handle disruptive student behavior, we have a campus monitor in the evening who can assist if needed. In addition, we have an evening SRO who checks on us during the week, and all the staff has his/her phone number for emergencies. Each staff member is instructed to contact the administrator immediately if he/she has a security question.

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?

As previously stated, inappropriate student behavior is not much of an issue as adult learners choose to come to class and have the right to leave at any time. With that being said, school-wide expectations are developed, reviewed, and updated during our monthly faculty PLCs meetings. Each teacher presents students with written guidelines during orientation to agree upon and follow. Student in-put is always welcome.

In order for all stakeholders to be aware of our expectations, they are posted in multiple locations including classrooms, offices, and on our website.

When an issue with inappropriate student behavior arises, we first employ our positive response system. Our positive response system includes giving student three (3) warnings for minor inappropriate behaviors. Students are given the opportunity to discuss the issue and provided alternative appropriate responses. However, if a student continues to behave inappropriately after the third warning, the student will meet with the administrator and is given the option of attending classes at LCS in the evening or at another site with the permission of the teacher or administrator.

More serious offenses are dealt with on a case-by-case basis following Pinellas County School Board’s policies and procedures. When investigating an incident, the administrator will provide the student with the appropriate due process provided to him or her under Pinellas County policies.

The desired outcome is to have students correct their inappropriate behaviors so they can return to the classroom as soon as possible to become more self-productive learners.

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.

Although we do not utilize the MTSS process in adult education, we do have systems in place that provide behavioral and academic support. For example, our Career Pathways Program teaches students soft skills necessary to survive socially/emotionally in college and careers. Furthermore, teachers work collaboratively to discuss student success and barriers. The outcomes from these meetings are shared both at their sites and district wide to ensure we are providing the academic support needed for all students.

Adult education will also be implementing Workplace Readiness lessons aligned to the State of Florida's College and Career Readiness initiative. These lessons will address the social/emotional needs of students within an academic setting.

Teachers often include character and social training as part of our curriculum to facilitate formal and informal "real world" behavioral expectations.

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?

Adult education is dedicated to meeting the diverse needs, (physical, social, and emotional) of our adult learners. We do this by teaming with community organizations, such as Career Source Pinellas, Youth Connect, Pinellas County Sheriff's Office, and Light House for the Blind, Pinellas Public Library System, the Literacy Council of St. Petersburg, Suncoast Center, NAMI, Directions, Vocational Rehabilitation, PSTA, WestCare, Project Prosper, Pinellas Refugee Education Program (PREP), Lutheran Services, and school based volunteers and tutors.

Lakewood Community School is dedicated to meet the physical, social an emotional needs of our students by providing them with:

- Caring staff members
- Safe and clean facilities
- Adequate supplies to meet their needs
- Fair and consistent treatment

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).

Student data monitoring includes attendance, withdrawal codes, Literacy Completion Points, and College and Career transitions. Additionally, we monitor Pre- and Post-tests, such as TABE and GED test results. We will look at the following:

- LCP's and the number each student earns
- Program completers
- Number of students earning APEX credits (credit recovery)
- Number of students enrolled at our Satellite locations and percentage of program completers as compared to our main site on Lakewood campus.

Data collected is shared during monthly PLC meetings where we discuss needed additional support, timelines, resources needed, and follow-up monitoring.

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 implementation of Marzano Instructional Framework’s evaluation system ensures that every staff member has high expectations for the success of all students. Various district wide professional development opportunities throughout the year also offer best practices professional trainings. School-based monthly faculty meetings that highlight student success and areas for growth also support staff in providing learning opportunities that are rigorous and equitable. The team writing and monitoring of our School Improvement Plan throughout the year also reinforces our goals of high expectations for all students. Furthermore, the Adult Education Frameworks are used as our standard upon which our curriculum is based, which ensures rigorous instruction and learning and results in high expectations of all students. We assist students in setting rigorous goals by encouraging them to pursue post-secondary education. We have guest speakers from St. Petersburg College and Pinellas Technical College speak to our classes, and/or provide opportunities for students to tour these institutions.



School Culture, Climate / SWBP / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?	
To promote LCS programs, course offerings, student achievement and success.	
What is the key strategy that you will implement to accomplish this goal? Testing of all students in a timely manner Students understanding LCS expectations Teachers providing lessons that are aligned to specific state standards Students attending field trips that expose them to post-secondary opportunities Monitoring student testing dates and data.	Harriet Davis and instructional staff Testing Coordinator – Sharyn Jacob
Continue producing Lakewood Community School’s ‘Spotlight’ newsletter.	Harriet Davis
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Partnering with the (five transformation schools) in South County to promote LCS and programs that might be beneficial to their parents and other family members. Additionally, LCS will continue to broaden our partnership with Lakewood and Gibbs HS.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Attend open house, staff meetings, school orientation and other school functions. LCS will send monthly progress reports to Lakewood and Gibbs High regarding students enrolled in APEX. We will meet with students that are not attending or making adequate progress and provide assistance. LCS will also continue to work with students from other schools that need credit recovery because their neighborhood location in the evening.	Harriet Davis, administrator
Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
Another important goal that will be utilized this year is reducing conflicts among staff members.	
What is the key strategy that you will implement to accomplish this goal?	Harriet Davis
This will be done through EAP and monitoring any continuing concerns.	Harriet Davis



Standards-Based Instruction for Learning

Connections: District Strategic Plan • Goals 1,2,4,5

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?

Continue to develop and share retention strategies, which are so important to successful TABE retesting and diploma preparation.

Focus on improving basic literacy skills for students who do not have the ability to earn a high school diploma, so they can qualify to enter technical training and/or be referred to vocational rehabilitation programs.

Share/develop/utilize best instructional practices and strategies including lesson plans and demonstrations during monthly staff meetings to attain/maintain GED passing rates at or above 90% with special attention to improving our GED math scores and GED RLA extended response results.

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?

Strive to ensure that 80% of our “retained” students earn an LCP in their lowest functioning TABE level to surpass the minimal PCS CTAE goal of 42% plus required for NRS funding, which includes non-retained students as well. Increase all other LCPs by 3 to 5% from 2015-2016 to meet or exceed WDIS expectations while establishing baseline data for adult high school students.

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.

Growth is measured through formative assessments such as completion of prescriptive work and in-class unit assessments. Summative assessments such as state-mandated pre and post-tests (TABE and GED), and CASAS, also measure student growth. Our staff utilizes both formative and summative assessments to track student progress, and shape individual and group instruction.

This year Adult Education will be focusing on increasing the understanding, implementation and monitoring of the Marzano Art and Science of Teaching Framework.

We will present an overall presentation of the model during our initial PLC faculty meeting with an overview of the model including, the (41) elements of instructional categories which occur in the classroom.

We will discuss in detail the design questions:
DQ1 and DQ6 – involving routine events
DQ2, DQ3, DQ4 – addressing content
DQ5, DQ7, DQ8, and DQ9 - enacting on the spot

Administratively we will be using IObservation when visiting classrooms. The data collected from IObservation will provide us with a picture of teaching strategies being utilized and specific trainings needed for improvement.

We will be discussing two domains of Marzano including:
Domain 2 – Planning and Preparing
Domain 3 – Reflecting on Teaching

The administrator will lead the monthly data presentation and training.

Data will be reviewed and shared with teachers individually when developing their Professional Growth Plans. Teachers will self-evaluate where they are, and together the teacher and administrator will collaboratively determine the training they believe needed to develop a specific timeline to accomplish these plans.

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).

In Adult Basic Education, GED, credit recovery and Adult High School classes we assist students in filling in their learnings gaps through prescriptive work at their own pace. Students will be given the opportunity for one-on-one, direct, and small group instruction.



Standards-Based Instruction / Key Goals and Strategies

Goal 1: 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?	
Adhering and following national, state, NRS, and WDIS criteria directed at maximizing student achievement	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Official test scores (TABE), book test scores, and online resources covered in previous sections	Harriet Davis, Wes Koenig
Goal 2: What is another 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?	
Career Pathways	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Stimulate/reinforce student interest in goal number one above through implementation of career pathways with special focus on Kuder enrollment	Harriet Davis Maria Wallen
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
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.

The staff and faculty of LCS program hold monthly daytime faculty meetings so all fulltime and part-time instructors can attend to maximize best instructional practices, to address faculty concerns and provide input. We review our SIP action plans on a regular basis to invigorate teacher instruction and student achievement.

Address main concerns #25, #31, and #44 from the AdvanceED climate survey 2016-17.

#25 (Implementing a formal process that promotes student learning)
Continue to improve our communication processes with emphasis on encouraging our part-time teachers to attend monthly staff meetings and expectations to read e-mail and check teacher boxes.

#31 (A formal process in place to support new staff members)
New teachers will shadow an experienced teacher at various sites, and are encouraged to phone or email experienced teacher for guidance and assistance. They will be provided with an Adult Ed SOP Manual (normally provided on flash drive).

#44 (Provide opportunities for students to explore career interests)
Students will take tours of SPC/PTEC, visit our sites, participate in financial aid seminars, and take the Kuder surveys.

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.

PLC’s occur during monthly faculty meetings; each site meets formally and informally as need arises. Our lead ABE/GED teacher provides district and statewide ABE/GED updates to all instructors, especially during PLC meetings and following the four district wide meetings held each year.



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?

Teachers will continue to attend district trainings and professional development opportunities. Teachers are encouraged to attend ESE training.

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	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?

related to teacher, staff growth needs.			
Adult Education	Pre-school	FT & PT instructor	Highest student achievement District and State updates.
District-wide training	summer, fall, and winter	FT & PT instructor	Instructors will understand Domain 1 and highest student achievement.
Monthly Leadership and PACE meetings	Monthly	Administrator	Increase understanding of Adult Education
GED, PLC's	All Year	FT & PT GED instructors	Increased confidence in teaching students and collaboration with others
Adult Community Education Conference (ACE) Fall	Fall	FT Instructors	Meet with vendors from the District and State while attending best practices training classes.
APEX training	Summer	FT & PT credit recovery instructors	Increase understanding of APEX program for credit recovery
Literacy Conference	Spring	FT Instructors	Increase student achievement based on best practice training
TABE training	As necessary	FT & PT instructors	Increase knowledge for TABE/GED classes
ACE training	October 2017	FT instructors	To participate and collaborate with other ABE/GED teachers and learn new strategies and skills.



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).

More emphasis will be placed on collaborating with our five transformations school in the south county to reach parents and extended family to promote their students’ further education.

To identify students that have a certificate of completion by asking for their addresses so they can attend classes at LCS to improve test taking strategies, critical thinking, and reading skills necessary to facilitate earning a regular high school diplomas.

In addition, we will be reaching out to neighborhood high schools to identify potential student prospects who have earned Certificates of Completion. This will be an additional class offering in the evening, which will focus on testing strategies and critical reading and thinking skills.

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.

LCS works with community partners to locate ABE/GED/ESOL programs throughout the community to better meet student needs and to increase student achievement. We have reaching out via correspondence to targeted high schools in Pinellas County to inform these schools of LW Adult Ed. Program for students to earn a traditional diploma.

Co-enrolled:

We will continue reaching out to targeted high schools APs for curriculum and guidance counselors about our credit recovery classes and student progress.

Certificate of Completions: Intensive Reading Course

Lakewood Community will begin offering an Intensive Reading and Critical Thinking course geared towards helping those students earn their high school diplomas. The course will be blended with direct instruction and computer base practice. This will begin with the August 2017 term.

Family Engagement / Planning Inventory: N/A

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 type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, progress.	<input 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, email or home visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 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 type="checkbox"/>

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



Family Engagement / Key Goals and Strategies

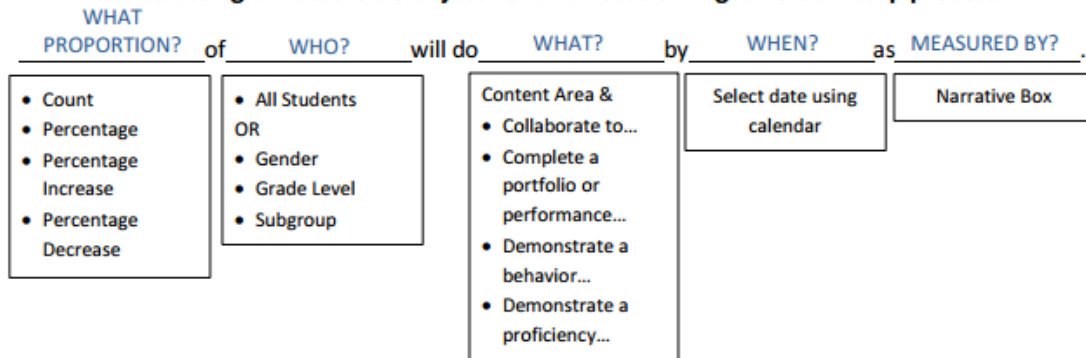
Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?

Continue to update and maintain our website while building social media outlets.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Continue to increase website traffic, school marquee advertisements, and LCS newsletters highlighting and honoring student, staff, and teacher achievements throughout the school year.	Harriet Davis Jason Smith
Goal 2: What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Our goal is to become more involved in South Pinellas County focusing on St. Petersburg and its surrounding communities.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Outreach to K-12 schools, community members, church leaders, business partners and municipal governments when appropriate.	Harriet Davis, various
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
Continue to attend local community events, and teachers will continue to phone and mail correspondence to families of students who need encouragement in their attendance and progress.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
	Harriet Davis, various

Section 2 – Targeted School Goals / Action Steps

Academic Goal

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



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.

ELA / Reading Goal	Goal Manager:
Actions / Activities in Support of ELA Goal	Evidence to Measure Success

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Mathematics Goal	Goal Manager:
Place goal statement here. N/A	
Actions / Activities in Support of Math Goal	Evidence to Measure Success

Science Goal	Goal Manager:
Place goal statement here. N/A	
Actions / Activities in Support of Science Goal	Evidence to Measure Success



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.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
Goal Name: High School credit recovery /AAAE/ESOL/Intensive Reading-testing taking strategies for students who have received only their Certificate of Completion.	Goal Manager: Harriet Davis/Sharon Jacob
Increase enrollment and student success rates	
Actions / Activities in Support of Goal	Evidence to Measure Success
Continue to enroll new students into our programs named above and to increase our overall enrollment.	LCP's, achievement of diplomas and enrollment into PTC/SPC

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

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



Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager: Harriet Davis
MOU: to increase the percentage of black students in ABE/GED, AAEE, Adult Ed, and credit recovery classes.	
Actions / Activities in Support of Black Goal	Evidence to Measure Success
Communicate goals with vertical and horizontal partners.	Monitor enrollment data and student test results and completion data

Subgroup Goal (ELL)	Goal Manager:
Place goal statement here. N/A	
Actions / Activities in Support of ELL Goal	Evidence to Measure Success

Subgroup Goal (ESE)	Goal Manager:
Place goal statement here.	
Actions / Activities in Support of ESE Goal	Evidence to Measure Success

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:
Place goal statement here (additional goal only if needed).	

Actions / Activities in Support of Goal	Evidence to Measure Success

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 <i>Select</i>	Grade <i>Select</i>	Grade <i>Select</i>	Grade <i>Select</i>	Grade <i>Select</i>	Grade <i>Select</i>	Grade <i>Select</i>	School Totals	
	#	%*							
Students scoring at FSA Level 1 (ELA or Math)									
Students with excessive absences / below 90 %									
Students with excessive behavior / discipline**									
Students with excessive course failures**									
Students exhibiting two or more Early Warning indicators									

*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

Attendance Goal	Please ensure that your goal is written as a SMART goal.
To decrease the number of absences by 3%	
Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
Teachers will call students after 3 days, 5 days and on the 7 th day. If transportation is an issue we will provide them with bus passes through our mini-grant.	Students will be discussed monthly at our staff meetings; Letters/postcards will be send out to students.



EWS - Discipline

Please ensure that your goal is written as a SMART goal.	
Actions / Activities in Support of Discipline Goal	Evidence to Measure Success

Please ensure that your goal is written as a SMART goal.	
Discipline Goal – Other (as needed) Specify	
Place goal statement here (only if needed).	
Actions / Activities in Support of Goal	Evidence to Measure Success



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.

Describe your academic intervention supports here.
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Please ensure that your goal is written as a SMART goal.	
Early Intervention / Extended Learning Goal Place goal statement here. N/A	

Actions / Activities in Support of Goal	Evidence to Measure Success



Section 3 – Required Items / Resources



Instructional Employees

		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 type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date:
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SBLT / MTSS Leadership Team

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

<input type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson:
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Please state the days / intervals that your team meets below.

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Budget / SIP Funds

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan. Attached budget if preferred.

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