San Carlos Park Elementary School

2016-17 Schoolwide Improvement Plan

San Carlos Park Elementary School

17282 LEE RD, Fort Myers, FL 33967

http://sac.leeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	96%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	63%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	B	C

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Lee County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for San Carlos Park Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

San Carlos Park Elementary's School Mission Statement is: "Our mission is to ensure excellence in a safe, creative, and nurturing environment. Through the "7 Habits" of The Leader in Me, we are cultivating a solid foundation of 21st Century skills and knowledge, inspiring all students to discover their talents and strengths."

b. Provide the school's vision statement.

San Carlos Park Elementary's School Vision Statement is: "Actively engage students as lifelong learners and 21st Century world-class leaders."

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Teachers use the first two weeks of school to complete team building and "getting to know you" activities. They use Kagan Strategies and Steven Covey's Seven Habits to help build classroom community. Parents are invited to the school for monthly arts performances and for Leader in Me events. Students create an autobiography for their Leadership Binders and share with the class. The Parent Involvement Specialist provides support to the parents and helps them to build a relationship with the school. In addition, parent education classes are offered throughout the year. San Carlos Park hosts academic family nights and Fall Festivals each year. Newsletters are sent home monthly and translation is available to parents.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The teachers and staff of San Carlos Park Elementary School have behavioral expectations that are explicitly taught and modeled daily and throughout the school. As a Leader in Me school, an established environment of leadership, communication, respect and time-management among students lays the foundation for their 21st Century Skills. Students practice safety drills throughout the school year.
Classroom mission statements are created by all students and agreed upon by all students. Classroom and school expectations are reviewed and practiced throughout the school year.
San Carlos Park Elementary has taken numerous measures to ensure the safety of our students and staff. Parents must present identification when picking up students early from school or visiting campus. Safety Patrols and staff members are found throughout the school. In addition, we have male volunteers that make up our Watch DOGS program (Dads of Great Students). San Carlos Park also has fourteen security cameras and one point of entry to the school campus during school hours. A Lightening Dismissal procedure is in place to ensure the safety of our students during inclement weather. All staff members are required to complete the Safe School Trainings. Before and after school programs are available for students on a daily basis. Routine safety drills such as fire, tornado, bomb, and lock-down are performed during the year. All classroom doors are to remain locked during the day. The Student Supervision Protocol is in place to assign specific roles to ensure safety and security throughout the building.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Students are taught and practice behavior expectations through "The Leader in Me", and its mission to empower students to become leaders, and in turn, make good choices, plan, get along with others and use their strengths and talents to solve problems. Teachers are trained and provided resources to ensure these expectations are followed throughout the day. Teachers were given school expectations during preschool week. Administrators and counselors use Castle to track interactions with students and communication with parents.
In addition, San Carlos Park has a full-time Behavioral Specialist to work with small groups to model and practice appropriate behavioral expectations. The Behavior Specialist also works closely with teachers to brainstorm ideas to best assist with behavior interventions.
Finally, the school devised a Vision and Mission statement that are posted in each classroom and referred to as a reminder to work together in all instances.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Two School Counselors are available to students on a daily basis addressing concerns that may affect student learning, thinking, and life. They may be found daily circulating with students at lunch and breakfast, providing age-specific lessons, and providing individual counseling. Student-peer, community, and parent volunteers also provide needs-based mentoring on a daily basis. Currently, each student is assigned to a homeroom teacher that extends the line of support to each student and each student's family. The school has started using the Second Step program that has been adopted by the District, in order to meet the social and emotional needs of the student body. Additional trainings were provided to teachers during preschool week to support our school initiative to be a trauma sensitive school.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The school uses Performance Matters, STAR Reading/Math, STAR Early Literacy, Castle, FOCUS and District Support Applications as early warning systems to identify at-risk students. The reports utilized are the Student Detail Report, Student Item Analysis, Student Growth, Absence, and Suspension Reports. These reports
encompass indicators such as the current courses that the student is enrolled in, subject area grades, attendance history, discipline history, and state, district, and school assessment results. This information is
available to administration and teachers to collaboratively determine which supports and interventions are
appropriate to aide these students.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	32	20	22	23	15	16	0	0	0	0	0	0	0	128
One or more suspensions	1	6	6	2	0	4	0	0	0	0	0	0	0	19
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

There are several interventions that the school has in place to improve the academic performance of students who have been identified through the early warning system as being at-risk. These at-risk students are
provided with learning strategies and remediation of state standards to improve their academic performance.
Teachers, reading coaches, math coaches, resource teachers, teacher leaders, and administration closely monitor student data and meet regularly to discuss the progress of our at-risk students and provide strategies and support to improve student academic growth. The school has daily intervention groups called WINN (What I Need Now) to constantly monitor student needs. The program is fluid and always changing based on what students need to be successful. The WINN groups are standards based.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/308081.

2. Description
A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

San Carlos Park has a full-time Parent Involvement Specialist and who works to create and sustain partnerships within the community and through businesses. Through these partnerships we are able to provide students with materials and activities to assist with student achievement. Furthermore, a strong relationship with the higher education institutions provide interns and volunteers to San Carlos Park Elementary. A very active PTO ensures that our community and local businesses have a significant role in our daily operations. We welcome local churches which provide many volunteers and men to participate in Watch DOGS (Dads of Great Students) to be role models for our students. The local Fire Department also comes to our school to provide safety training to our primary students and showcases their equipment.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Wagoner, Brandi	Other
Kutz, Christy	Principal
Forrey, Danielle	Other
Baker, Abby	Instructional Coach
Henry, Nicole	Instructional Coach
Russo, Brittney	Instructional Coach
Miller, Andrew	Assistant Principal
Sherman, Tera	School Counselor
Parker, Jack	Other
Williams, Teresa	Other
Robinson, Michele	Assistant Principal
Bell, Ashley	School Counselor

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Principal: Christy Kutz
X Allocate Resources/Funds
X Curriculum
X Faculty
X Focus
X Interns
X Leave Requests
X Parents
X Parentlink
X Permission to Leave Campus
X PTO
X SAC
X SIP/DA

X Safety
X Staff Evaluations
X Supplements
X Office Operations

Assistant Principal: Andrew Miller/ Michele Robinson
X Interns
X AM/ PM Buses
X APPLES Teachers
X Cafeteria
X Car Line
X Cumulative Folders
X Custodians
X Committees
X Discipline
X District Accreditation
X Maintenance of Building
X MTSS
X Para Schecules
X Focus
X Report Cards
X Safety Drills/ Committee
X Schedules
X Student Discipline
X Support Staff
X Staff Evaluations
X Textbooks
X Title 1

Teacher Leader: Teresa Williams

X Data Collection/Support
X ELA/ Math Support
X Professional Development
X Model Lessons
X Data Analysis
X Coach
X Meetings
X Lesson Planning
X Proctor
X Standards Alignment
X 3rd Grade PLC Leader

Teacher Leader: Danielle Forrey

X ELA/ Math Support
X Data Collection/Support
X Literacy Support
X Professional Development
X Model Lessons
X Data Analysis
X Coach

X Meetings
X Lesson Planning
X Proctor
X 4th Grade PLC Leader
X SIP/SAC
X Standards Alignment

Intervention Specialist: Brandi Wagoner

X 504 Referrals
X Data Collection/Support
X Equity Contact
X Instructional Technology
X MTSS Referrals
X SIR/Professional Development
X Specials/ ESE PLC Leader
X Safety Supervisor

School Counselor: Tera Sherman/ Ashley Bell
X Community Services
X Gifted Chair (Tera)
X ESOL Contact (Ashley)
X Student Supplies
X Student Support Groups
X Second Step
X Testing Coordinator
X K/1 PLC Leader
X Test Coordinator (Tera)
X Rosetta Stone Software (Ashley)

Reading Coach K-5: Brittany Russo
X Coaching K-5th Teachers
X Compass Learning Software
X Fair Testing
X Literacy District Contact
X Social Studies District Contact
X National Elementary Honor Society
X Parent Education/Training
X Professional Development
X Reading Street
X Saxon Phonics Fidelity
X PLC Support

Math Coach K-2 Teachers: Nicole Henry
X Coaching Teachers K-2
X Fast Math Software
X Go Math
X Renaissance Math
X Math District Contact
X Math Lab-K-2nd
X Parent Education/ Training
X Professional Development
X 2nd Grade PLC Leader

Math Coach 3-5: Abby Baker
X Coaching Teachers 3-5
X Fast Math Software
X Go Math
X Renaissance Math
X Math District Contact
X Parent/Education Training
X Professional Development
X 5th Grade PLC Leader

Technology: Jack Parker
X Oncourse
X Parentlink
X Performance Matters
X Focus
X Safari Montage
X School Website
X Sharepoint
X Technology Support/Help Tickets
X Web Applications

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS Problem-Solving team at San Carlos Park Elementary meets on a weekly, monthly, and as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student support. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.

Title I, Part A
Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

Title I, Part C- Migrant
Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after-school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part D
The facilities and schools coordinate with health services (mental and physical) and other social services to meet the needs of students returning to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the

collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title II, Part A
Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title III
Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after-school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X- Homeless
Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For
instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/ or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI)
SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between

programs.

Violence Prevention Programs
The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Nutrition Programs
Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Housing Programs
Head Start
Blended Head Start/Title 1/VPK/Migrant early childhood classrooms will be located on the school's campus. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by meeting the federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness Screening (FLKRS).

Adult Education
Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Career and Technical Education
The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Job Training
The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Other
Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Lisa Miller	Teacher
Bobbi Leighton	Parent
Christy Kutz	Principal
Danielle Forrey	Teacher
Brandi Wagoner	Teacher
Trent Brown	Parent
Lindsay Brown	Parent
Sarah Reynolds	Teacher
Sam Reynolds	Business/Community
Craig Kearney	Teacher
Tess Brennan	Parent
Nicholas Leighton	Student
Chris Mueller	Business/Community
Janet Cross	Business/Community
Kelly Timm	Teacher
Jane King	Teacher
Andrew Miller	Principal
Maritza Gonzalez	Education Support Employee
Melissa Youngblood	Parent
Jennifer Schauch	Parent
Tera Martinez	Parent
Stephanie Longoria	Parent
Jonathan Terry	Parent
Donna Pavese	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

San Carlos Park Elementary understands the importance of parent involvement. The School Advisory Committee is composed of parents, teachers, administrators, and members of the community that meet to discuss the development and implementation of all Title I programs, including the School Involvement Plan, Parent Involvement Plan, as well as how Title I funds will be spent for the upcoming school year. The SAC will have the opportunity to review and approve the SIP at the September meeting for the 2016-2017 school year. Documentation for all parent meetings will include: flyers, agendas, handouts, minutes, sign-in sheets, and parent meeting surveys that will be maintained in the Title I Toolkit.

b. Development of this school improvement plan

The School Advisory Council (SAC) will be given a presentation on the School Improvement Plan (SIP) and will have the ability to recommend additions, deletions or changes, then vote on acceptance of the SIP during the SAC meeting in September 2016.

*The SAC Chair or Designee will participate in the writing of the School Improvement Plan and report back to the School Advisory Council for input regarding the School Improvement Plan, modifications to the School Improvement Plan, and final approval of the School Improvement Plan.

c. Preparation of the school's annual budget and plan

*The School budget is proposed at the SAC meeting in which expected allocated funds are announced. Each department and it's predicted budget amount is stated and geared towards finding ways to utilize the money that will benefit student learning. Possible position losses, gains, and shifts in staff are addressed. Changes in budget from previous years are stated including Gov't for Project Units, IDEA, SAI funds, ESOL, Furniture and Equipment, and Title I funds. An opportunity for the SAC committee to approve the budget is then provided.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

*School improvement funds will be utilized for professional development, extended learning opportunities, and materials or supplies to support the vision and mission of the school.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Forrey, Danielle	Other
Russo, Brittney	Instructional Coach
Williams, Teresa	Other

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT provides support for teachers for implementation of the District Academic Plans and the District Adopted reading series, Reading Street. The LLT works with teachers to meet the needs of students in teaching curriculum standards. Coaches work with teachers to model and coach best teaching practices and analyzing data.

The LLT provides support for Resource, Intensive Academics and Autism teachers using the intervention piece of the reading series, My Sidewalks. One additional resource teacher is on staff to work with the lowest 33% of students in grades K-5. Reading challenges are created to encourage a love of reading for pleasure for all students.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Every grade level will participate in a Professional Learning Community (PLC) to work collaboratively to achieve a common goal of increasing student achievement by focusing on teaching and learning.

Professional Learning Communities:
· Works collaboratively to ensure high levels of learning for all students focusing on results
· Do not work in isolation, but as a whole
· Review student data to decide what needs to be taught
· Develop a pyramid of interventions for students who do not acquire grade level skills
· Develop and evaluate effective lessons
· Monitor student data for mastery
- Plan WINN Intervention groups

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

1. All applicants are screened through the use of PeopleSoft Recruitment.
2. Once screened, candidates who are highly qualified, and meet the position requirements are identified.
3. Applicants are screened through the use of a rubric, reference checks and resume review.
4. Interviews are then scheduled.
5. The Interviewer or Interview team uses quality, consistent questions during the interview process to determine if an applicant meets the job criteria.
6. Once the candidate is identified and hired, they are placed in an area they will be successful.
7. Administration conducts monthly meetings with new teachers (APPLES)
8. New teachers are partnered with experienced teachers for peer/mentoring opportunities.
9. Principal and Leadership Team: Attend job fair in May to recruit new teachers;
10. Provide professional development aligned with school and district goals, Implement Professional Learning Communities.
11. Frequent Walk-Throughs are provided followed by quality feedback.
12. Coaching and modeling of effective teaching practices are provided to all teachers, based on teacher request, or administrative initiative.
13. Provide an open, friendly, and trusting work environment.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

1. Mentors meet with beginning/existing teachers to set up goals and objectives for the year.
2. The mentor is provided with formal and informal support in the form of feedback, advice, guidance, and
emotional support.
3. Mentor sets up regular classroom observations and will discuss outcomes with the new or existing teacher.
4. Documentation of the APPLES program is completed on True North Logic
5. Professional development is offered to new or seasoned teacher in areas of need.
6. New or existing teachers are provided the opportunity to observe model classrooms, then given collaborative
debriefing time afterwards.
7. Principal/Assistant Principal schedules time to provide the new or existing teacher feedback and

advice.
8. PLC's provide opportunities for collaboration

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

All core instructional programs used have been adopted by the School District of Lee County and have been approved by the Florida Department of Education. Administration ensures the use of these programs through lesson plans, observations, and walk-throughs. In addition, instructional staff are provided with professional development opportunities which specifically address the use and implementation of the Florida Standards. Teachers are advised to utilize the district-provided academic plans in conjunction with the academic blueprints to plan for instruction. The academic plans outline possible instructional resources to ensure alignment to the Florida Standards. Additionally, academic instructional coaches provide support in curriculum implementation and best practices.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Student data towards mastery of Florida standards is collected through both formal and informal assessments by individual teachers and coaches using Performance Matters, Castle, and/or a standardized data tracking form. The data identifies specific students who have mastered a standard or displayed a deficiency within a standard. Plans are developed to meet their identified needs. Students who remain non-proficient in a standard are offered extended learning opportunities. Students are provided with additional instruction on standards they have not mastered and enrichment for standards they have demonstrated mastery. The differentiated instruction is provided through in-class small group instruction, a daily school-wide 30 minute "WINN" group/iii time, small group with resource teachers and coaches, and whole group instruction through the use of Kagan strategies. WINN is "What I Need Now" and is when students are given direct instruction on a specific standard for a certain amount of time.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 8,925

San Carlos Park Elementary will implement extended learning opportunities in academic areas of Speaking and Listening, Literacy, Physical Education, Music, Health, Dance, and Visual Arts.

These opportunities will include any student that is interested in cooking, reading books for participation in book battle, baking, gardening, chorus, dance, drama, and fitness club. Clubs will start approximately August 10, 2016 and go until May 26 , 2017 on Mondays, Tuesdays, Thursdays, and/or Fridays from 2:15 pm-3:30 pm.

Strategy Rationale

Enrichment activities contribute to a well-rounded education that helps students to gain speaking and listening skills and to reach their highest academic potential.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Miller, Andrew, andrewjm@leeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Attendance records will be kept of those attending to ensure at least 95% participation in enrichment activities.

Data will also be collected from the Fall 2017 Gallup Student Poll Survey for 5th graders. The Gallup Student Poll is a measure of non-cognitive metrics that predicts student success in academic and other youth development settings. Gallup's research has shown that hope, engagement, and well-being are key factors that drive students' grades, achievement scores, retention, and future employment.

Data will also be collected from the Gallup Poll for teachers taken in the Spring of 2016 to measure engagement, hope, and well-being.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Orientation meetings are held in May for incoming kindergarten students and their families to familiarize them with the school and expectations for the coming year. Teachers fill fill out articulation cards to help in the proper placement of students for the next year. Teachers, coaches, and administration all take part in the creation of classes and best placements for the children based on their individual needs. Open house is held prior to the start of school to allow new students and students moving to the next grade to meet their teachers.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

SCPE has a fabulous faculty that is dedicated to the success of all students. Our school is a caring environment that utilizes the 7 habits of Leader In Me and we are cognizant of our diverse population. Teachers provide the best education to our students. Our collaborative culture, fostered through Professional Learning Communities, allows teachers to brainstorm best practices, create effective assessments, monitor student achievement progress, and provide specific interventions to support all levels of learning. The SCPE leadership team helps to facilitate grade level PLCs and provides priceless support to students and staff.

School Improvement Plan:
San Carlos Park Elementary 2016-2017

Math Goals:
In 2017, 60.25% of 3rd, 4th, and 5th grade students at San Carlos Park Elementary will be proficient in math as measured by the Math FSA.

In 2017, 55.25% of 3rd, 4th, and 5th grade students at San Carlos Park Elementary will make a learning gain in math as measured by the Math FSA.

ELA Goals:
In 2017, 54% of 3rd, 4th, and 5th grade students at San Carlos Park Elementary will be proficient in

reading as measured by the ELA FSA.

In 2017, 57% of 3rd, 4th and 5th grade students at San Carlos Park Elementary will make a learning gain in reading as measured by the ELA FSA.

In 2017, 54% of students in the lowest 25% at San Carlos Park Elementary will make a learning gain in reading as measured by the ELA FSA.

Science Goal:
In 2017, the 5th grade score will increase proficiency from 58% to 65.5% on the Science FCAT.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Barriers to reaching our goals include:
-Data Tracking
-Discrepancies in student proficiency of computer skills
-Differentiated Instruction
-Understanding the complexity and rigor of the standards

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   To create a safe learning environment for students and staff.

G2.   Increase student achievement school-wide by focusing on teaching and learning.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. To create a safe learning environment for students and staff. 1a

G082729

Targets Supported 1b

Indicator	Annual Target

Targeted Barriers to Achieving the Goal 3

- Lack of staff understanding
- Management of a large population/ campus

Resources Available to Help Reduce or Eliminate the Barriers 2

- Building Supervisor trained fire inspector
- Safety and security department at the district
- School Safety Committee

Plan to Monitor Progress Toward G1. 8

Monthly safety walk thrus by administration and the building supervisor to ensure a safe environment and decrease deficiencies.

Person Responsible
Andrew Miller

Schedule
Monthly, from 8/17/2016 to 5/26/2017

Evidence of Completion
SREF evaluation during the year to monitor deficiencies.

G2. Increase student achievement school-wide by focusing on teaching and learning. 1a

🔑 G082730

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	57.0
FCAT 2.0 Science Proficiency	65.5
FSA Mathematics Achievement	60.25
FSA ELA Achievement	54.0
Math Gains	55.25
ELA/Reading Lowest 25% Gains	54.0

Targeted Barriers to Achieving the Goal 3

- Data Tracking
- Discrepancy in student proficiency of computer skills
- Differentiated Instruction
- Understanding the complexity and rigor of the standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Resources for materials and professional development.
- Continuation of Professional Learning Communities PLCs
- Instructional Coaches in Reading, Math, Science, Data and MTSS.
- Implementation of "The Leader in Me." 7 habits of highly effective student leaders.
- Volunteers.
- Title I school for the 2016 - 2017 School Year.
- Parent Involvement Plan
- Continue Immediate Intensive Instruction "WINN time" school-wide (30 minutes daily).
- Implementation of "The Leader in Me" program school-wide.
- McGraw Hill Social Studies grades K-5 and National Geographic Science for grades K-5/P-Sell for grade 5.
- Two TIF Teachers
- Additional ESOL Paraprofessional
- Parent Involvement Paraprofessional
- Media Specialist
- Tier III MTSS Support
- Additional 30 Minutes of paid planning time
- Two School Counselors
- Two Assistant Principals
- Castle and Performance Matters to monitor data

- Leveled Book Room

Plan to Monitor Progress Toward G2. `8`

STAR Reading/ Math data will be analyzed by the leadership team to monitor improvement.

Person Responsible
Brittney Russo

Schedule
Quarterly, from 8/17/2016 to 5/26/2017

Evidence of Completion
STAR Reading/ Early Lit/ STAR Math

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 `S123456` = Quick Key

G1. To create a safe learning environment for students and staff. `1`

🔑 G082729

G1.B2 Lack of staff understanding `2`

🔑 B219175

G1.B2.S1 Monthly Walk thrus `4`

🔑 S231533

Strategy Rationale

If staff know they are non compliant, they will fix the discrepancy.

Action Step 1 `5`

Administrators will walk classrooms monthly with checklist of most common SREF violations

Person Responsible

Andrew Miller

Schedule

Monthly, from 8/17/2016 to 5/26/2017

Evidence of Completion

Checklists

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Discuss safety walk thrus at monthly meeting with building supervisor and at monthly safety committee meetings

Person Responsible

Andrew Miller

Schedule

Monthly, from 8/17/2016 to 5/26/2017

Evidence of Completion

Checklists and meeting minutes

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Monthly discussions among administrative team to support teacher compliance

Person Responsible

Andrew Miller

Schedule

Monthly, from 8/17/2016 to 5/26/2017

Evidence of Completion

Safety classroom monthly checklist and safety meeting minutes

G2. Increase student achievement school-wide by focusing on teaching and learning. 1

🔍 G082730

G2.B3 Differentiated Instruction 2

🔍 B219180

G2.B3.S1 Instructional staff work hours are changed to accommodate one-hour participation of weekly Professional Learning Community in grade level teams. 4

🔍 S231542

Strategy Rationale

Teachers will meet on a weekly basis to work in grade level PLC's to best meet the needs of students and plan for differentiated instruction.

Action Step 1 5

Change teacher work hours to allow for at least a one-hour block of time per week to implement PLC's in grade level teams.

Person Responsible

Christy Kutz

Schedule

Weekly, from 8/17/2016 to 5/26/2017

Evidence of Completion

Agendas/ Meeting Minutes on Sharepoint

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Administration checks the minutes on Sharepoint

Person Responsible

Christy Kutz

Schedule

Weekly, from 8/17/2016 to 5/26/2017

Evidence of Completion

Look at minutes on Sharepoint.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

PLC facilitators discuss progress/ needs of the team at the leadership meeting.

Person Responsible

Christy Kutz

Schedule

Weekly, from 8/17/2016 to 5/26/2017

Evidence of Completion

Leadership agenda/ minutes

G2.B3.S2 Professional Development: Co-Teaching Inclusion Model `4`

🔑 S231543

Strategy Rationale

To promote critical thinking and problem solving to meet the needs of all students.

Action Step 1 `5`

Professional Development on Co-Teaching 2.0 and Universal Design for Learning to all teachers

Person Responsible

Christy Kutz

Schedule

On 8/5/2016

Evidence of Completion

Individual teacher in-service report

Plan to Monitor Fidelity of Implementation of G2.B3.S2 `6`

Monitor for fidelity of using effective strategies

Person Responsible

Christy Kutz

Schedule

Weekly, from 8/17/2016 to 5/26/2017

Evidence of Completion

Observation, Lesson Plans, Classroom Walk-throughs, Assessments

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 `7`

Monitor effectiveness of instructional strategies

Person Responsible

Christy Kutz

Schedule

On 5/26/2017

Evidence of Completion

Observation, Classroom Walk-throughs, Assessments, Teacher Feedback

G2.B4 Understanding the complexity and rigor of the standards 2

🔑 B219181

G2.B4.S2 Professional Development: Leveled Readers 4

🔑 S231551

Strategy Rationale

Teachers need additional resources at all instructional levels to support differentiated instruction in the classroom.

Action Step 1 5

To provide additional resources, SCPE created a leveled book room to be used by classroom teachers.

Person Responsible

Brittney Russo

Schedule

On 5/26/2017

Evidence of Completion

Book Room

Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

The reading coach will monitor use of the leveled book room resources.

Person Responsible

Brittney Russo

Schedule

Monthly, from 8/17/2016 to 5/26/2017

Evidence of Completion

Check in/ check out and follow up with teachers using resources.

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 `7`

Student scores/ achievement will increase on STAR reading assessments.

Person Responsible

Brittney Russo

Schedule

Quarterly, from 8/17/2016 to 5/26/2017

Evidence of Completion

STAR Reports

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B3.S2.A1 🔍 A296034	Professional Development on Co-Teaching 2.0 and Universal Design for Learning to all teachers	Kutz, Christy	8/5/2016	Individual teacher in-service report	8/5/2016 one-time
G1.MA1 🔍 M299099	Monthly safety walk thrus by administration and the building supervisor to ensure a safe...	Miller, Andrew	8/17/2016	SREF evaluation during the year to monitor deficiencies.	5/26/2017 monthly
G2.MA1 🔍 M299122	STAR Reading/ Math data will be analyzed by the leadership team to monitor improvement.	Russo, Brittney	8/17/2016	STAR Reading/ Early Lit/ STAR Math	5/26/2017 quarterly
G1.B2.S1.MA1 🔍 M299097	Monthly discussions among administrative team to support teacher compliance	Miller, Andrew	8/17/2016	Safety classroom monthly checklist and safety meeting minutes	5/26/2017 monthly
G1.B2.S1.MA1 🔍 M299098	Discuss safety walk thrus at monthly meeting with building supervisor and at monthly safety...	Miller, Andrew	8/17/2016	Checklists and meeting minutes	5/26/2017 monthly
G1.B2.S1.A1 🔍 A296028	Administrators will walk classrooms monthly with checklist of most common SREF violations	Miller, Andrew	8/17/2016	Checklists	5/26/2017 monthly
G2.B3.S1.MA1 🔍 M299108	PLC facilitators discuss progress/ needs of the team at the leadership meeting.	Kutz, Christy	8/17/2016	Leadership agenda/ minutes	5/26/2017 weekly
G2.B3.S1.MA1 🔍 M299109	Administration checks the minutes on Sharepoint	Kutz, Christy	8/17/2016	Look at minutes on Sharepoint.	5/26/2017 weekly
G2.B3.S1.A1 🔍 A296033	Change teacher work hours to allow for at least a one-hour block of time per week to implement...	Kutz, Christy	8/17/2016	Agendas/ Meeting Minutes on Sharepoint	5/26/2017 weekly
G2.B3.S2.MA1 🔍 M299110	Monitor effectiveness of instructional strategies	Kutz, Christy	8/17/2016	Observation, Classroom Walk-throughs, Assessments, Teacher Feedback	5/26/2017 one-time
G2.B3.S2.MA1 🔍 M299111	Monitor for fidelity of using effective strategies	Kutz, Christy	8/17/2016	Observation, Lesson Plans, Classroom Walk-throughs, Assessments	5/26/2017 weekly
G2.B4.S2.MA1 🔍 M299116	Student scores/ achievement will increase on STAR reading assessments.	Russo, Brittney	8/17/2016	STAR Reports	5/26/2017 quarterly
G2.B4.S2.MA1 🔍 M299117	The reading coach will monitor use of the leveled book room resources.	Russo, Brittney	8/17/2016	Check in/ check out and follow up with teachers using resources.	5/26/2017 monthly
G2.B4.S2.A1 🔍 A296037	To provide additional resources, SCPE created a leveled book room to be used by classroom teachers.	Russo, Brittney	8/17/2016	Book Room	5/26/2017 one-time

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Increase student achievement school-wide by focusing on teaching and learning.

G2.B3 Differentiated Instruction

G2.B3.S2 Professional Development: Co-Teaching Inclusion Model

PD Opportunity 1

Professional Development on Co-Teaching 2.0 and Universal Design for Learning to all teachers

Facilitator

Dr. Lisa Dieker

Participants

Teachers

Schedule

On 8/5/2016

G2.B4 Understanding the complexity and rigor of the standards

G2.B4.S2 Professional Development: Leveled Readers

PD Opportunity 1

To provide additional resources, SCPE created a leveled book room to be used by classroom teachers.

Facilitator

Reading Coach

Participants

Teachers

Schedule

On 5/26/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B2.S1.A1	Administrators will walk classrooms monthly with checklist of most common SREF violations				$0.00
2	G2.B3.S1.A1	Change teacher work hours to allow for at least a one-hour block of time per week to implement PLC's in grade level teams.				$25,670.50
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400		0631 - San Carlos Park Elementary School	Title I, Part A		$25,670.50
			Notes: Professional Development: Thinking Maps Writing			
3	G2.B3.S2.A1	Professional Development on Co-Teaching 2.0 and Universal Design for Learning to all teachers				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400		0631 - San Carlos Park Elementary School	Title I, Part A		$500.00
			Notes: Teacher In-service Day			
4	G2.B4.S2.A1	To provide additional resources, SCPE created a leveled book room to be used by classroom teachers.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0631 - San Carlos Park Elementary School			$0.00
			Notes: Instructional Support Teacher for Tier 3 Intervention.			
					Total:	$26,170.50