Lealman Avenue Elementary School

2016-17 Schoolwide Improvement Plan

Lealman Avenue Elementary School

4001 58TH AVE N, St Petersburg, FL 33714

http://www.lealman-es.pinellas.k12.fl.us

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	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	D*	D	D

*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 was approved by the Pinellas County School Board on 9/27/2016.

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.

Table of Contents

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 Lealman Avenue Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	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.

Lealman Avenue Elementary commits to creating safe, consistent and caring environment. With focus on organization, determination and meaningful work, our students will be held accountable for their learning and academic growth.

b. Provide the school's vision statement.

100% Student Success

2. School Environment

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

Staff builds and maintains a school wide atmosphere of Cultural Proficiency and Responsiveness. Teachers build classroom relationships through team building and class meetings.There is embedded PD at all meetings for staff to help foster relationships with students.

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

Using the Positive Behavior Support System, the school has identified guidelines for success. These guidelines are posted in all common areas of the school. There are guidelines for success for the cafeteria, bathroom behavior and hallway behavior. Teachers use the guidelines for success to create guidelines for their classrooms. There is a common language throughout the school that identifies the expectations. First day of School: Each classroom teacher created a chart of desired behaviors- general, café, bathroom, hallway.
Ex. What does a quality hallway line look like and sound like?
From this discussion, students are led to the unveiling of the School-Wide guidelines and more specific
creation of classroom expectations and rules.
The school guidelines are reviewed routinely on morning announcements. Specific classroom review dates are built into the master schedule to maintain continuity with our mobile population.

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.

Using the Positive Behavior Support System, the school has identified guidelines for success. These guidelines are posted in all common areas of the school. There are guidelines for success for the cafeteria, bathroom behavior and hallway behavior. Teachers use the guidelines for success to create guidelines for their classrooms. There is a common language throughout the school that identifies the expectations.

Discipline procedures are outlined with staff and subsequently students. Each classroom aligns their behavior plan with the school wide plan. School wide and Classroom plans are clearly linked to the

evaluation process with clearly defined processes and procedures.

The schoolwide behavior plan outlines levels of behavior and level of consequences and support. Staff is trained on plan and is reviewed at faculty meeting throughout the year.

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.

The school Social Worker and Psychologist work with teachers to identify students who need extra emotional support. They both meet routinely with groups that focus on a variety of issues: self esteem, divorce, anger management and social skills. Students needing Tier 2 supports will be a part of the Check in - Check Out system. This provides daily support and goal setting for students. Students with 3 or more Early Warning System Indicators will have a mentor assigned to them to meet weekly.

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 Child Study Team meets twice a month to discuss issues such as attendance and suspensions. The school social worker follows up with parents regarding attendance. The SBLT meets twice a month to review academic and behavioral concerns. Data that contains suspension information is shared and ideas for behavior plans are discussed. Team leaders report to the principal weekly through PLC notes any academic concerns about students. Grade level teams discuss ideas for re-teaching and implement their plans.

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	13	16	12	6	12	4	0	0	0	0	0	0	0	63
One or more suspensions	0	3	4	1	2	3	0	0	0	0	0	0	0	13
Course failure in ELA or Math	0	22	11	21	14	11	0	0	0	0	0	0	0	79
Level 1 on statewide assessment	0	0	0	40	34	26	0	0	0	0	0	0	0	100

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	12	5	20	14	9	0	0	0	0	0	0	0	60

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

Students are identified using early warning systems at the beginning of the year. Identified students are found mentors. Students set goals to improve attendance, academics and/or behavior. Students will take part in the check and connect program facilitated by school MTSS Coach and social worker.

Staff reviews attendance and discipline data at monthly staff meetings. Weekly PLC review of discipline by grade level teams. Protocols are used to find solutions. Administration will review PLC notes weekly to monitor student concerns and make referrals to bi-weekly SBLT where discussion regarding specific interventions will occur. The strategies used are to increase the ratio of positive to negative interactions between students and teachers, decrease the number of students earning multiple referrals. Once students are identified, profiles will be maintained to monitor academic and attendance indicators.

B. Family and Community Engagement

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

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

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Lealman Ave. Elementary believes in involving parents in all aspects of it's Title I programs. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the SIP and PIP. More than 50 percent of the members of SAC are parent (non-employee) representatives. In addition, all parents were given the opportunity to review the plan and offer their input prior to approval. For the PIP, all parents were given surveys at the end of the year seeking their input on activities, training, and materials they needed to help their child. Results of parent surveys are reviewed by the SAC to determine needed changes. During the SAC meeting when the PIP and/ or SIP are developed, the committee will decide, with the input from parents how the parental involvement funds will be used.Parent input will be documented by sign-in sheets and in the minutes from meetings. We believe that parent involvement is the key to student success at Lealman Avenue Elem. Our Annual Title I Meeting is held in conjunction with our Open House in an effort to reach as many parents as possible through this first meeting. In addition to our evening meeting, we offer a written document to all who are unable to attend. This overview comes with a tear-off sheet to document receipt and to give parents the opportunity to ask questions. Parents are notified that they may also call the Lealman Ave. Elem. Title I Office for more information or questions.
We offer flexible morning and evenings and meeting times throughout the year to reach as many families as possible with a variety of topics. Some morning meetings are scheduled in an effort to accommodate families who are unable to attend evening meetings. .
Family events will be presented in Spanish and English when possible or translators will be provided to enable non-English speakers to participate in all events. If the event does not include families, child care will be provided to enable parents and caregivers to attend.

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.

Lealman Elementary employs a Family and Community Liaison who establishes relationships with local businesses to support our students. Throughout the year, she makes visits and phone calls to solicit financial as well human resource sponsorships. She works with mentors and assists in securing volunteers for the classrooms. Lealman will be part of Lunch Pals this year, a mentoring program pairing

business partners with students who are at risk. The school also is working with USF Leadership and JWB to provide year long leadership development of fourth and fifth graders.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
Sulte, Kristen	Principal
Mavres, Annette	Assistant Principal
Cargill, Amanda	Teacher, K-12
McCoy-Westbrook, Tracy	Teacher, K-12
Miller, Jennifer	Teacher, K-12
Vazquez, Lissette	Teacher, K-12
White, Coleen	Teacher, K-12
Young, Jacqueline	Teacher, K-12
DeVick, Perry	Teacher, K-12
Hubble, Karen	Other
Harvey, Melissa	Instructional Coach
Wilkins, Shanon	Instructional Coach

b. Duties

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

-Facilitator:
Taryn McCormick, Psychologist
Duties: generates agenda and leads team discussions

-Data Manager(s)/Data Coach(es):
Kris Sulte, Principal
Annette Mavres, Assistant Principal
Karen Hubble, MTSSRtI Coach
Shanon Wilkins, Math Coach
Melissa Harvey, ELA Coach
Duties: All assist in accessing and interpreting (aggregating/disaggregating) the data

-Recorder/Note Taker:
Karen Hubble, MTSSRtI Coach
Duties: documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access

-Time Keeper:
Melissa Watson, Social Worker
Duties: helps team begin on time and ensures adherence to agreed upon agenda

Meeting time: Second and Fourth Wednesday of each month. 7:00AM-8:00AM

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 SBLT will manage and coordinate efforts between all school teams, review/revise the SIP, meet bi-weekly for RtI Academic/Behavior Concerns, monitor all data-academic-attendance-referral, review weekly PLC notes and coordinate efforts to meet the needs of students.
The Psychologist, MTSSRtI Coach Diagnostician facilitate the development of intervention plans and interpret data.
The Social Worker will provide services to support the child's academic, emotional, behavioral and social success.
Math and Reading Coaches Lead and evaluate the school Core Content Standards/programs, monitors the fidelity of reading/math intervention programs and participates in the design and delivery of professional development while providing support for assessment and progress monitoring.
The Lealman Elementary School Leadership/MTSSRtI Team will assist in the continuous improvement of all academic and behavioral results with meetings focused on "How do we develop and maintain a problem-solving system to bring out the best in our school, teachers, and in our students?"
Data is disaggregated and reviewed for patterns-strengths and weaknesses. The results highlight Core program strengths and weaknesses. From this, SIP decisions are made.

Title I, Part A
Title I, Part A funds are utilized, in conjunction with various other federal, state, and local funds, to support high quality instruction, parental engagement, and professional development for highest student achievement. Title I services are coordinated and integrated with other resources through collaboration of staff in various offices and departments, including: School and Community Support, Teaching and Learning, Assessment, Accountability, and Research, Professional Development, Strategic Communications, Strategic Partnerships, Human Resources, and Transportation. Title I staff monitor expenditures of Title I, Part A funds to ensure that they supplement rather than supplant other funds available to schools.
Title I, Part D
The district receives Title I, Part D funds which provide transition services for students entering or returning to their zoned schools from alternative education programs or juvenile detention facilities. Support for initial intake and ongoing transition support are provided by Title I, Part D funds and a portion of Title I, Part A funds reserved for services to neglected and delinquent youth. Credit recovery through mobile labs and the NovaNet program is a critical support provided for students. Title I, Part D funds are also targeted to support continuous education services for students through tutoring, instructional materials and resources, and technology.
Title II
Title II Part A funds professional development to increase the academic achievement of students by improving teacher and principal quality and increasing the number of infield and effective teachers in the classroom and highly effective principals and assistant principals in schools. Title II supports professional development for content areas, common core, leadership development, and early career teachers. Funds are also used for recruitment and retention activities and bonuses for high need schools.
Title III
Title III funds are utilized to provide a variety of educational resources and support services to improve the education of immigrant and English Language Learners. Bilingual translators provide

assistance with parent workshops and dissemination of information in various languages for Title I schools. The district's ESOL web page makes relevant information and resources available for families, including a schedule of parent workshops and other activities. Support is also provided for teachers who need to obtain their ESOL endorsement, giving them options for successfully completing this requirement.

Title X- Homeless

The district receives funds to provide resources for students identified as homeless under the McKinney-Vento Act, to eliminate barriers (such as lack of transportation or required immunizations) to a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).

Supplemental Academic Instruction (SAI)

SAI funds are coordinated with Title I, Part A funds to provide extended learning enrichment opportunities for students during the school year and during the summer. SAI funds are also used, in conjunction with Title I, Part A funds, to provide ongoing instructional support for teachers through professional development by highly skilled content area specialists and staff developers. Lealman Elementary School will participate in the Promise Time extended learning program for the 2016-17 school year.

Nutrition Programs

Title I coordinates with district Food Services staff members to monitor poverty rates at schools and determine Title I eligibility. Title I and Food Services also collaborate to implement the Community Eligibility Option in schools with poverty rates of 40% or greater, so that all students receive free breakfast and lunch during the school year and during extended year/summer programs. Lealman Elementary is a part of the Community Eligibility Option for the 2016-17 school year.

Head Start

Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Jennifer Miller	Teacher
To Tran	Education Support Employee
Neil Brickfield	Business/Community
Tiffany Purviance	Parent
Mya McKinney	Business/Community
Kris Sulte	Principal

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

At the April 2016 meeting, SAC members reviewed the goals and action plans for the 2015-16 SIP. SAC members were paired with staff members from each grade level. Staff members shared activities and instruction that took place for each of the action plans.

b. Development of this school improvement plan

Based on input from the evaluation of the 2015-16 SIP from the April SAC meeting, ideas are incorporated into the 2016-17 SIP. At the September SAC meeting, the SIP goals and action plans will be reviewed. SAC members will be given a copy of the goals and action plans to take home. Any additional input will be discussed at the October meeting and added to the plan.

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

At the September meeting, the School Improvement budget is shared with SAC members. Suggestions for use of funds is discussed. Any requests from staff members, such as conference registration fees are brought before SAC and voted on. Ideas for family workshops using School Improvement funds are brought forward by administration and staff members and voted on as well.

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

Mad Science can make dry science concepts come to life in a fun way with inquiry-based workshops that correlate directly to Florida's Next Generation Sunshine state grade level standards. Each workshop comes with:
•
Take Homes for every student and take home cards which serve to integrate the whole family with "what I learned" concepts and "something to do at home" that re-enforces.

•Teacher Resource Package to help educators maximize the learning experience before and after each Mad Science workshop.

Professional lesson plans present science concepts through hands-on activities and real life examples, with language that children understand. We present science in bold innovative ways that draw students into the exciting world of possibility and discovery. Our proven method engages students in active experiential learning that heightens understanding, retention and application. By adhering to the scientific method in our workshops we develop critical and investigative thinking skills in students. $900.00

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
Mavres, Annette	Assistant Principal
Bender, Carmen	Teacher, K-12
Hubble, Karen	Other
Sulte, Kristen	Principal
Harvey, Melissa	Instructional Coach

b. Duties

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

LLT will support the additional 30 minutes of student to teacher time our school currently has. Support of students and teacher conferencing and building stamina in reading.
Support will also be provided for the following:
-Support for implementation of Florida Core Standards for English Language Arts in Social Studies, Science, and Technical Subjects
-Training on Effective Strategies to Raise Rigor using Marzano's Essentials of Raising Rigor Series
- All computer programs used by students to enrich or remediate- Istation and MyOn.

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.

The school's Leadership Team meet and devised a schedule for teacher hours that included weekly PLC times, and Collaborative Planning. Teachers will meet every Tuesday for 75 minutes to plan and 45 minutes to analyze student data on a day decided by the team.

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

Principals are invited to attend job fairs sponsored by the district. Candidates have been pre-screened and have met all requirements for highly qualified and certified. Teachers new to the staff are assigned a mentor from their same grade level. Mentors meet with new teachers once a week to assist with planning and all school related items.

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

New teachers are assigned to a mentor in their grade level. The mentor has attended district training and received professional development in the area of coaching and mentoring. The reason for pairing like grade level teachers together is so that their planning times coordinate. Also, a mentor from within the same grade level has a better understanding of the day to day happenings in that grade level classroom.

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.

The school uses the provided core instructional materials that have been adopted by the district and meet Florida Standards. Teams, in coordination with the Literacy and Math coaches, study the Florida Standards before creating lessons to meet the expected outcome. Lesson Studies in Reading, Math and Writing for all grade levels will be utilized.

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.

Marzano Framework is used to promote high yield strategies and effective techiques that meet the needs of all learners.

Data is reviewed in the following way:
Beginning of the year - teachers meet to review FSA, SAT 10 and last year school data to determine goals for all students.
After each district assessment, problem solving is done to strengthen core instruction and determine students needing remediation. Problem Solving will be done utilizing data walls.
Teachers meet to determine formative assessments for all units of study in Reading, Math and Science. This data is reviewed at weekly PLC. Data is used to determine remediation within the classroom.
An additional 30 minutes of focused reading instruction has been added to the master calendar. The focus will be to building reading stamina and conferencing with students for accountability.

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: Extended School Day

Minutes added to school year: 5,400

An additional 30 minutes of focused reading time is provided to all students. School will start with reading stamina and accountability for students. Using data teachers will have the ability to formulate alternate plans to best meet the needs of students.

Strategy Rationale

We are not a L300 school but will continue the additional 30 minutes.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Sulte, Kristen, sultek@pcsb.org

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

Ongoing progress monitoring will measure the effects of our overall literacy program. Monthly Running Records in primary grades, Aims web probes and district assessments. Analysis occurs during weekly PLC meetings, quarterly district assessment cycles and bi-weekly OPM for tier 2 students. Weekly OPM for tier 3 students. Computer based Reading program, Istation also tracks student progress with reports.

Strategy: Extended School Day

Minutes added to school year: 800

Teachers Collaboration, planning and Professional Development

Strategy Rationale

Planning and PD will strengthen Core Instruction

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Sulte, Kristen, sultek@pcsb.org

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

Lesson plans and observations will be utilized to determine effectiveness

Strategy: Extended School Day

Minutes added to school year: 2,700

STEM Academy for students scoring a Level 3 or above on previous Statewide Science Assessment (SSA) or FSA Math assessment. Primary STEM Academy offered to second and third graders.

Strategy Rationale

To enrich skill set for students who have a solid foundation without apparent gaps.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Mavres, Annette, mavresa@pcsb.org

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

Quarterly district math and science assessments will determine the effectiveness.

Strategy: Extended School Day
Minutes added to school year: 2,160

Promise Time Tutoring Program and After School Tutoring

Strategy Rationale

Increase attendance to academic tasks in math and reading.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Sulte, Kristen, sultek@pcsb.org

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

Reports from I-Station will be collected and analyzed bi-weekly.

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.

Kindergarten Orientation is held in April for incoming K students. New family Orientation is held prior to the start of school to help orient students to Lealman. Fifth grade students meet with feeder middle schools prior to the end of the school year.

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.

Incoming first grade students are stronger in reading than they have been in previous years. Math data is still low but not as low as previous years. Incoming second grade students will need additional support in ELA and Math. Many students were promoted at the end of First grade who were not meeting grade level expectations.
Incoming third through fifth grade students are showing a deficit in Math and will need additional support.

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.

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. Decrease the percentage of students absent 10% or more from 19% to 13% as measured by attendance data.

G2. Increase the number of African America students from 0% to 20 % of the overall subgroup population in the Gifted Program.

G3. Decrease the percentage of African American students receiving referrals from 31% to 25% of overall students earning referrals.

G4. By developing and sustaining a healthy, respectful, caring and safe learning environment for students, staff and community members we will engage in wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working towards Bronze Level Recognition becoming eligible in 6 out of 6 Assessment Modules.

G5. Close the achievement gap for African American students in Reading from 15% meeting expectation to 70 % meeting expectation and Math 16% meeting expectation to 70% as measured by the FSA.

G6. Improve math performance through rigor, instruction, curriculum and assessments. All students achieving proficiency will increase from 45% to 70% as measured by the FSA.

G7. Improve Reading performance through rigor, instruction, curriculum and assessments. All students meeting proficiency will increase from 34% to 70% as measured by the FSA.

G8. Improve writing performance through rigor, instruction, curriculum and assessments. All students achieving proficiency will increase from 33% to 70% as measured by the end of the year state assessment.

G9. Improve Science performance through rigor, instruction, curriculum and assessments. All students scoring a level 3 or higher on SSA will increase from 43% to 70%.

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. Decrease the percentage of students absent 10% or more from 19% to 13% as measured by attendance data. **1a**

🔍 G088296

Targets Supported **1b**

Indicator	Annual Target
Attendance Below 90% Kindergarten	13.0
Attendance Below 90% Grade 01	13.0
Attendance Below 90% Grade 02	13.0
Attendance Below 90% Grade 03	13.0
Attendance Below 90% Grade 04	13.0
Attendance Below 90% Grade 05	13.0

Targeted Barriers to Achieving the Goal **3**

- 19% of student population falls below the targeted 90% attendance rate.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Social Worker
- Early Warning Systems
- School Mentors
- Incentive Program for attendance

Plan to Monitor Progress Toward G1. **8**

Student attendance data will be reviewed monthly at CST meetings.

Person Responsible

Melissa Watson

Schedule

Monthly, from 8/23/2016 to 5/26/2017

Evidence of Completion

Student attendance data will show a decrease to 13% students missing 10% or more of school.

G2. Increase the number of African America students from 0% to 20 % of the overall subgroup population in the Gifted Program. 1a

🔑 G088297

Targets Supported 1b

Indicator	Annual Target
Math Gains	3.0

Targeted Barriers to Achieving the Goal 3

- African American students are not readily referred for gifted screening.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Website Resource - http://www.nagc.org/resources-publications/resources/my-child-gifted

- Gifted Identification Checklist

- Part Time Gifted Teacher

- Gifted and Talented Program

- Naglieri Assessment

Plan to Monitor Progress Toward G2. 8

The number of African American students enrolled in the Gifted Program will be tracked and reported triannualy at SBLT meetings

Person Responsible

Schedule

Triannually, from 8/31/2016 to 3/31/2017

Evidence of Completion

The number of African American students enrolled in the Gifted Program will be tracked and reported at SBLT meetings. An increase in the number of qualifying students will signify progress towards the goal.

G3. Decrease the percentage of African American students receiving referrals from 31% to 25% of overall students earning referrals. `1a`

🔑 G088298

Targets Supported `1b`

Indicator	Annual Target
Discipline incidents	25.0

Targeted Barriers to Achieving the Goal `3`

- Students new to Lealman are unaware of culture and school wide behavior plan and incentives

- Teacher knowledge of how to Development and Maintain a classroom atmosphere of Cultural Proficiency and Responsiveness

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Uniform School-Wide Guidelines for Success- General, Lunch, Bathroom, Cafe

- Welcome to Lealman Club

- School- wide Discipline Plan

- Early Warning Systems

- Mentors

Plan to Monitor Progress Toward G3. `8`

Referral data will be disaggregated by subgroups and communicated at SBLT meetings.

Person Responsible
Annette Mavres

Schedule
Monthly, from 9/30/2016 to 5/26/2017

Evidence of Completion
Referral data will be collected and disaggregated by subgroups. A decrease in referrals of African Americans will results in no more than 25% of all referrals credited to African Americans.

G4. By developing and sustaining a healthy, respectful, caring and safe learning environment for students, staff and community members we will engage in wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working towards Bronze Level Recognition becoming eligible in 6 out of 6 Assessment Modules. 1a

🔍 G088299

Targets Supported 1b

Indicator	Annual Target
Attendance rate	96.0

Targeted Barriers to Achieving the Goal 3

- Lack of staff participation to complete assessment modules and develop an action plan for improvement

Resources Available to Help Reduce or Eliminate the Barriers 2

- A motivating Wellness Champion to engage staff in healthy activities.

Plan to Monitor Progress Toward G4. 8

Increase number of eligible assessment modules and completion of action plans for the Alliance for a Healthier Generation, Healthy School program.

Person Responsible
Annette Mavres

Schedule
Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion
Action Plan completed.

G5. Close the achievement gap for African American students in Reading from 15% meeting expectation to 70 % meeting expectation and Math 16% meeting expectation to 70% as measured by the FSA. 1a

🔍 G088300

Targets Supported 1b

Indicator	Annual Target
AMO Math - African American	61.0
AMO Reading - African American	64.0

Targeted Barriers to Achieving the Goal 3

- Need to use problem solving steps to identify students' academic weaknesses and match needed interventions

Resources Available to Help Reduce or Eliminate the Barriers 2

- Assessment Data provided by District and State

- Variety of on site interventions

- Title 1 Hourly Support

- Process to determine Tier 2 and 3 Interventions

- System to Monitor Student Progress

Plan to Monitor Progress Toward G5. 8

PCAS, Ongoing Progress Monitoring of Tier 2 and Tier 3 Assessments (DIBLES and AIMSWeb)

Person Responsible

Karen Hubble

Schedule

Every 6 Weeks, from 8/1/2016 to 5/26/2017

Evidence of Completion

Data will indicate student performance growth

G6. Improve math performance through rigor, instruction, curriculum and assessments. All students achieving proficiency will increase from 45% to 70% as measured by the FSA. `1a`

🔍 G088301

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	68.0
AMO Math - African American	61.0
AMO Math - ELL	67.0
AMO Math - ED	67.0
AMO Math - Hispanic	68.0
AMO Math - SWD	50.0
AMO Math - White	67.0

Targeted Barriers to Achieving the Goal `3`

- Lack of effective use of data and a thorough understanding of Florida Core Standards to plan instruction

- Lack of Rigor in Student Tasks

- Lack of knowledge to develop a culture of mathematical thinking

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Florida Core Standards

- District Provided Resources

- Professional Development Florida Standards

- CPalms

- Formative Assessment Materials

- District Provided Curriculum-Go Math

- Promise Time after school tutoring

- ST Math computer Program

- Embedded Math Coach

- Title I Hourly Teachers

- Professional Development Focused on Essentials of Rigor and Mathematical Thinking and Discussion

Plan to Monitor Progress Toward G6. `8`

Monitoring of OPM and PCAS Data as leading indicators
FSA and SAT 10 data will be used as end point data

Person Responsible

Kristen Sulte

Schedule

Every 6 Weeks, from 8/10/2016 to 6/30/2017

Evidence of Completion

FSA AMO's will be met in all subgroups and used to determine if goal was met OPM and PCAS
data will be collected to determine progress being made

G7. Improve Reading performance through rigor, instruction, curriculum and assessments. All students meeting proficiency will increase from 34% to 70% as measured by the FSA. `1a`

🔍 G088302

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	74.0
AMO Reading - Asian	78.0
AMO Reading - African American	64.0
AMO Reading - ED	73.0
AMO Reading - ELL	71.0
AMO Reading - Hispanic	73.0
AMO Reading - SWD	55.0
AMO Reading - White	76.0

Targeted Barriers to Achieving the Goal `3`

- Lack of effective use of data and a thorough understanding of Florida Core Standards to plan instruction

- Lack of Rigor in Student Tasks

Resources Available to Help Reduce or Eliminate the Barriers `2`

- District approved curriculum resources

- Literacy Coach

- Professional development in Florida Core Standards and Raising the Rigor in independent activities

- Formative and Summative Assessments

- Intervention teachers

- Promise Time after school tutoring

- Title I Hourly Teachers

- IStation Reading Software

- Marzano Essentials of Rigor Training

Plan to Monitor Progress Toward G7. `8`

Monitoring OPM and PCAS data as leading indicators
FSA and SAT 10 data will be used as end point data

Person Responsible

Kristen Sulte

Schedule

Every 6 Weeks, from 8/10/2016 to 5/26/2017

Evidence of Completion

FSA AMO's will be met in all subgroups and used to determine if goal was met OPM and PCAS
data will be collected to determine progress being made

G8. Improve writing performance through rigor, instruction, curriculum and assessments. All students achieving proficiency will increase from 33% to 70% as measured by the end of the year state assessment. `1a`

🔍 G088303

Targets Supported `1b`

Indicator	Annual Target
Writing Gains District Assessment	80.0

Targeted Barriers to Achieving the Goal `3`

- Lack of effective use of data and a thorough understanding of Florida Core Standards to plan instruction
- Lack of Rigor in Student Tasks

Resources Available to Help Reduce or Eliminate the Barriers `2`

- District provided curriculum
- Part Time Literacy Coach
- Title I Hourly Teachers
- Intervention Teachers

Plan to Monitor Progress Toward G8. `8`

OPM and PCAS Data as Leading indicators
FSA will be used as end point data

Person Responsible

Kristen Sulte

Schedule

Semiannually, from 8/10/2016 to 6/30/2017

Evidence of Completion

OPM and PCAS Data will be collected to determine progress being made FSA AMOs will be met
in all subgroups and used to determine is goal was met

G9. Improve Science performance through rigor, instruction, curriculum and assessments. All students scoring a level 3 or higher on SSA will increase from 43% to 70%. `1a`

🔍 G088304

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0

Targeted Barriers to Achieving the Goal `3`

- Lack of understanding and infusion of the Nature of Science

- Lack of higher order thinking and reflection in student journaling with meaningful feedback from teachers

- Insufficient effective standards based planning within Module

Resources Available to Help Reduce or Eliminate the Barriers `2`

- District provided curriculum and resource materials

- Just in Time District Science Training

- Science Lab for Intermediate Students

- STEM Academy-Primary and Intermediate

Plan to Monitor Progress Toward G9. `8`

PCAS and FSA Data will be monitored and show student growth towards 70%

Person Responsible

Annette Mavres

Schedule

Quarterly, from 9/1/2016 to 5/26/2017

Evidence of Completion

Meet FSA AMO's in all subgroups to determine if goal was met PCAS will be monitored to determine progress towards goal

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. Decrease the percentage of students absent 10% or more from 19% to 13% as measured by attendance data. 1

🔑 G088296

G1.B1 19% of student population falls below the targeted 90% attendance rate. 2

🔑 B234764

G1.B1.S1 School will identify students using Early Warning Systems and work to match them with mentors focusing on improving student attendance and academics. 4

🔑 S247536

Strategy Rationale

Having an additional supportive adult at school will increase student attendance.

Action Step 1 5

School will utilize Early Warning Indicator data through District's Performance Matters and match those with three or more (including attendance) with mentors.

Person Responsible

Melissa Watson

Schedule

On 9/1/2016

Evidence of Completion

List of identified students matched to mentors.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Social Worker will collect data and work with Community Involvement Assistant to secure mentors for students and monitor number of visits.

Person Responsible

Melissa Watson

Schedule

On 9/30/2016

Evidence of Completion

Compiled list to include fidelity of visits by mentors.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Identified students will increase their attendance so that they miss less than 10% of the school year.

Person Responsible

Melissa Watson

Schedule

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

Evidence of Completion

Attendance data will be reviewed during Child Study Team Meetings.

G1.B1.S2 School wide incentive program for attendance 4

🔑 S247537

Strategy Rationale

Setting a high expectation for school attendance and rewarding those that meet or exceed the expectation will encourage others to improve their attendance.

Action Step 1 5

Classes will be recognized for meeting attendance expectations at monthly character assemblies.

Person Responsible

Melissa Watson

Schedule

Monthly, from 8/31/2016 to 5/26/2017

Evidence of Completion

Monthly Character Assemblies.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Attendance Data will be reviewed monthly for average daily attendance and determining classes with less than 13% of students missing 10% or more of the school year.

Person Responsible

Schedule

Monthly, from 8/31/2016 to 5/26/2017

Evidence of Completion

Data and list of classes to recognize at assembly.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Student attendance data will be collected and list of classes reaching goal will be tracked. Data will be reviewed for improvement.

Person Responsible

Schedule

Monthly, from 8/31/2016 to 5/26/2017

Evidence of Completion

The number of classes meeting the school wide expectation will increase from the beginning of the school year.

G2. Increase the number of African America students from 0% to 20 % of the overall subgroup population in the Gifted Program. `1`

🔑 G088297

G2.B1 African American students are not readily referred for gifted screening. `2`

🔑 B234765

G2.B1.S1 Analyze Sat 10, FSA and PCAS data to identify AA students for Naglieri Assessment `4`

🔑 S247538

Strategy Rationale

Data indicates a need to assess high performing students for Gifted Screening

Action Step 1 `5`

Data analysis of PCAS, SAT 10 and FSA Data to create list of eligible students to administer Naglieri Assessment

Person Responsible

Sheryl Menchaca

Schedule

Triannually, from 8/1/2016 to 3/31/2017

Evidence of Completion

Complied list of students from data sources

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

List of identified students created from data sources and administered Naglieri assessment

Person Responsible

Schedule

Triannually, from 8/1/2016 to 3/31/2017

Evidence of Completion

List will be submitted to SBLT and Naglieri assessment given

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Evidence of number of AA students identified for screening and placed in to Gifted and Talented Program.

Person Responsible

Schedule

Triannually, from 8/1/2016 to 3/31/2017

Evidence of Completion

List of students placed in program.

G3. Decrease the percentage of African American students receiving referrals from 31% to 25% of overall students earning referrals. 1

🔑 G088298

G3.B1 Students new to Lealman are unaware of culture and school wide behavior plan and incentives 2

🔑 B234766

G3.B1.S1 Establish a Welcome to Lealman Club to introduce students to the guidelines and expectations of our Lealman Learning Community. 4

🔑 S247539

Strategy Rationale

If we acclimate new students into our environment at the onset of their arrival, perhaps we can minimize infractions.
(Taking the unfamiliar and making it familiar and transparent.)

Action Step 1 5

We will establish a New to Lealman Club to welcome and acclimate new students to the Lealman Learning Community.

Person Responsible

Annette Mavres

Schedule

Monthly, from 8/1/2016 to 5/26/2017

Evidence of Completion

Attendance at Club meeting will be kept to ensure student participation.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

We will track new students and their referral data upon entry.

Person Responsible

Annette Mavres

Schedule

On 5/26/2017

Evidence of Completion

Referral data on new students will be tracked and and reveiwed at SBLT meetings. Student surveys will be given and disaggreated.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Referral data of new students to Lealman will be analyzed.

Person Responsible

Annette Mavres

Schedule

Monthly, from 9/30/2016 to 5/26/2017

Evidence of Completion

New student list will be cross referenced with referral data. Zero referrals will indicate successful integration into the Lealman Learning Community and success of the club.

G3.B2 Teacher knowledge of how to Development and Maintain a classroom atmosphere of Cultural Proficiency and Responsiveness `2`

🔧 B234767

G3.B2.S1 Teachers will use daily class meetings to establish and build relationships with students. `4`

🔧 S247540

Strategy Rationale

Students who own their classroom community as a team of learners own a culture of acceptance and support for each other's social and emotional learning.

Action Step 1 `5`

Classroom Teachers will implement classroom meetings to empower student ownership of their classroom climate and culture with a focus on new students to Lealman

Person Responsible

Annette Mavres

Schedule

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

Evidence of Completion

Classroom plans will include team building and classroom meetings

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Review of lesson plans and walkthrough data will be monitored for use of instructional practices that build and monitor a positive culturally responsive learning environment.

Person Responsible

Annette Mavres

Schedule

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

Evidence of Completion

Walkthrough data will include positive trends in climate and culture of classrooms.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Review of walkthrough data will be aggregated by grade level for positive trends in climate data.

Person Responsible

Annette Mavres

Schedule

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

Evidence of Completion

Walkthrough data will be collected and reviewed for positive trends in classroom climate and culture.

G3.B2.S2 School-wide Discipline Plan will be reviewed and revised by Discipline Committee. PD for all staff will be held in August and September. 4

🔑 S247541

Strategy Rationale

Having a school wide plan with PD will help ensure consistency throughout the school.

Action Step 1 5

School-wide Discipline Committee will be formed to review and revise School-wide Discipline Plan.

Person Responsible

Kristen Sulte

Schedule

On 5/26/2017

Evidence of Completion

Committee will meet during preschool to look at plan and revise. Professional Development for all staff will occur in August and as needed.

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

School-wide Discipline Plan will be competed and given to all staff. Professional Development will occur in preschool and throughout the year as needed.

Person Responsible

Kristen Sulte

Schedule

On 5/26/2017

Evidence of Completion

School-wide Plan

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 `7`

Referral data will be disaggreated and analyzed at SBLT.

Person Responsible

Kristen Sulte

Schedule

On 5/26/2017

Evidence of Completion

There will a decrease on the number of referrals for African American students.

G4. By developing and sustaining a healthy, respectful, caring and safe learning environment for students, staff and community members we will engage in wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working towards Bronze Level Recognition becoming eligible in 6 out of 6 Assessment Modules. `1`

🔑 G088299

G4.B1 Lack of staff participation to complete assessment modules and develop an action plan for improvement `2`

🔑 B234768

G4.B1.S1 The Healthy School team will review all assessment items and determine the most feasible item to improve in one module to achieve recognition level and then develop an action plan for that item. `4`

🔑 S247542

Strategy Rationale

Engaging activities promote more participation.

Action Step 1 `5`

Develop a wellness committee to facilitate a healthy school environment

Person Responsible

Amanda Cargill

Schedule

Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Surveys and sign in sheets of completed activities and committee meetings

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Participation in Healthy School Activities

Person Responsible

Amanda Cargill

Schedule

Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Sign in sheets of participation in activities

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Completion of action plan

Person Responsible

Annette Mavres

Schedule

Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Participation in events

G5. Close the achievement gap for African American students in Reading from 15% meeting expectation to 70% meeting expectation and Math 16% meeting expectation to 70% as measured by the FSA. [1]

🔍 G088300

G5.B1 Need to use problem solving steps to identify students' academic weaknesses and match needed interventions [2]

🔍 B234769

G5.B1.S1 Analyze FSA, SAT 10 , PCAS, RR, DIBELS (1st) and DAZE (2nd-5th) baseline data for all grades [4]

🔍 S247543

Strategy Rationale

An understanding of weaknesses and strengths will guide instructional plan connected to interventions designed to close gaps in learning.

Action Step 1 [5]

Create data profiles on each students from PCAS, FSA and SAT 10 Data, Universal DIBELS Data- DIBELS (1st) and DAZE (2nd-5th) baseline, DIBELS, AIMSWeb for Tier 2 and 3 Students.

Person Responsible

Karen Hubble

Schedule

Every 6 Weeks, from 8/1/2016 to 5/26/2017

Evidence of Completion

Data profile cards

Plan to Monitor Fidelity of Implementation of G5.B1.S1 [6]

Data and plans will be reviewed and updated by SBLT

Person Responsible

Karen Hubble

Schedule

Every 6 Weeks, from 8/1/2016 to 5/26/2017

Evidence of Completion

Review of SBLT Minutes, Tier 2 and 3 plans

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 `7`

Efficient disaggregation of data will be reviewed every 6 weeks with SBLT with clear identification of strengths and weaknesses of student.

Person Responsible

Schedule

Every 6 Weeks, from 8/1/2016 to 5/26/2017

Evidence of Completion

SBLT minutes will reflect data analysis

G5.B1.S2 Create an intervention plan for each student matching interventions to student needs. `4`
🔑 S247544

Strategy Rationale

Intentional planning to meet the needs of students gives focus and purpose to instruction

Action Step 1 `5`

Use information from Data disaggregation to create select interventions designed to close learning gaps with specific progress monitoring tool

Person Responsible

Karen Hubble

Schedule

Every 6 Weeks, from 8/1/2016 to 5/26/2017

Evidence of Completion

Tier 2 and 3 action plans for identified students

Plan to Monitor Fidelity of Implementation of G5.B1.S2 `6`

Progress Monitoring Results will be reported and discussed and SBLT Meetings. Weekly Tier 3 and Biweekly for Tier 2

Person Responsible

Karen Hubble

Schedule

Biweekly, from 8/31/2016 to 5/24/2017

Evidence of Completion

SBLT Minutes will reflect progress of learning and plan adjustments

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 `7`

Tier 2 and 3 Problem Solving Plans will be maintained

Person Responsible

Karen Hubble

Schedule

Biweekly, from 8/31/2016 to 5/26/2017

Evidence of Completion

Problem Solving Plans inclusive of Progress Monitoring Data

G6. Improve math performance through rigor, instruction, curriculum and assessments. All students achieving proficiency will increase from 45% to 70% as measured by the FSA. 1

🔍 G088301

G6.B1 Lack of effective use of data and a thorough understanding of Florida Core Standards to plan instruction 2

🔍 B234770

G6.B1.S1 Grade level teams use Florida Core Standards and data to plan for standards based instruction. 4

🔍 S247545

Strategy Rationale

The use of Florida Core Standards and corresponding data provides a picture of student performance that can be used to plan for instruction.

Action Step 1 5

Teacher will use student data and Florida Standards for weekly collaborative planning.

Person Responsible

Kristen Sulte

Schedule

Weekly, from 8/1/2016 to 5/26/2017

Evidence of Completion

Lesson plans using planbook.com, data collection and walkthroughs

Action Step 2 5

Grade Level Teams will meet with administrators after each assessment cycle to discuss student progress toward goals.

Person Responsible

Kristen Sulte

Schedule

Quarterly, from 9/1/2016 to 5/26/2017

Evidence of Completion

Grade level action plan that includes Effective Techniques from Marzano's Essentials of Rigor

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Lesson plans, PLC minutes, walkthrough data and grade level action plans

Person Responsible

Kristen Sulte

Schedule

Weekly, from 8/1/2016 to 5/26/2017

Evidence of Completion

Lesson Plans- Weekly Walkthroughs- Daily PLC minutes- Weekly Grade Level Action Plans- following each assessment cycle Data gathered will be monitored and feedback given to staff

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

On the PCAS Assessments 70% of students will be approaching or proficient

Person Responsible

Kristen Sulte

Schedule

Triannually, from 8/10/2016 to 5/26/2017

Evidence of Completion

Student achievement will show growth towards 70% after each assessment period

G6.B1.S2 Grade level teams create a plan for intervention time during school to include ongoing progress monitoring 4

S247546

Strategy Rationale

OPM helps to determine levels of mastery and need to further differentiate instruction.

Action Step 1 5

Grade level teams will meet to look at baseline data to determine need for intervention. Plans will be created to best meet student needs. Plans will include ongoing progress monitoring.

Person Responsible

Kristen Sulte

Schedule

Every 6 Weeks, from 8/1/2016 to 5/26/2017

Evidence of Completion

Tier 2 and 3 plans

Plan to Monitor Fidelity of Implementation of G6.B1.S2 6

Review of ongoing progress monitoring and intervention plans

Person Responsible

Karen Hubble

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Ongoing progress monitoring, updated plan and SBLT Minutes

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 `7`

Review of ongoing progress monitoring and updated plans

Person Responsible

Karen Hubble

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

SBLT Minutes and updated plans

G6.B2 Lack of Rigor in Student Tasks 2

🔑 B234771

G6.B2.S1 Teachers will participate in 2 cycles of lesson study to increase rigor of lesson and tasks 4

🔑 S247547

Strategy Rationale

Empowering teachers with specific strategies to implement will enable them to create a rigorous curriculum.

Action Step 1 5

Work with Math Coach to Develop Coaching Cycles

Person Responsible

Shanon Wilkins

Schedule

Monthly, from 8/1/2016 to 5/26/2017

Evidence of Completion

Professional Development Calendar

Action Step 2 5

Routine Review of Student Task Evidence during walk-throughs and lesson studies

Person Responsible

Shanon Wilkins

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Observation Data, Debrief discussion from Lesson Studies

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Follow up Professional Development- walk-throughs, lesson plan development, student artifacts

Person Responsible

Shanon Wilkins

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Walkthrough data, lesson plan review

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

Consistent Review of Ongoing Progress Monitoring Data- State, District and Classroom Assessments

Person Responsible

Annette Mavres

Schedule

Weekly, from 8/10/2016 to 8/10/2016

Evidence of Completion

Data from assessments will be collected from PLC minutes, District and State Data Bases

G6.B3 Lack of knowledge to develop a culture of mathematical thinking 2

🔑 B234772

G6.B3.S1 Teachers will participate in Professional Development- Number Talks and Fluency 4

🔑 S247548

Strategy Rationale

Teachers who implement strategies designed to create a culture of mathematical thinking will increase engagement and positively affect learning performance.

Action Step 1 5

Schedule Semester Trainings- Number Talks and Fluency Training for staff

Person Responsible

Shanon Wilkins

Schedule

Semiannually, from 8/10/2016 to 5/26/2017

Evidence of Completion

Sign in Sheets, Inclusion of Strategies in Lesson Plans and Walk Through Data

Plan to Monitor Fidelity of Implementation of G6.B3.S1 6

Lesson Plans and Walkthrough Evidence

Person Responsible

Kristen Sulte

Schedule

On 5/26/2017

Evidence of Completion

Lesson plans and Walk though Evidence- Engagement and Activities

Plan to Monitor Effectiveness of Implementation of G6.B3.S1 `7`

Lesson Plan Development, Walkthrough Data and Monitor student performance data

Person Responsible

Kristen Sulte

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Lesson Plan, Walkthrough Data and Student Performance Scores

G7. Improve Reading performance through rigor, instruction, curriculum and assessments. All students meeting proficiency will increase from 34% to 70% as measured by the FSA. 1

🔑 G088302

G7.B1 Lack of effective use of data and a thorough understanding of Florida Core Standards to plan instruction 2

🔑 B234773

G7.B1.S1 Grade level teams use Florida Core Standards and data to plan for instruction. 4

🔑 S247549

Strategy Rationale

The use of Florida Core Standards and corresponding data provides a picture of student performance that can he used to plan for instruction.

Action Step 1 5

Teachers will use student data and Florida Standards for weekly Collaborative Planning.

Person Responsible

Kristen Sulte

Schedule

Weekly, from 8/1/2016 to 5/26/2017

Evidence of Completion

Lesson plans using gradebook.com, data collections and walkthroughs

Action Step 2 5

Grade Level teams will meet with administrators after each PCAS assessment cycle to discuss students' progress toward goals

Person Responsible

Kristen Sulte

Schedule

On 5/26/2017

Evidence of Completion

Grade level action plans that includes effective techniques from Marzano Essentials of Rigor.

Plan to Monitor Fidelity of Implementation of G7.B1.S1 `6`

Lesson plans, PLC minutes, walkthrough data and grade level action plans.

Person Responsible

Kristen Sulte

Schedule

Weekly, from 8/12/2016 to 5/26/2017

Evidence of Completion

Lesson plans -weekly Walkthrough - daily PLC minutes- weekly Grade Level Action Plan- after each assessment cycle Data gathered will be monitored and feedback given to staff

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 `7`

On the PCAS Assessments 70% of students will be approaching or proficient.

Person Responsible

Kristen Sulte

Schedule

Triannually, from 8/10/2016 to 5/26/2017

Evidence of Completion

Student acheivement will show growth towards 70% after each assessment period.

G7.B1.S2 Grade level team create a plan for intervention time during school to include on-going progress monitoring. 4

🔑 S247550

Strategy Rationale

OPM helps to determine levels of mastery and need to further differentiate instruction

Action Step 1 5

Grade Level Teams will meet to look at baseline data to determine need for intervention. Plans will be created to best meet student needs. Plans will include on-going progress monitoring.

Person Responsible

Kristen Sulte

Schedule

Every 6 Weeks, from 8/1/2016 to 5/26/2017

Evidence of Completion

Tier 2 and 3 plans

Plan to Monitor Fidelity of Implementation of G7.B1.S2 6

Review of ongoing progress monitoring and intervention plans

Person Responsible

Karen Hubble

Schedule

Weekly, from 8/1/2016 to 5/26/2017

Evidence of Completion

Ongoing progress monitoring, updated plans and SBLT minutes

Plan to Monitor Effectiveness of Implementation of G7.B1.S2 `7`

Review of ongoing progress monitoring and updated plans

Person Responsible

Karen Hubble

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

SBLT Minutes and updated plans

G7.B2 Lack of Rigor in Student Tasks 2

🔑 B234774

G7.B2.S1 Teachers will participate in 2 cycles of lesson student to increase rigor of lessons and students tasks. 4

🔑 S247551

Strategy Rationale

Empowering teachers with specific strategies to implement will enable them to create a rigorous curriculum.

Action Step 1 5

Work with Literacy Coach to Develop Coaching Cycles

Person Responsible

Melissa Harvey

Schedule

Semiannually, from 8/1/2016 to 5/26/2017

Evidence of Completion

Professional Development Calendar

Action Step 2 5

Routine review of Student Task Evidence during Walkthroughs and Lesson Study.

Person Responsible

Melissa Harvey

Schedule

Semiannually, from 8/10/2016 to 5/26/2017

Evidence of Completion

Observational data, Debrief minutes from Lesson Study

Plan to Monitor Fidelity of Implementation of G7.B2.S1 6

Follow up: Professional Development- walkthroughs, lesson plan development, student artifacts

Person Responsible

Melissa Harvey

Schedule

Semiannually, from 8/10/2016 to 5/26/2017

Evidence of Completion

Walkthrough data, lesson plan review

Plan to Monitor Effectiveness of Implementation of G7.B2.S1 7

Consistent Review of Ongoing Progress Monitoring Data- State, District and Classroom Assessments

Person Responsible

Annette Mavres

Schedule

Semiannually, from 8/10/2016 to 5/26/2017

Evidence of Completion

Data from assessments will be collected from PLC minutes, District and State Data Bases

G8. Improve writing performance through rigor, instruction, curriculum and assessments. All students achieving proficiency will increase from 33% to 70% as measured by the end of the year state assessment. 1

🔑 G088303

G8.B1 Lack of effective use of data and a thorough understanding of Florida Core Standards to plan instruction 2

🔑 B234775

G8.B1.S1 Grade level teams use Florida Core Standards and data to plan for instruction 4

🔑 S247552

Strategy Rationale

The use of Florida Core Standards and corresponding data provides a picture of student performance that can be used to plan for instruction

Action Step 1 5

Teacher will use Student Data and Florida standards for weekly collaborative planning

Person Responsible

Kristen Sulte

Schedule

Weekly, from 8/1/2016 to 5/26/2017

Evidence of Completion

Lesson plans using planbook.com, data collection, walkthroughs

Action Step 2 5

Grade level teams will meet with administration following each assessment cycle to discuss student progress

Person Responsible

Kristen Sulte

Schedule

Quarterly, from 9/1/2016 to 5/26/2017

Evidence of Completion

Grade level action plan that includes Effective Techniques from Marzano's Essentials of Rigor

Plan to Monitor Fidelity of Implementation of G8.B1.S1 `6`

Lesson plans, PLC Minutes, Walkthrough Data

Person Responsible

Kristen Sulte

Schedule

On 5/26/2017

Evidence of Completion

Lesson Plans- Weekly Walkthroughs- Daily PLC Minutes -Weekly Data Gathered will be monitored and feedback given to staff

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 `7`

On the PCAS Assessments 70% of students will be approaching or proficient

Person Responsible

Kristen Sulte

Schedule

Semiannually, from 8/10/2016 to 5/19/2017

Evidence of Completion

Student achievement will show growth towards 70% after each assessment cycle period

G8.B2 Lack of Rigor in Student Tasks 2

🔑 B234776

G8.B2.S1 Teachers will participate in 2 cycles of lesson study to increase rigor of lesson and tasks 4

🔑 S247553

Strategy Rationale

Empowering teachers with specific strategies to implement will enable them to create a rigorous curriculum.

Action Step 1 5

Work with Literacy Coach to Develop Coaching Cycles

Person Responsible

Melissa Harvey

Schedule

Semiannually, from 8/1/2016 to 5/26/2017

Evidence of Completion

Professional Development Calendar

Action Step 2 5

Routine Review of Student Task Evidence during walk-throughs and lesson study

Person Responsible

Melissa Harvey

Schedule

Semiannually, from 8/10/2016 to 5/26/2017

Evidence of Completion

Observation Data, Debrief discussion from Lesson Studies

Plan to Monitor Fidelity of Implementation of G8.B2.S1 `6`

Follow Up Professional Development- walkthroughs, lesson plan development, student artifacts

Person Responsible

Melissa Harvey

Schedule

Semiannually, from 9/1/2016 to 5/26/2017

Evidence of Completion

Walkthrough data, lesson plan review

Plan to Monitor Effectiveness of Implementation of G8.B2.S1 `7`

Consistent Review of ongoing progress monitoring- State, District and Classroom Assessments

Person Responsible

Annette Mavres

Schedule

Semiannually, from 8/1/2016 to 5/26/2017

Evidence of Completion

Data from assessments will be collected from PLC minutes, District and State Data Bases

G9. Improve Science performance through rigor, instruction, curriculum and assessments. All students scoring a level 3 or higher on SSA will increase from 43% to 70%. 1

🔑 G088304

G9.B1 Lack of understanding and infusion of the Nature of Science 2

🔑 B234777

G9.B1.S1 Establish a year long study of the nature of science 4

🔑 S247554

Strategy Rationale

Teachers who understand the nature of science can facilitate student mastery of this process.

Action Step 1 5

Staff will participate in PD sessions on the Nature of Science and how to conduct a scientific experiment.

Person Responsible

Kristen Sulte

Schedule

Monthly, from 8/1/2016 to 5/26/2017

Evidence of Completion

PD calendar

Action Step 2 5

Teachers will conduct a group science project using the scientific method with classroom

Person Responsible

Kristen Sulte

Schedule

Monthly, from 8/1/2016 to 2/28/2017

Evidence of Completion

Projects Board will provide evidence of completed task

Action Step 3 `5`

School wide Science Fair will be conducted

Person Responsible

Kristen Sulte

Schedule

On 3/31/2017

Evidence of Completion

All primary classrooms will have group projects and intermediate classes will have individual or small group student projects

Plan to Monitor Fidelity of Implementation of G9.B1.S1 `6`

Inclusion of Nature of Science in Lesson Plans

Person Responsible

Schedule

Weekly, from 1/3/2017 to 3/1/2017

Evidence of Completion

Lesson plans, Walkthrough evidence, Science Board displays

Plan to Monitor Effectiveness of Implementation of G9.B1.S1 `7`

Increase evidence of Nature of Science discussion and application during walk throughs, in lesson plans and class projects

Person Responsible

Kristen Sulte

Schedule

Quarterly, from 12/1/2016 to 5/26/2017

Evidence of Completion

Project Board review, student artifacts and questioning-walkthroughs, lesson plans

G9.B2 Lack of higher order thinking and reflection in student journaling with meaningful feedback from teachers [2]

🔑 B234778

G9.B2.S1 Increase student journaling aligned with District curriculum [4]

🔑 S247555

Strategy Rationale

Student journaling aligned to the District Modules raise the rigor of student thinking

Action Step 1 [5]

Teachers will plan for purposeful and aligned journal development and will provide meaningful feedback in correlation to the standards.

Person Responsible

Annette Mavres

Schedule

Weekly, from 8/1/2016 to 5/26/2017

Evidence of Completion

Actual journal entries, walkthrough observations.

Plan to Monitor Fidelity of Implementation of G9.B2.S1 [6]

Observations during walkthroughs, Student Artifacts, Lesson Plans

Person Responsible

Annette Mavres

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Student Artifacts, Lesson Plans

Plan to Monitor Effectiveness of Implementation of G9.B2.S1 `7`

Lesson plans and student artifacts will indicate consistency and increased levels of rigor.

Person Responsible

Annette Mavres

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Lesson plan reviews, walk through data, PLC discussion of journals and plan adjustment

G9.B3 Insufficient effective standards based planning within Module 2

🔑 B234779

G9.B3.S1 Teachers will participate in Professional Development centered upon Effective Planning using Science Modules 4

🔑 S247556

Strategy Rationale

Empowering teachers with tools to effectively and efficiently plan will streamline the process teaching and learning

Action Step 1 5

Secure Just in Time Coaching to conduct Effective Planning Module

Person Responsible

Schedule

Monthly, from 8/1/2016 to 11/1/2016

Evidence of Completion

PD Calendar

Action Step 2 5

Third and fourth grade teachers will district diagnostic science data and plan for instruction and review.

Person Responsible

Kristen Sulte

Schedule

Every 6 Weeks, from 9/19/2016 to 5/26/2017

Evidence of Completion

Plans for remediation of standards based on 5th grade diagnostic.

Plan to Monitor Fidelity of Implementation of G9.B3.S1 `6`

Coaching Debriefs with Administration

Person Responsible

Annette Mavres

Schedule

Monthly, from 10/1/2016 to 5/26/2017

Evidence of Completion

Coaching Action plans and logs

Plan to Monitor Effectiveness of Implementation of G9.B3.S1 `7`

Lesson Plans will include components of effective planning, review lessons based on beginning and mid year diagnostic assessment

Person Responsible

Annette Mavres

Schedule

Weekly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Lesson plans will follow sequencial and comprehensive approach to module/concept development

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					
G6.B2.S1.MA1 🔑 M335649	Consistent Review of Ongoing Progress Monitoring Data- State, District and Classroom Assessments	Mavres, Annette	8/10/2016	Data from assessments will be collected from PLC minutes, District and State Data Bases	8/10/2016 weekly
G1.B1.S1.A1 🔑 A322446	School will utilize Early Warning Indicator data through District's Performance Matters and match...	Watson, Melissa	8/8/2016	List of identified students matched to mentors.	9/1/2016 one-time
G1.B1.S1.MA1 🔑 M335623	Social Worker will collect data and work with Community Involvement Assistant to secure mentors for...	Watson, Melissa	8/8/2016	Compiled list to include fidelity of visits by mentors.	9/30/2016 one-time
G9.B3.S1.A1 🔑 A322474	Secure Just in Time Coaching to conduct Effective Planning Module		8/1/2016	PD Calendar	11/1/2016 monthly
G9.B1.S1.A2 🔑 A322471	Teachers will conduct a group science project using the scientific method with classroom	Sulte, Kristen	8/1/2016	Projects Board will provide evidence of completed task	2/28/2017 monthly
G9.B1.S1.MA1 🔑 M335667	Inclusion of Nature of Science in Lesson Plans		1/3/2017	Lesson plans, Walkthrough evidence, Science Board displays	3/1/2017 weekly
G2.MA1 🔑 M335629	The number of African American students enrolled in the Gifted Program will be tracked and reported...		8/31/2016	The number of African American students enrolled in the Gifted Program will be tracked and reported at SBLT meetings. An increase in the number of qualifying students will signify progress towards the goal.	3/31/2017 triannually
G2.B1.S1.MA1 🔑 M335627	Evidence of number of AA students identified for screening and placed in to Gifted and Talented...		8/1/2016	List of students placed in program.	3/31/2017 triannually
G2.B1.S1.MA1 🔑 M335628	List of identified students created from data sources and administered Naglieri assessment		8/1/2016	List will be submitted to SBLT and Naglieri assessment given	3/31/2017 triannually
G2.B1.S1.A1 🔑 A322448	Data analysis of PCAS, SAT 10 and FSA Data to create list of eligible students to administer...	Menchaca, Sheryl	8/1/2016	Complied list of students from data sources	3/31/2017 triannually
G9.B1.S1.A3 🔑 A322472	School wide Science Fair will be conducted	Sulte, Kristen	3/1/2017	All primary classrooms will have group projects and intermediate classes will have individual or small group student projects	3/31/2017 one-time
G4.MA1 🔑 M335639	Increase number of eligible assessment modules and completion of action plans for the Alliance for...	Mavres, Annette	8/10/2016	Action Plan completed.	5/19/2017 monthly
G4.B1.S1.MA1 🔑 M335637	Completion of action plan	Mavres, Annette	8/10/2016	Participation in events	5/19/2017 monthly
G4.B1.S1.MA1 🔑 M335638	Participation in Healthy School Activities	Cargill, Amanda	8/10/2016	Sign in sheets of participation in activities	5/19/2017 monthly
G4.B1.S1.A1 🔑 A322452	Develop a wellness committee to facilitate a healthy school environment	Cargill, Amanda	8/10/2016	Surveys and sign in sheets of completed activities and committee meetings	5/19/2017 monthly
G8.B1.S1.MA1 🔑 M335661	On the PCAS Assessments 70% of students will be approaching or proficient	Sulte, Kristen	8/10/2016	Student achievement will show growth towards 70% after each assessment cycle period	5/19/2017 semiannually
G5.B1.S2.MA1 🔑 M335643	Progress Monitoring Results will be reported and discussed and SBLT Meetings. Weekly Tier 3 and...	Hubble, Karen	8/31/2016	SBLT Minutes will reflect progress of learning and plan adjustments	5/24/2017 biweekly
G1.MA1 🔑 M335626	Student attendance data will be reviewed monthly at CST meetings.	Watson, Melissa	8/23/2016	Student attendance data will show a decrease to 13% students missing 10% or more of school.	5/26/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.MA1 M335636	Referral data will be disaggregated by subgroups and communicated at SBLT meetings.	Mavres, Annette	9/30/2016	Referral data will be collected and disaggregated by subgroups. A decrease in referrals of African Americans will results in no more than 25% of all referrals credited to African Americans.	5/26/2017 monthly
G5.MA1 M335644	PCAS, Ongoing Progress Monitoring of Tier 2 and Tier 3 Assessments (DIBLES and AIMSWeb)	Hubble, Karen	8/1/2016	Data will indicate student performance growth	5/26/2017 every-6-weeks
G7.MA1 M335660	Monitoring OPM and PCAS data as leading indicators FSA and SAT 10 data will be used as end point...	Sulte, Kristen	8/10/2016	FSA AMO's will be met in all subgroups and used to determine if goal was met OPM and PCAS data will be collected to determine progress being made	5/26/2017 every-6-weeks
G9.MA1 M335672	PCAS and FSA Data will be monitored and show student growth towards 70%	Mavres, Annette	9/1/2016	Meet FSA AMO's in all subgroups to determine if goal was met PCAS will be monitored to determine progress towards goal	5/26/2017 quarterly
G1.B1.S1.MA1 M335622	Identified students will increase their attendance so that they miss less than 10% of the school...	Watson, Melissa	8/8/2016	Attendance data will be reviewed during Child Study Team Meetings.	5/26/2017 monthly
G3.B1.S1.MA1 M335630	Referral data of new students to Lealman will be analyzed.	Mavres, Annette	9/30/2016	New student list will be cross referenced with referral data. Zero referrals will indicate successful integration into the Lealman Learning Community and success of the club.	5/26/2017 monthly
G3.B1.S1.MA1 M335631	We will track new students and their referral data upon entry.	Mavres, Annette	8/1/2016	Referral data on new students will be tracked and and reveiwed at SBLT meetings. Student surveys will be given and disaggregated.	5/26/2017 one-time
G3.B1.S1.A1 A322449	We will establish a New to Lealman Club to welcome and acclimate new students to the Lealman...	Mavres, Annette	8/1/2016	Attendance at Club meeting will be kept to ensure student participation.	5/26/2017 monthly
G3.B2.S1.MA1 M335632	Review of walkthrough data will be aggregated by grade level for positive trends in climate data.	Mavres, Annette	8/8/2016	Walkthrough data will be collected and reviewed for positive trends in classroom climate and culture.	5/26/2017 monthly
G3.B2.S1.MA1 M335633	Review of lesson plans and walkthrough data will be monitored for use of instructional practices...	Mavres, Annette	8/8/2016	Walkthrough data will include positive trends in climate and culture of classrooms.	5/26/2017 weekly
G3.B2.S1.A1 A322450	Classroom Teachers will implement classroom meetings to empower student ownership of their...	Mavres, Annette	8/8/2016	Classroom plans will include team building and classroom meetings	5/26/2017 weekly
G5.B1.S1.MA1 M335640	Efficient disaggregation of data will be reviewed every 6 weeks with SBLT with clear identification...		8/1/2016	SBLT minutes will reflect data analysis	5/26/2017 every-6-weeks
G5.B1.S1.MA1 M335641	Data and plans will be reviewed and updated by SBLT	Hubble, Karen	8/1/2016	Review of SBLT Minutes, Tier 2 and 3 plans	5/26/2017 every-6-weeks
G5.B1.S1.A1 A322453	Create data profiles on each students from PCAS, FSA and SAT 10 Data, Universal DIBELS Data- DIBELS...	Hubble, Karen	8/1/2016	Data profile cards	5/26/2017 every-6-weeks
G6.B1.S1.MA1 M335645	On the PCAS Assessments 70% of students will be approaching or proficient	Sulte, Kristen	8/10/2016	Student achievement will show growth towards 70% after each assessment period	5/26/2017 triannually
G6.B1.S1.MA1 M335646	Lesson plans, PLC minutes, walkthrough data and grade level action plans	Sulte, Kristen	8/1/2016	Lesson Plans- Weekly Walkthroughs- Daily PLC minutes- Weekly Grade Level Action Plans- following each assessment cycle Data gathered will be monitored and feedback given to staff	5/26/2017 weekly
G6.B1.S1.A1 A322455	Teacher will use student data and Florida Standards for weekly collaborative planning.	Sulte, Kristen	8/1/2016	Lesson plans using planbook.com, data collection and walkthroughs	5/26/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G6.B1.S1.A2 A322456	Grade Level Teams will meet with administrators after each assessment cycle to discuss student...	Sulte, Kristen	9/1/2016	Grade level action plan that includes Effective Techniques from Marzano's Essentials of Rigor	5/26/2017 quarterly
G6.B2.S1.MA1 M335650	Follow up Professional Development- walk-throughs, lesson plan development, student artifacts	Wilkins, Shanon	8/10/2016	Walkthrough data, lesson plan review	5/26/2017 weekly
G6.B2.S1.A1 A322458	Work with Math Coach to Develop Coaching Cycles	Wilkins, Shanon	8/1/2016	Professional Development Calendar	5/26/2017 monthly
G6.B2.S1.A2 A322459	Routine Review of Student Task Evidence during walk-throughs and lesson studies	Wilkins, Shanon	8/10/2016	Observation Data, Debrief discussion from Lesson Studies	5/26/2017 weekly
G6.B3.S1.MA1 M335651	Lesson Plan Development, Walkthrough Data and Monitor student performance data	Sulte, Kristen	8/10/2016	Lesson Plan, Walkthrough Data and Student Performance Scores	5/26/2017 monthly
G6.B3.S1.MA1 M335652	Lesson Plans and Walkthrough Evidence	Sulte, Kristen	8/10/2016	Lesson plans and Walk though Evidence- Engagement and Activities	5/26/2017 one-time
G6.B3.S1.A1 A322460	Schedule Semester Trainings- Number Talks and Fluency Training for staff	Wilkins, Shanon	8/10/2016	Sign in Sheets, Inclusion of Strategies in Lesson Plans and Walk Through Data	5/26/2017 semiannually
G7.B1.S1.MA1 M335654	On the PCAS Assessments 70% of students will be approaching or proficient.	Sulte, Kristen	8/10/2016	Student acheivement will show growth towards 70% after each assessment period.	5/26/2017 triannually
G7.B1.S1.MA1 M335655	Lesson plans, PLC minutes, walkthrough data and grade level action plans.	Sulte, Kristen	8/12/2016	Lesson plans -weekly Walkthrough - daily PLC minutes- weekly Grade Level Action Plan- after each assessment cycle Data gathered will be monitored and feedback given to staff	5/26/2017 weekly
G7.B1.S1.A1 A322461	Teachers will use student data and Florida Standards for weekly Collaborative Planning.	Sulte, Kristen	8/1/2016	Lesson plans using gradebook.com, data collections and walkthroughs	5/26/2017 weekly
G7.B1.S1.A2 A322462	Grade Level teams will meet with administrators after each PCAS assessment cycle to discuss...	Sulte, Kristen	8/1/2016	Grade level action plans that includes effective techniques from Marzano Essentials of Rigor.	5/26/2017 one-time
G7.B2.S1.MA1 M335658	Consistent Review of Ongoing Progress Monitoring Data- State, District and Classroom Assessments	Mavres, Annette	8/10/2016	Data from assessments will be collected from PLC minutes, District and State Data Bases	5/26/2017 semiannually
G7.B2.S1.MA1 M335659	Follow up: Professional Development- walkthroughs, lesson plan development, student artifacts	Harvey, Melissa	8/10/2016	Walkthrough data, lesson plan review	5/26/2017 semiannually
G7.B2.S1.A1 A322464	Work with Literacy Coach to Develop Coaching Cycles	Harvey, Melissa	8/1/2016	Professional Development Calendar	5/26/2017 semiannually
G7.B2.S1.A2 A322465	Routine review of Student Task Evidence during Walkthroughs and Lesson Study.	Harvey, Melissa	8/10/2016	Observational data, Debrief minutes from Lesson Study	5/26/2017 semiannually
G8.B1.S1.MA1 M335662	Lesson plans, PLC Minutes, Walkthrough Data	Sulte, Kristen	8/1/2016	Lesson Plans- Weekly Walkthroughs- Daily PLC Minutes -Weekly Data Gathered will be monitored and feedback given to staff	5/26/2017 one-time
G8.B1.S1.A1 A322466	Teacher will use Student Data and Florida standards for weekly collaborative planning	Sulte, Kristen	8/1/2016	Lesson plans using planbook.com, data collection, walkthroughs	5/26/2017 weekly
G8.B1.S1.A2 A322467	Grade level teams will meet with administration following each assessment cycle to discuss student...	Sulte, Kristen	9/1/2016	Grade level action plan that includes Effective Techniques from Marzano's Essentials of Rigor	5/26/2017 quarterly
G8.B2.S1.MA1 M335663	Consistent Review of ongoing progress monitoring- State, District and Classroom Assessments	Mavres, Annette	8/1/2016	Data from assessments will be collected from PLC minutes, District and State Data Bases	5/26/2017 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G8.B2.S1.MA1 M335664	Follow Up Professional Development- walkthroughs, lesson plan development, student artifacts	Harvey, Melissa	9/1/2016	Walkthrough data, lesson plan review	5/26/2017 semiannually
G8.B2.S1.A1 A322468	Work with Literacy Coach to Develop Coaching Cycles	Harvey, Melissa	8/1/2016	Professional Development Calendar	5/26/2017 semiannually
G8.B2.S1.A2 A322469	Routine Review of Student Task Evidence during walk-throughs and lesson study	Harvey, Melissa	8/10/2016	Observation Data, Debrief discussion from Lesson Studies	5/26/2017 semiannually
G9.B1.S1.MA1 M335666	Increase evidence of Nature of Science discussion and application during walk throughs, in lesson...	Sulte, Kristen	12/1/2016	Project Board review, student artifacts and questioning-walkthroughs, lesson plans	5/26/2017 quarterly
G9.B1.S1.A1 A322470	Staff will participate in PD sessions on the Nature of Science and how to conduct a scientific...	Sulte, Kristen	8/1/2016	PD calendar	5/26/2017 monthly
G9.B2.S1.MA1 M335668	Lesson plans and student artifacts will indicate consistency and increased levels of rigor.	Mavres, Annette	8/10/2016	Lesson plan reviews, walk through data, PLC discussion of journals and plan adjustment	5/26/2017 weekly
G9.B2.S1.MA1 M335669	Observations during walkthroughs, Student Artifacts, Lesson Plans	Mavres, Annette	8/10/2016	Student Artifacts, Lesson Plans	5/26/2017 weekly
G9.B2.S1.A1 A322473	Teachers will plan for purposeful and aligned journal development and will provide meaningful...	Mavres, Annette	8/1/2016	Actual journal entries, walkthrough observations.	5/26/2017 weekly
G9.B3.S1.MA1 M335670	Lesson Plans will include components of effective planning, review lessons based on beginning and...	Mavres, Annette	10/3/2016	Lesson plans will follow sequential and comprehensive approach to module/ concept development	5/26/2017 weekly
G9.B3.S1.MA1 M335671	Coaching Debriefs with Administration	Mavres, Annette	10/1/2016	Coaching Action plans and logs	5/26/2017 monthly
G9.B3.S1.A2 A322475	Third and fourth grade teachers will district diagnostic science data and plan for instruction and...	Sulte, Kristen	9/19/2016	Plans for remediation of standards based on 5th grade diagnostic.	5/26/2017 every-6-weeks
G1.B1.S2.MA1 M335624	Student attendance data will be collected and list of classes reaching goal will be tracked. Data...		8/31/2016	The number of classes meeting the school wide expectation will increase from the beginning of the school year.	5/26/2017 monthly
G1.B1.S2.MA1 M335625	Attendance Data will be reviewed monthly for average daily attendance and determining classes with...		8/31/2016	Data and list of classes to recognize at assembly.	5/26/2017 monthly
G1.B1.S2.A1 A322447	Classes will be recognized for meeting attendance expectations at monthly character assemblies.	Watson, Melissa	8/31/2016	Monthly Character Assemblies.	5/26/2017 monthly
G3.B2.S2.MA1 M335634	Referral data will be disaggregated and analyzed at SBLT.	Sulte, Kristen	9/30/2016	There will a decrease on the number of referrals for African American students.	5/26/2017 one-time
G3.B2.S2.MA1 M335635	School-wide Discipline Plan will be competed and given to all staff. Professional Development will...	Sulte, Kristen	8/8/2016	School-wide Plan	5/26/2017 one-time
G3.B2.S2.A1 A322451	School-wide Discipline Committee will be formed to review and revise School-wide Discipline Plan.	Sulte, Kristen	8/1/2016	Committee will meet during preschool to look at plan and revise. Professional Development for all staff will occur in August and as needed.	5/26/2017 one-time
G5.B1.S2.MA1 M335642	Tier 2 and 3 Problem Solving Plans will be maintained	Hubble, Karen	8/31/2016	Problem Solving Plans inclusive of Progress Monitoring Data	5/26/2017 biweekly
G5.B1.S2.A1 A322454	Use information from Data disaggregation to create select interventions designed to close learning...	Hubble, Karen	8/1/2016	Tier 2 and 3 action plans for identified students	5/26/2017 every-6-weeks
G6.B1.S2.MA1 M335647	Review of ongoing progress monitoring and updated plans	Hubble, Karen	8/10/2016	SBLT Minutes and updated plans	5/26/2017 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G6.B1.S2.MA1 🔑 M335648	Review of ongoing progress monitoring and intervention plans	Hubble, Karen	8/10/2016	Ongoing progress monitoring, updated plan and SBLT Minutes	5/26/2017 biweekly
G6.B1.S2.A1 🔑 A322457	Grade level teams will meet to look at baseline data to determine need for intervention. Plans...	Sulte, Kristen	8/1/2016	Tier 2 and 3 plans	5/26/2017 every-6-weeks
G7.B1.S2.MA1 🔑 M335656	Review of ongoing progress monitoring and updated plans	Hubble, Karen	8/10/2016	SBLT Minutes and updated plans	5/26/2017 weekly
G7.B1.S2.MA1 🔑 M335657	Review of ongoing progress monitoring and intervention plans	Hubble, Karen	8/1/2016	Ongoing progress monitoring, updated plans and SBLT minutes	5/26/2017 weekly
G7.B1.S2.A1 🔑 A322463	Grade Level Teams will meet to look at baseline data to determine need for intervention. Plans will...	Sulte, Kristen	8/1/2016	Tier 2 and 3 plans	5/26/2017 every-6-weeks
G6.MA1 🔑 M335653	Monitoring of OPM and PCAS Data as leading indicators FSA and SAT 10 data will be used as end...	Sulte, Kristen	8/10/2016	FSA AMO's will be met in all subgroups and used to determine if goal was met OPM and PCAS data will be collected to determine progress being made	6/30/2017 every-6-weeks
G8.MA1 🔑 M335665	OPM and PCAS Data as Leading indicators FSA will be used as end point data	Sulte, Kristen	8/10/2016	OPM and PCAS Data will be collected to determine progress being made FSA AMOs will be met in all subgroups and used to determine is goal was met	6/30/2017 semiannually

V. Professional Development Opportunities

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

G3. Decrease the percentage of African American students receiving referrals from 31% to 25% of overall students earning referrals.

G3.B2 Teacher knowledge of how to Development and Maintain a classroom atmosphere of Cultural Proficiency and Responsiveness

G3.B2.S1 Teachers will use daily class meetings to establish and build relationships with students.

PD Opportunity 1

Classroom Teachers will implement classroom meetings to empower student ownership of their classroom climate and culture with a focus on new students to Lealman

Facilitator

Social Worker

Participants

Insrtuctional Personnel

Schedule

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

G3.B2.S2 School-wide Discipline Plan will be reviewed and revised by Discipline Committee. PD for all staff will be held in August and September.

PD Opportunity 1

School-wide Discipline Committee will be formed to review and revise School-wide Discipline Plan.

Facilitator

Sulte, Kristen

Participants

All staff

Schedule

On 5/26/2017

G4. By developing and sustaining a healthy, respectful, caring and safe learning environment for students, staff and community members we will engage in wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working towards Bronze Level Recognition becoming eligible in 6 out of 6 Assessment Modules.

G4.B1 Lack of staff participation to complete assessment modules and develop an action plan for improvement

G4.B1.S1 The Healthy School team will review all assessment items and determine the most feasible item to improve in one module to achieve recognition level and then develop an action plan for that item.

PD Opportunity 1

Develop a wellness committee to facilitate a healthy school environment

Facilitator

Amanda Cargill

Participants

Staff

Schedule

Monthly, from 8/10/2016 to 5/19/2017

G6. Improve math performance through rigor, instruction, curriculum and assessments. All students achieving proficiency will increase from 45% to 70% as measured by the FSA.

G6.B1 Lack of effective use of data and a thorough understanding of Florida Core Standards to plan instruction

G6.B1.S1 Grade level teams use Florida Core Standards and data to plan for standards based instruction.

PD Opportunity 1

Teacher will use student data and Florida Standards for weekly collaborative planning.

Facilitator

Team Leaders

Participants

Grade Level Teams

Schedule

Weekly, from 8/1/2016 to 5/26/2017

PD Opportunity 2

Grade Level Teams will meet with administrators after each assessment cycle to discuss student progress toward goals.

Facilitator

Administrators

Participants

Instructional and Support Staff

Schedule

Quarterly, from 9/1/2016 to 5/26/2017

G6.B2 Lack of Rigor in Student Tasks

G6.B2.S1 Teachers will participate in 2 cycles of lesson study to increase rigor of lesson and tasks

PD Opportunity 1

Work with Math Coach to Develop Coaching Cycles

Facilitator

Math Coach

Participants

Instructional Staff and Support Staff

Schedule

Monthly, from 8/1/2016 to 5/26/2017

PD Opportunity 2

Routine Review of Student Task Evidence during walk-throughs and lesson studies

Facilitator

Math Coach

Participants

Instructional Staff

Schedule

Weekly, from 8/10/2016 to 5/26/2017

G6.B3 Lack of knowledge to develop a culture of mathematical thinking

G6.B3.S1 Teachers will participate in Professional Development- Number Talks and Fluency

PD Opportunity 1

Schedule Semester Trainings- Number Talks and Fluency Training for staff

Facilitator

Math Coach

Participants

Instructional and Support Staff

Schedule

Semiannually, from 8/10/2016 to 5/26/2017

G7. Improve Reading performance through rigor, instruction, curriculum and assessments. All students meeting proficiency will increase from 34% to 70% as measured by the FSA.

G7.B1 Lack of effective use of data and a thorough understanding of Florida Core Standards to plan instruction

G7.B1.S1 Grade level teams use Florida Core Standards and data to plan for instruction.

PD Opportunity 1

Grade Level teams will meet with administrators after each PCAS assessment cycle to discuss students' progress toward goals

Facilitator

Administration

Participants

Instructional and Support Personnel

Schedule

On 5/26/2017

G7.B2 Lack of Rigor in Student Tasks

G7.B2.S1 Teachers will participate in 2 cycles of lesson student to increase rigor of lessons and students tasks.

PD Opportunity 1

Work with Literacy Coach to Develop Coaching Cycles

Facilitator

Literacy Coach

Participants

Instructional and Support Staff

Schedule

Semiannually, from 8/1/2016 to 5/26/2017

PD Opportunity 2

Routine review of Student Task Evidence during Walkthroughs and Lesson Study.

Facilitator

Literacy Coach

Participants

Instructional Staff

Schedule

Semiannually, from 8/10/2016 to 5/26/2017

G8. Improve writing performance through rigor, instruction, curriculum and assessments. All students achieving proficiency will increase from 33% to 70% as measured by the end of the year state assessment.

G8.B1 Lack of effective use of data and a thorough understanding of Florida Core Standards to plan instruction

G8.B1.S1 Grade level teams use Florida Core Standards and data to plan for instruction

PD Opportunity 1

Teacher will use Student Data and Florida standards for weekly collaborative planning

Facilitator

Team Leaders

Participants

Grade level teams

Schedule

Weekly, from 8/1/2016 to 5/26/2017

PD Opportunity 2

Grade level teams will meet with administration following each assessment cycle to discuss student progress

Facilitator

Administration

Participants

instructional and Support Staff

Schedule

Quarterly, from 9/1/2016 to 5/26/2017

G8.B2 Lack of Rigor in Student Tasks

G8.B2.S1 Teachers will participate in 2 cycles of lesson study to increase rigor of lesson and tasks

PD Opportunity 1

Work with Literacy Coach to Develop Coaching Cycles

Facilitator

Literacy Coach

Participants

Instructional Staff and Support Staff

Schedule

Semiannually, from 8/1/2016 to 5/26/2017

PD Opportunity 2

Routine Review of Student Task Evidence during walk-throughs and lesson study

Facilitator

Literacy Coach

Participants

Instructional and Support Staff

Schedule

Semiannually, from 8/10/2016 to 5/26/2017

G9. Improve Science performance through rigor, instruction, curriculum and assessments. All students scoring a level 3 or higher on SSA will increase from 43% to 70%.

G9.B1 Lack of understanding and infusion of the Nature of Science

G9.B1.S1 Establish a year long study of the nature of science

PD Opportunity 1

Staff will participate in PD sessions on the Nature of Science and how to conduct a scientific experiment.

Facilitator

Science Coach

Participants

Instructional Staff

Schedule

Monthly, from 8/1/2016 to 5/26/2017

PD Opportunity 2

Teachers will conduct a group science project using the scientific method with classroom

Facilitator

Instructional Personnel

Participants

Staff and Students

Schedule

Monthly, from 8/1/2016 to 2/28/2017

G9.B2 Lack of higher order thinking and reflection in student journaling with meaningful feedback from teachers

G9.B2.S1 Increase student journaling aligned with District curriculum

PD Opportunity 1

Teachers will plan for purposeful and aligned journal development and will provide meaningful feedback in correlation to the standards.

Facilitator

Team Leaders

Participants

Classroom Teachers

Schedule

Weekly, from 8/1/2016 to 5/26/2017

G9.B3 Insufficient effective standards based planning within Module

G9.B3.S1 Teachers will participate in Professional Development centered upon Effective Planning using Science Modules

PD Opportunity 1

Secure Just in Time Coaching to conduct Effective Planning Module

Facilitator

Just in Time Coach

Participants

Instructional Staff

Schedule

Monthly, from 8/1/2016 to 11/1/2016

VI. Technical Assistance Items

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

G2. Increase the number of African America students from 0% to 20 % of the overall subgroup population in the Gifted Program.

G2.B1 African American students are not readily referred for gifted screening.

G2.B1.S1 Analyze Sat 10, FSA and PCAS data to identify AA students for Naglieri Assessment

TA Opportunity 1

Data analysis of PCAS, SAT 10 and FSA Data to create list of eligible students to administer Naglieri Assessment

Facilitator

Gifted Teacher

Participants

Qualifying Students

Schedule

Triannually, from 8/1/2016 to 3/31/2017

G5. Close the achievement gap for African American students in Reading from 15% meeting expectation to 70 % meeting expectation and Math 16% meeting expectation to 70% as measured by the FSA.

G5.B1 Need to use problem solving steps to identify students' academic weaknesses and match needed interventions

G5.B1.S1 Analyze FSA, SAT 10 , PCAS, RR, DIBELS (1st) and DAZE (2nd-5th) baseline data for all grades

TA Opportunity 1

Create data profiles on each students from PCAS, FSA and SAT 10 Data, Universal DIBELS Data-DIBELS (1st) and DAZE (2nd-5th) baseline, DIBELS, AIMSWeb for Tier 2 and 3 Students.

Facilitator

MTSSRtI Coach

Participants

Instructional and Support Staff

Schedule

Every 6 Weeks, from 8/1/2016 to 5/26/2017

G5.B1.S2 Create an intervention plan for each student matching interventions to student needs.

TA Opportunity 1

Use information from Data disaggregation to create select interventions designed to close learning gaps with specific progress monitoring tool

Facilitator

MTSSRtI Coach

Participants

Instructional Staff

Schedule

Every 6 Weeks, from 8/1/2016 to 5/26/2017

G6. Improve math performance through rigor, instruction, curriculum and assessments. All students achieving proficiency will increase from 45% to 70% as measured by the FSA.

G6.B1 Lack of effective use of data and a thorough understanding of Florida Core Standards to plan instruction

G6.B1.S2 Grade level teams create a plan for intervention time during school to include ongoing progress monitoring

TA Opportunity 1

Grade level teams will meet to look at baseline data to determine need for intervention. Plans will be created to best meet student needs. Plans will include ongoing progress monitoring.

Facilitator

MTSSRtI Coach, Karen Hubble

Participants

Grade Level Teams, SBLT, Title 1 Hourlies

Schedule

Every 6 Weeks, from 8/1/2016 to 5/26/2017

G7. Improve Reading performance through rigor, instruction, curriculum and assessments. All students meeting proficiency will increase from 34% to 70% as measured by the FSA.

G7.B1 Lack of effective use of data and a thorough understanding of Florida Core Standards to plan instruction

G7.B1.S1 Grade level teams use Florida Core Standards and data to plan for instruction.

TA Opportunity 1

Teachers will use student data and Florida Standards for weekly Collaborative Planning.

Facilitator

Team Leader

Participants

Instructional and Support Personnel

Schedule

Weekly, from 8/1/2016 to 5/26/2017

G7.B1.S2 Grade level team create a plan for intervention time during school to include on-going progress monitoring.

TA Opportunity 1

Grade Level Teams will meet to look at baseline data to determine need for intervention. Plans will be created to best meet student needs. Plans will include on-going progress monitoring.

Facilitator

MTSSRti Coach- Karen Hubble

Participants

Grade level teams, SBLT, Title One Hourlies

Schedule

Every 6 Weeks, from 8/1/2016 to 5/26/2017

G9. Improve Science performance through rigor, instruction, curriculum and assessments. All students scoring a level 3 or higher on SSA will increase from 43% to 70%.

G9.B1 Lack of understanding and infusion of the Nature of Science

G9.B1.S1 Establish a year long study of the nature of science

TA Opportunity 1

School wide Science Fair will be conducted

Facilitator

Instructional staff

Participants

Staff and Students

Schedule

On 3/31/2017

VII. Budget

1	G1.B1.S1.A1	School will utilize Early Warning Indicator data through District's Performance Matters and match those with three or more (including attendance) with mentors.	$0.00
2	G1.B1.S2.A1	Classes will be recognized for meeting attendance expectations at monthly character assemblies.	$0.00
3	G2.B1.S1.A1	Data analysis of PCAS, SAT 10 and FSA Data to create list of eligible students to administer Naglieri Assessment	$0.00
4	G3.B1.S1.A1	We will establish a New to Lealman Club to welcome and acclimate new students to the Lealman Learning Community.	$0.00
5	G3.B2.S1.A1	Classroom Teachers will implement classroom meetings to empower student ownership of their classroom climate and culture with a focus on new students to Lealman	$0.00
6	G3.B2.S2.A1	School-wide Discipline Committee will be formed to review and revise School-wide Discipline Plan.	$0.00
7	G4.B1.S1.A1	Develop a wellness committee to facilitate a healthy school environment	$0.00
8	G5.B1.S1.A1	Create data profiles on each students from PCAS, FSA and SAT 10 Data, Universal DIBELS Data- DIBELS (1st) and DAZE (2nd-5th) baseline, DIBELS, AIMSWeb for Tier 2 and 3 Students.	$0.00
9	G5.B1.S2.A1	Use information from Data disaggregation to create select interventions designed to close learning gaps with specific progress monitoring tool	$0.00
10	G6.B1.S1.A1	Teacher will use student data and Florida Standards for weekly collaborative planning.	$16,267.20

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6300	120-Classroom Teachers	2141 - Lealman Avenue Elementary School	Title I, Part A		$16,267.20
			Notes: Curriculum Planning and development.			
11	G6.B1.S1.A2	Grade Level Teams will meet with administrators after each assessment cycle to discuss student progress toward goals.				$0.00
12	G6.B1.S2.A1	Grade level teams will meet to look at baseline data to determine need for intervention. Plans will be created to best meet student needs. Plans will include ongoing progress monitoring.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	2141 - Lealman Avenue Elementary School	Title I, Part A		$0.00
13	G6.B2.S1.A1	Work with Math Coach to Develop Coaching Cycles				$0.00
14	G6.B2.S1.A2	Routine Review of Student Task Evidence during walk-throughs and lesson studies				$2,891.33
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	140-Substitute Teachers	2141 - Lealman Avenue Elementary School	School Improvement Funds		$2,891.33
	6400	120-Classroom Teachers	2141 - Lealman Avenue Elementary School	Title I, Part A		$0.00
15	G6.B3.S1.A1	Schedule Semester Trainings- Number Talks and Fluency Training for staff				$0.00
16	G7.B1.S1.A1	Teachers will use student data and Florida Standards for weekly Collaborative Planning.				$0.00
17	G7.B1.S1.A2	Grade Level teams will meet with administrators after each PCAS assessment cycle to discuss students' progress toward goals				$0.00
18	G7.B1.S2.A1	Grade Level Teams will meet to look at baseline data to determine need for intervention. Plans will be created to best meet student needs. Plans will include on-going progress monitoring.				$235,946.04
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	2141 - Lealman Avenue Elementary School	Title I, Part A		$235,946.04
			Notes: Notes			
19	G7.B2.S1.A1	Work with Literacy Coach to Develop Coaching Cycles				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	2141 - Lealman Avenue Elementary School	Title I, Part A		$0.00

20	**G7.B2.S1.A2**	**Routine review of Student Task Evidence during Walkthroughs and Lesson Study.**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	140-Substitute Teachers	2141 - Lealman Avenue Elementary School	School Improvement Funds		$0.00
	6400	120-Classroom Teachers	2141 - Lealman Avenue Elementary School	Title I, Part A		$0.00
21	**G8.B1.S1.A1**	**Teacher will use Student Data and Florida standards for weekly collaborative planning**				**$0.00**
22	**G8.B1.S1.A2**	**Grade level teams will meet with administration following each assessment cycle to discuss student progress**				**$0.00**
23	**G8.B2.S1.A1**	**Work with Literacy Coach to Develop Coaching Cycles**				**$921.36**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	2141 - Lealman Avenue Elementary School	Title I, Part A		$921.36
24	**G8.B2.S1.A2**	**Routine Review of Student Task Evidence during walk-throughs and lesson study**				**$0.00**
25	**G9.B1.S1.A1**	**Staff will participate in PD sessions on the Nature of Science and how to conduct a scientific experiment.**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	120-Classroom Teachers	2141 - Lealman Avenue Elementary School	Title I, Part A		$0.00
26	**G9.B1.S1.A2**	**Teachers will conduct a group science project using the scientific method with classroom**				**$0.00**
27	**G9.B1.S1.A3**	**School wide Science Fair will be conducted**				**$0.00**
28	**G9.B2.S1.A1**	**Teachers will plan for purposeful and aligned journal development and will provide meaningful feedback in correlation to the standards.**				**$2,160.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	2141 - Lealman Avenue Elementary School	Title I, Part A		$0.00
	6400	120-Classroom Teachers	2141 - Lealman Avenue Elementary School	Title I, Part A		$2,160.00
29	**G9.B3.S1.A1**	**Secure Just in Time Coaching to conduct Effective Planning Module**				**$0.00**
30	**G9.B3.S1.A2**	**Third and fourth grade teachers will district diagnostic science data and plan for instruction and review.**				**$0.00**
					Total:	**$258,185.93**