Lealman Avenue Elementary School

2015-16 School 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	Title I	Free/Reduced Price Lunch
Elementary	Yes	68%

Alternative/ESE Center	Charter School	Minority
No	No	54%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	D	C	C

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	4	Jim Browder

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Engage, Educate and nurture academic success for all students in all academic areas, and prepare them for a successful future.

Provide the school's vision statement

100 % of Lealman Avenue Elementary students will meet academic expectations in all areas.

School Environment

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

Embedded PD at monthly staff meetings and Team Leader meetings to build and maintain a school wide atmosphere of Cultural Proficiency and Responsiveness
Staff Review and Discussion of School Wide (by Grade Level) Data at monthly staff meeting. Disaggregation of data will lead to frequent class meetings and team building activities documented in lesson plans.

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.

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.

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 counselor and the school social worker 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. Grade level staff has selected a student to mentor from the students identified as tat risk due to attendance/academic or behavioral performance. Each staff member will check in with their student two or three times a week. The conversations will focus around their comfort level with what is being taught in the classroom, their routines for studying and homework and just their all around well being.

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).

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.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	17	14	17	15	10	14	87
One or more suspensions	1	4	5	4	6	7	27
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	2	8	6	9	6	9	40

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

Monthly review of discipline and attendance data at 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. Students will take part in the check and connect program facilitated by school counselor and social worker.

Family and Community Involvement

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).

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).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

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. Our I Moms and All Pro Dads are morning events. We also vary the meeting times of our SAC in an effort to reach more families.
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.

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.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Paquette, Bonita	Principal
Mavres, Annette	Assistant Principal
Greco-Foster, Joyce	Instructional Coach
DeNicola, Mary	Instructional Coach
Davidson, Stephanie	Guidance Counselor
Garafola, Jennifer	Attendance/Social Work
mccormick, taryn	Psychologist

Duties

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

-Facilitator (Taryn McCormick) – generates agenda and leads team discussions
-Data Manager(s)/Data Coach(es)(Bonita Paquette/Annette Mavres/Principal/Assistant Principal/ Joyce Grecco-Foster/Mary DeNicola/ Math Coach/ELA Coach) – assist team in accessing and interpreting (aggregating/disaggregating) the data
--Recorder/Note Taker(Stephanie Davidson/Guidance Counselor) – 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(Jennifer Garafola) –helps team begin on time and ensures adherence to agreed upon agenda
Meeting time: Every other Tuesday of each month. Times are varied to coincide with teams block schedules so that teachers may attend if they wish.

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 and Diagnostician facilitate the development of intervention plans and interpret data. The Social Worker and Guidance Counselor- 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 and MTSSRtI Leadership 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 2014-15 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 2014-15 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

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jennifer Miller	Teacher
Bonita Paquette	Principal
To Tran	Education Support Employee
Neil Brickfield	Business/Community
Erica Moran	Parent
John Church	Parent
Felicia Brown	Parent
Tatima Spinelli	Parent
Darleen Cornett	Parent
Tiffany Purviance	Parent
Mya McKinney	Business/Community

Duties

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

Evaluation of last year's school improvement plan

At the April 2015 meeting, SAC members reviewed the goals and action plans for the 2014-15 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.

Development of this school improvement plan

Based on input from the evaluation of the 2014-15 SIP from the April SAC meeting, ideas are incorporated into the 2015-16 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.

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.

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

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Mavres, Annette	Assistant Principal
Paquette, Bonita	Principal
Bender, Carmen	Teacher, K-12
DeNicola, Mary	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Support for text complexity
-Support for instructional skills to improve reading comprehension
-Support for implementation of Florida Core Standards for English Language Arts in Social Studies, Science, and Technical Subjects
- Support for Reading Programs that promote reading. Ex. Book It, 1,000,000 Minute, Read Across America
- Training for technological support such as Nemours, iStation, etc.
- Support planning
-Training on Effective Strategies to Raise Rigor using Marzano's Essentials of Raising Rigor Series

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).

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

The master schedule is created to allow team members collaborative planning time five days a week. Teams meet three times a week to plan together, discuss student assessment results and to share strategies that have been successful in their classrooms.

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.

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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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.

Instructional Strategies

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 that meet the needs of all learners. Weekly PLC review of data according to standards coupled with discussion on how to meet the needs of our struggling students as well as challenge our students for enrichment. Data used will be formative and summative. Classroom assessments will provide the necessary data to inform teachers' instruction.
Once the needs of the students are established, lesson plans are created and recorded in the electronic plan book. Plans are reviewed weekly by administration.
An additional 30 minutes of focused reading instruction has been added to the master calendar. All certified teachers are responsible for providing interventions using prescribed, research based programs.

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. Prescribed and research based interventions are used during this time.

Strategy Rationale

We are an L300 school based on Reading achievement scores.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Paquette, Bonita, paquetteb@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: 2,700

STEM Academy for students scoring a Level 3 or above on previous FCAT Science or FSA Math assessment.

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
Paquette, Bonita, paquetteb@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.

Student Transition and Readiness

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).

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

Kindergarten Teachers will hold an orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills will be emphasized and good choices for academic and social characteristics will be presented. Materials will be available, as well as pamphlets covering a variety of helpful parenting subjects ranging from parenting skills, helping with homework, students with disabilities and what to expect at a parent teacher conference.

College and Career Readiness

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

Kindergarten_Module_D_by_Subgroup_2014-15.xlsx
Kindergarten Module D by Subgroup 2014-5
Grade_1_RR_Cycle_3_by_Subgroups_2014-15.xlsx
First Grade RR Cycle 3 by Subgroup 2014-15
Grade_1_Math_Cycle_3_by_Subgroup_2014-15.xlsx
First Grade Cycle 3 Math by Subgroup 2014-15
Grade_1_Science_Cycle_2_2014-15.xlsx
Grade 1 Cycle 2 Science by Subgroup 2014-15
Grade_1_and_2_Sat_10_Reading_Math_Growth.xlsx
Grade 1 AND 2, Reading AND Math growth on Sat 10 2014-2015
Grade_2_Cycle_3_RR_by_Subgroup_2014-15.xlsx
Grade 2 RR Cycle 3 by Subgroup, 2014-15
Grade_2_Math_Cycle_3_by_Subgroup_2014-15.xlsx
Grade 2 Math Cycle 3 by Subgroup, 2014-15
Grade_2_Cycle_2_Science_2014-15.xlsx
Grade 2 Science Cycle 2 by Subgroup, 2014-15
Grade_3_RR_Cycle_3_by_Subgroup_2014-15.xlsx
Grade 3 RR Cycle 3 by Subgroup, 2014-15
Grade_3_Cycle_3_Math_by_Subgroup_2014-15.xlsx
Grade 3 Math Cycle 3 by Subgroup, 2014-15
Grade_3_Cycle_2_Science_by_SubGroup_2014-15.xlsx
Grade 3 Science Cycle 2 by subgroup, 2014-15
Grade_3_Module_D_Post_2014-15.pdf
Grade 3 Module D 2014-15
Grade_4_RR_Cycle_3_2014-15.pdf
Grade 4 RR Cycle 3 by subgroup, 2014-15
Grade_4_Cycle_3_Math_by_subgroup_2014-15.xlsx
Grade 4 Math Cycle 3 by subgroup, 2014-15
Grade_4_Cycle_3_Science_by_Subgroup_2014-15.xlsx
Grade 4 Science Cycle 3 by Subgroup, 2014-15
Grade_5_RR_Cycle_3_by_Subgroups.xlsx
Grade 5 RR Cycle 3 by Subgroup, 2014-15
Grade_5_Cycle_3_Math_by_Subgroup_2014-15.xlsx
Grade 5 Math Cycle 3 by Subgroup, 2014-15
Grade_5_Science_Cycle_2_by_Subgroup_2014-15.xlsx
Grade 5 Science Cycle 3 by Subgroup, 2014-15
LAE_Attendance-Behavior_2014-2015.docx
Attendance and Behavior 2014-15
LAE_Lagging_Math-Reading-Science_Data_2011-2014.pdf
Lagging Reading-Math-Science 2011-2014
K-5_ELA_Spring_Post_and_Cycle_3_Math_by_Subgroups.xlsx

Grade Level District Data by AMOs (Running Record, Cycle 3 Math, ELA Module D Post)

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.

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" 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.

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.   Increase the number of African America students from 0% to 2 % of the overall subgroup population in the Gifted Program.

G2.   Decrease the percentage of African American students receiving referrals from 50% to 30% of overall students earning referrals.

G3.   Work toward Bronze Level recognition with the Alliance for a Healthier Generation.

G4.   Close the achievement gap for African American students in Reading from 18% meeting expectation to 70 % meeting expectation and Math 21% meeting expectation to 70% as measured by the FSA.

G5.   Improve math performance through rigor, instruction, curriculum and assessments. All students achieving proficiency will increase from 36% to 70% as measured by the FSA.

G6.   Improve Reading performance through rigor, instruction, curriculum and assessments. All students meeting proficiency will increase from 38% to 70% as measured by the FSA.

G7.   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.   Improve Science performance through rigor, instruction, curriculum and assessments. All students scoring a level 3 or higher on FCAT 2.0 will increase from 48% to 70%.

Strategic Goals Detail

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

G1. Increase the number of African America students from 0% to 2 % of the overall subgroup population in the Gifted Program. 1a

🔑 G064193

Targets Supported 1b

Indicator	Annual Target
5Es Score: Ambitious Instruction	3.0

Resources Available to Support the Goal 2

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

- Gifted Identification Checklist

- Part Time Gifted Teacher

- Gifted and Talented Program

Targeted Barriers to Achieving the Goal 3

- Teachers not familiar with process to identify and refer students for gifted screening and identification.

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

Plan to Monitor Progress Toward G1. 8

The number of African American students enrolled in the Gifted Program will be tracked and reported at monthly staff meetings.

Person Responsible

Stephanie Davidson

Schedule

Monthly, from 9/9/2015 to 6/1/2016

Evidence of Completion

The number of African American students enrolled in the Gifted Program will be tracked and reported at monthly staff meetings. An increase in the number of qualifying students will signify progress towards the goal. No change in the number of students qualifying will result in a review of the current plan.

G2. Decrease the percentage of African American students receiving referrals from 50% to 30% of overall students earning referrals. `1a`

G064192

Targets Supported `1b`

Indicator	Annual Target
Discipline incidents	30.0

Resources Available to Support the Goal `2`

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

- Welcome to Lealman Club

- Embedded training on Cultural Competency

Targeted Barriers to Achieving the Goal `3`

- The majority of African American students who earn referrals are new to Lealman Avenue Elementary. They are unaware of the Community Guidelines for Success and general expectations.

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

Plan to Monitor Progress Toward G2. `8`

Referral data will be disaggregated by subgroups and communicated at monthly Staff Meetings.

Person Responsible

Annette Mavres

Schedule

Monthly, from 9/16/2015 to 6/1/2016

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 30% of all referrals credited to African Americans.

G3. Work toward Bronze Level recognition with the Alliance for a Healthier Generation. 1a

🔍 G062716

Targets Supported 1b

Indicator	Annual Target
Attendance rate	

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Lack of time/interest of staff members to work toward a healthier campus environment.

Plan to Monitor Progress Toward G3. 8

Sign in sheets to determine the percentage of participation will be monitored after each event.

Person Responsible
Annette Mavres

Schedule
Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion
Sign in sheets of participants.

G4. Close the achievement gap for African American students in Reading from 18% meeting expectation to 70 % meeting expectation and Math 21% meeting expectation to 70% as measured by the FSA. 1a

🔍 G060115

Targets Supported 1b

Indicator	Annual Target
AMO Math - African American	54.0
AMO Reading - African American	58.0

Resources Available to Support the Goal 2

- Girlfriends club
- All Pro Dads
- IMoms
- STEPS program
- Social Worker
- Attendance Specialist

Targeted Barriers to Achieving the Goal 3

- Lack of early readiness skills
- Attendance - 17% of population is below the 90% targeted daily attendance rate.

Plan to Monitor Progress Toward G4. 8

Attendance and District Assessment data (Golds, Kindergarten Observation Data and Attendance data will be collected and reviewed monthly.

Person Responsible
Mary DeNicola

Schedule
Quarterly, from 8/17/2015 to 6/2/2016

Evidence of Completion
Completed progress monitoring sheet

G5. Improve math performance through rigor, instruction, curriculum and assessments. All students achieving proficiency will increase from 36% to 70% as measured by the FSA. `1a`

Targets Supported `1b`

`G060116`

Indicator	Annual Target
AMO Math - All Students	63.0
AMO Math - African American	54.0
AMO Math - ELL	61.0
AMO Math - ED	61.0
AMO Math - Hispanic	62.0
AMO Math - SWD	42.0
AMO Math - White	62.0

Resources Available to Support the Goal `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
- Intermediate Intervention Teachers
- ST Math computer Program
- Embedded Math Coach
- Title I Hourly Teachers
- Attendance Data
- Social Worker
- District Attendance Specialist
- Marzano Essentials of Rigor Training

Targeted Barriers to Achieving the Goal `3`

- Lack of effective use of data to differentiate instruction through collaborative and facilitated planning
- Lack of a thorough understanding of Florida Core Standards and mathematical practices
- Attendance - 17% of population is below the 90% targeted daily attendance rate.
- Lack of Rigor in Student Tasks

Plan to Monitor Progress Toward G5. `8`

Ongoing Progress Monitoring as determined by each grade level as tied to relevant standards. Teachers will compile results and report to administration through PLC notes, twice a month. Data from District and State Assessments will also be reviewed following availability.

Person Responsible

Annette Mavres

Schedule

Biweekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Results of monitoring and team minutes.

G6. Improve Reading performance through rigor, instruction, curriculum and assessments. All students meeting proficiency will increase from 38% to 70% as measured by the FSA. `1a`

🔑 G060117

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	70.0
AMO Reading - Asian	74.0
AMO Reading - African American	58.0
AMO Reading - ED	69.0
AMO Reading - ELL	66.0
AMO Reading - Hispanic	69.0
AMO Reading - SWD	48.0
AMO Reading - White	72.0

Resources Available to Support the Goal `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
- Additional 30 minutes of Reading instruction added to the instructional day.
- Title I Hourly Teachers
- IStation Reading Software
- Attendance Specialist
- Social Worker
- Marzano Essentials of Rigor Training

Targeted Barriers to Achieving the Goal `3`

- Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas
- Insufficient standard based instruction
- Lack of student engagement
- Attendance- 17% of the population fall below the targeted 90% attendance rate.
- Lack of Rigor in Student Tasks

Plan to Monitor Progress Toward G6. 8

Monitor the results of student artifacts presented in the form of presentations, reports and level of engagement.

Person Responsible
Bonita Paquette

Schedule
Daily, from 8/24/2015 to 6/2/2016

Evidence of Completion
Student achievement scores.

G7. 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`

Targets Supported `1b`

`G060118`

Indicator	Annual Target
Writing Gains District Assessment	80.0

Resources Available to Support the Goal `2`

- District provided curriculum
- Embedded Literacy Coach
- Core Connections Training
- Title I Hourly Teachers
- Intervention Teachers
- Attendance Data
- Social Worker
- District Attendance Specialist
- Marzano Essentials of Rigor Training

Targeted Barriers to Achieving the Goal `3`

- Insufficient Standards Based Instruction
- Attendance - 17% of population is below the 90% targeted daily attendance rate.
- Lack of Rigor in Student Tasks

Plan to Monitor Progress Toward G7. `8`

Ongoing Progress monitoring of writing achievement.

Person Responsible

Bonita Paquette

Schedule

Monthly, from 8/17/2015 to 6/1/2016

Evidence of Completion

student assessment results, monthly writing prompts, student artifacts

G8. Improve Science performance through rigor, instruction, curriculum and assessments. All students scoring a level 3 or higher on FCAT 2.0 will increase from 48% to 70%. `1a`

🔑 G060119

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal `2`

- District provided curriculum
- Science resource material room/consumables, lab supplies and reading resources
- Master schedule reflects increased science time
- .25 District Science Coach
- Science Lab for Intermediate Students
- STEM Academy
- Attendance data
- Social Worker
- District Attendance Specialist
- Marzano Essentials of Rigor Training

Targeted Barriers to Achieving the Goal `3`

- Lack of higher order thinking and reflection in student journaling with meaningful feedback from teachers
- Insufficient standards based instruction
- Attendance - 17% of population is below the 90% targeted daily attendance rate.
- Lack of Rigor in Student Tasks

Plan to Monitor Progress Toward G8. `8`

PLC discussion of student artifacts and assessment results.

Person Responsible
Annette Mavres

Schedule
Weekly, from 9/3/2015 to 6/2/2016

Evidence of Completion
PLC minutes and student assessment results.

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. Increase the number of African America students from 0% to 2 % of the overall subgroup population in the Gifted Program. 1

🔑 G064193

G1.B1 Teachers not familiar with process to identify and refer students for gifted screening and identification. 2

🔑 B165532

G1.B1.S1 Gifted training to be held with staff to establish processes to identify and refer students to the Gifted Program. 4

🔑 S177086

Strategy Rationale

If teachers can routinely identify and refer students to the Gifted Program, the numbers will increase.

Action Step 1 5

Training will delivered to staff to establish the process and identification of Possible Gifted Students for Referrals.

Person Responsible

Stephanie Davidson

Schedule

On 9/9/2015

Evidence of Completion

Action Step 2 `5`

Gifted training will be held to provide teachers with knowledge of a variety of traits and characteristics that can be used identify students for referral.

Person Responsible

Stephanie Davidson

Schedule

On 9/9/2015

Evidence of Completion

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

Number of Students Referred for Gifted Screening will be tracked by subgroup.

Person Responsible

Stephanie Davidson

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Number of Students Referred for gifted screening will be tracked by subgroup and reviewed at monthly staff meetings.

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

Number of students referred for screening will be tracked by subgroup. If there is no positive change in referral data, a plan to revisit the characteristics will be created.

Person Responsible

Stephanie Davidson

Schedule

Monthly, from 11/2/2015 to 6/1/2016

Evidence of Completion

Number of students referred for screening will be tracked by subgroup monthly. Effectiveness of this action step will be reflected in a positive data shift- increase in referral data.

G1.B2 African American students are not readily referred for gifted screening. 2

🔑 B165533

G1.B2.S1 Gifted training will be held to provide teachers with knowledge of a variety of traits and characteristics that can be used to identify students for referral. 4

🔑 S177226

Strategy Rationale

If teachers have a clear understanding that there are a variety of traits that can be used to identify students for gifted screening, they can routinely identify and refer students to the Gifted Program. Resultantly the numbers will increase.

Action Step 1 5

Staff will be trained on the Gifted Referral Process

Person Responsible

Stephanie Davidson

Schedule

On 9/9/2015

Evidence of Completion

A sign in list will be kept regarding the training.

Action Step 2 5

Staff will be trained to use a variety of characteristics that can be used to identify gifted students.

Person Responsible

Stephanie Davidson

Schedule

On 9/9/2015

Evidence of Completion

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

The number of Gifted Referrals and Qualifications will tracked by the Guidance/Gifted Teacher

Person Responsible

Stephanie Davidson

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Evidence of Completion

The number of gifted Referrals and Qualifications will be tracked by subgroups and reviewed at monthly staff meetings.

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

The number of African American students referred t0 and qualifying for the gifted program will be tracked and reviewed at monthly staff meetings.

Person Responsible

Stephanie Davidson

Schedule

Monthly, from 8/24/2015 to 6/1/2016

Evidence of Completion

The numbers of students referred and qualifying for the Gifted Program will be tracked and reviewed for evidence of increased referral and qualification.

G2. Decrease the percentage of African American students receiving referrals from 50% to 30% of overall students earning referrals. [1]

🔑 G064192

G2.B1 The majority of African American students who earn referrals are new to Lealman Avenue Elementary. They are unaware of the Community Guidelines for Success and general expectations. [2]

🔑 B166173

G2.B1.S1 Establish a Welcome to Lealman Club to introduce students to the guidelines and expectations of our Lealman Learning Community. [4]

🔑 S177646

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

Stephanie Davidson

Schedule

Weekly, from 9/16/2015 to 6/1/2016

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B1.S1 [6]

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

Person Responsible

Annette Mavres

Schedule

On 6/1/2016

Evidence of Completion

Referral data on new students will be tracked and reviewed during monthly staff meetings. Zero referrals will indicate successful acclimation into the Lealman Learning Community.

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

Signature on Sign in sheets will indicate student participation in the Club.

Person Responsible

Stephanie Davidson

Schedule

Monthly, from 9/16/2015 to 6/1/2016

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.

G2.B2 Teacher knowledge of how to Development and Maintain a classroom atmosphere of Cultural Proficiency and Responsiveness `2`

🔧 B166226

G2.B2.S1 Embedded PD at monthly staff meetings and Team Leader meetings to build and maintain a school wide atmosphere of Cultural Proficiency and Responsiveness `4`

🔧 S177702

Strategy Rationale

If as a community we become Culturally Competent, we develop a learning community where are stakeholders prove involved and connected.

Action Step 1 `5`

Staff meetings will contain embedding strategies for developing a culture of proficiency and responsiveness.

Person Responsible

Annette Mavres

Schedule

On 6/1/2016

Evidence of Completion

Staff meeting minutes, Signature Sheets from training and classroom walkthrough data will be collected.

G2.B2.S3 The use of Classroom Meetings empowers students to own their classroom community as a team of learners. 4

Strategy Rationale

S177705

Students who own their classroom community as a team of learners own a culture acceptance and support for each to 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.

Person Responsible

Annette Mavres

Schedule

Weekly, from 9/9/2015 to 6/1/2016

Evidence of Completion

Classroom plans will include team building and classroom meetings

Plan to Monitor Fidelity of Implementation of G2.B2.S3 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 9/9/2015 to 6/1/2016

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 `7`

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

Person Responsible

Annette Mavres

Schedule

Monthly, from 9/9/2015 to 6/1/2016

Evidence of Completion

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

G3. Work toward Bronze Level recognition with the Alliance for a Healthier Generation. `1`

🔑 G062716

G3.B1 Lack of time/interest of staff members to work toward a healthier campus environment. `2`

🔑 B161157

G3.B1.S1 Wellness Champion creates activities that engage staff in healthy habits and activities. `4`

🔑 S172638

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 8/24/2015 to 6/2/2016

Evidence of Completion

Surveys and sign in sheets of completed activities and committee meetings

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

Participation in Healthy School Activities

Person Responsible

Amanda Cargill

Schedule

Monthly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Sign in sheets of participation in activities

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

Encouragement from administration during meetings to attend and participate in healthy activities

Person Responsible

Annette Mavres

Schedule

Monthly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Participation in events

G4. Close the achievement gap for African American students in Reading from 18% meeting expectation to 70% meeting expectation and Math 21% meeting expectation to 70% as measured by the FSA. `1`

🔑 G060115

G4.B2 Lack of early readiness skills `2`

🔑 B153202

G4.B2.S1 Literacy coach provides Professional Development to Pre-K and K teachers. `4`

🔑 S164956

Strategy Rationale

Early intervention is important to the progress of student achievement.

Action Step 1 `5`

Professional development in the area of pre-reading and reading skills provided to pre-k teachers.

Person Responsible

Mary DeNicola

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Coaches log and teacher lesson plans

Plan to Monitor Fidelity of Implementation of G4.B2.S1 `6`

Coaches debrief log and lesson plans of pre-k teachers.

Person Responsible

Bonita Paquette

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Submitted lesson plans and completed coaches log.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 `7`

Gold Assessments in pre-k.

Person Responsible

Mary DeNicola

Schedule

Quarterly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Results from the Gold Assessments.

G4.B3 Attendance - 17% of population is below the 90% targeted daily attendance rate. `2`

🔑 B166314

G4.B3.S1 Social Worker and Attendance Specialist will monitor attendance data and discuss at SBLT meetings. `4`

🔑 S177796

Strategy Rationale

Awareness of student attendance is the first step in monitoring the impact upon learning.

Action Step 1 `5`

A monthly list of students with a less than 90% attendance rate will be discussed at the SBLT meeting.

Person Responsible

Jennifer Garafola

Schedule

Monthly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Attendance Rates will be monitored and tracked throughout the year

Person Responsible

Jennifer Garafola

Schedule

Monthly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Student attendance will be monitored throughout the year. Rates at 90% or higher will indicate success.

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Attendance rates will be tracked across the year to measure impact upon student attedance.

Person Responsible

Jennifer Garafola

Schedule

Monthly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Attendance rates will be tracked for students across the year. Attendances greater the 90% will be considered successful.

G5. Improve math performance through rigor, instruction, curriculum and assessments. All students achieving proficiency will increase from 36% to 70% as measured by the FSA. 1

G060116

G5.B2 Lack of effective use of data to differentiate instruction through collaborative and facilitated planning 2

B153205

G5.B2.S1 Grade level teams analyze, disaggregate and develop/utilize routine assessments. 4

S164963

Strategy Rationale

Data must be analyzed to understand what students know and what they still need to master.

Action Step 1 5

Disaggregate baseline, ongoing progress monitoring and end of unit data during weekly PLC meetings to determine instructional plans and differentiation.

Person Responsible

Joyce Greco-Foster

Schedule

Biweekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Lesson plans, data collection and weekly PLC minutes.

Action Step 2 5

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

Person Responsible

Bonita Paquette

Schedule

Quarterly, from 9/28/2015 to 6/2/2016

Evidence of Completion

Data chat minutes.

Plan to Monitor Fidelity of Implementation of G5.B2.S1 `6`

Through walkthroughs and PLC minutes and review of data collection

Person Responsible

Bonita Paquette

Schedule

Biweekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

PLC minutes, data collection.

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 `7`

Discussion of student data and progress to determine effectiveness of instruction.

Person Responsible

Bonita Paquette

Schedule

Biweekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Weekly PLC minutes and ongoing progress data.

G5.B2.S2 Grade level teams create a plan for intervention time during school to include ongoing progress monitoring 4

S164964

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

Joyce Greco-Foster

Schedule

Biweekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Plans created by teams and communicated to administration through electronic plan book.

Plan to Monitor Fidelity of Implementation of G5.B2.S2 6

Plans will be reviewed monthly through the electronic plan book as evidenced on master calendar. Ongoing progress monitoring will be reviewed every other week.

Person Responsible

Annette Mavres

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Ongoing progress monitoring and lesson plans.

Plan to Monitor Effectiveness of Implementation of G5.B2.S2 `7`

Review of ongoing progress monitoring, formative and summative assessments.

Person Responsible

Annette Mavres

Schedule

Biweekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Weekly PLC minutes. Data chats following district assessment cycles.

G5.B2.S3 Grade level teams create rubrics connected to math standards for students to monitor own progress toward goals. `4`

🔍 S164965

Strategy Rationale

When students know their progress relative to the standard, they have a better understanding of what skills have been mastered and which skills need more development.

Action Step 1 `5`

Modular planning that includes formative assessment, ongoing progress monitoring and the creation of scales and rubrics tied to Florida Standards.

Person Responsible

Joyce Greco-Foster

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Completed student rubrics and data disaggregation and discussion in PLC notes.

Plan to Monitor Fidelity of Implementation of G5.B2.S3 `6`

Review of PLC minutes and actual rubrics.

Person Responsible

Bonita Paquette

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

PLC notes reviewed by administration and returned to team leaders with documentation and questions answered.

Plan to Monitor Effectiveness of Implementation of G5.B2.S3 `7`

Monitor the use of rubrics to determine effectiveness through walkthroughs, lesson plans and end of unit data disaggregation.

Person Responsible

Bonita Paquette

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

PLC notes with disaggregated data and discussion Improved math scores as measured by Common Assessments

G5.B5 Lack of a thorough understanding of Florida Core Standards and mathematical practices [2]

B153208

G5.B5.S1 Professional development provided by math coach in the area of raising the rigor and Math interventions, and best practices. [4]

S164966

Strategy Rationale

A thorough understanding of standards and mathematical practices leads to focused instruction.

Action Step 1 [5]

Unpacking the standards training as connected to mathematical practices and other best practices such as Number Talks, Hot Talks, Cool Moves and Formative Assessments

Person Responsible

Joyce Greco-Foster

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Curriculum meeting minutes and calendar

Plan to Monitor Fidelity of Implementation of G5.B5.S1 [6]

Scheduled professional development sessions

Person Responsible

Joyce Greco-Foster

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Professional development calendar

Plan to Monitor Effectiveness of Implementation of G5.B5.S1 `7`

Review of lesson plans and weekly PLC minutes

Person Responsible

Annette Mavres

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Lesson plan review on electronic plan book and review of PLC minutes. Survey of teachers regarding the effectiveness of the training provided by Math coach.

G5.B5.S2 Realignment of Professional Learning Communities to include a deeper discussion of standards and mathematical practices. `4`

🔑 S164967

Strategy Rationale

A thorough understanding of standards and mathematical practices with aligned professional development leads to focused instruction.

Action Step 1 `5`

Refocus Professional Learning Communities to include deep discussion of standards and mathematical practices through the redevelopment of PLC agendas and reporting documents.

Person Responsible

Annette Mavres

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

PLC notes from Team Leaders Practice of instructional staff observed during walkthroughs.

Plan to Monitor Fidelity of Implementation of G5.B5.S2 `6`

Review and monitor PLC notes for discussion of teams.

Person Responsible

Annette Mavres

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Weekly PLC discussion notes turned in to administration and returned to team leaders with notes.

Plan to Monitor Effectiveness of Implementation of G5.B5.S2 `7`

Monitor PLC to ensure that discussion is taking place regarding Florida Standards and Mathematical practices through notes provided by Team Leaders.

Person Responsible

Annette Mavres

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

PLC discussion notes completed electronically and sent to principal each week.

G5.B6 Attendance - 17% of population is below the 90% targeted daily attendance rate. `2`

`B166326`

G5.B6.S1 Social Worker and Attendance Specialist will monitor and track student attendance of those who are less than the 90% target rate to discuss at SBLT [copy] `4`

`S179039`

Strategy Rationale

Identification of students with attendance issues is the first step in addressing the problem and its instructional impact.

Action Step 1 `5`

Attendance will be tracked for students less than targeted 90% attendance rate.

Person Responsible

Jennifer Garafola

Schedule

Weekly, from 9/9/2015 to 6/1/2016

Evidence of Completion

Daily attendance rates

Action Step 2 `5`

SBLT will monitor student attendance for the remainder of the year along with student assessment data.

Person Responsible

Jennifer Garafola

Schedule

Daily, from 9/1/2015 to 6/1/2016

Evidence of Completion

Daily Attendance, Pinellas County Assessment Data, Intervention Progress Monitoring

Action Step 3 `5`

Families will be contacted to encourage attendance.

Person Responsible

Jennifer Garafola

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Parent Contact Log in Focus, Daily Attendance, Pinellas County Assessment Data, Intervention Progress Monitoring

Action Step 4 `5`

Students will be recruited for various clubs that require attendance- PERLS, iMoms, iDads, Drum Club, Chorus etc.

Person Responsible

Jennifer Garafola

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Participation/ attendance correlated to school attendance

Plan to Monitor Fidelity of Implementation of G5.B6.S1 `6`

Attendance rates will be monitored for impact.

Person Responsible

Jennifer Garafola

Schedule

Monthly, from 9/9/2015 to 9/9/2015

Evidence of Completion

Attendance data will be cross referenced with Club attendance and assessment data to correlate academic progress

Plan to Monitor Effectiveness of Implementation of G5.B6.S1 `7`

Ongoing Progress Monitoring as determined by each grade level as tied to relevant standards. Teachers will compile results and report to administration through PLC notes, twice a month. Data will be kept in a notebook that is available for walkthroughs.

Person Responsible

Annette Mavres

Schedule

Biweekly, from 8/17/2015 to 6/1/2016

Evidence of Completion

Results of monitoring and team minutes

G5.B6.S2 Students will be recruited for various clubs that require attendance- PERLS, iMoms, iDads, Drum Club, Chorus etc. [copy] `4`

🔍 S179040

Strategy Rationale

Students who are engaged in school activities will prove more motivated to attend school.

Action Step 1 `5`

Clubs will be created to encourage student engagement in meaningful extra-curricular activities.

Person Responsible

Annette Mavres

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Attendance/Participation will be monitored in the activities.

Action Step 2 `5`

Students will be selected to participate.

Person Responsible

Bonita Paquette

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Attendance/Participation will be monitored and correlated to attendance.

Action Step 3 `5`

SBLT will meet biweekly to discuss student attendance at school and participation.

Person Responsible

Jennifer Garafola

Schedule

Biweekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Attendance/Participation will be monitored and correlated to attendance.

Plan to Monitor Fidelity of Implementation of G5.B6.S2 `6`

Attendance/Participation in Clubs will be correlated to school attendance

Person Responsible

Jennifer Garafola

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Attendance/Participation in Club will be tracked and correlated to actual school attendance.

Plan to Monitor Effectiveness of Implementation of G5.B6.S2 `7`

Attendance/Participation in Club will be tracked

Person Responsible

Jennifer Garafola

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Attendance/Participation in Club will be tracked and correlated to actual school attendance.

G5.B6.S3 Create Check and Connect Program for at risk students [copy] `4`

🔑 S179042

Strategy Rationale

Students who form personal connections at school prove motivated to attend.

Action Step 1 `5`

A list of At Risk Students will be compiled to participate

Person Responsible

Stephanie Davidson

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Guidance will collect data from Attendance Input to compile a list of target students

Action Step 2 `5`

List of students will be presented to SBLT/MTSSRTi to select and schedule students to participate in the program.

Person Responsible

Jennifer Garafola

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Schedule of students and assigned mentor

Action Step 3 `5`

Profiles will be established on each child and maintained during participation.

Person Responsible

Stephanie Davidson

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Profile will contain: Attendance, District Assessments and On-going Progress Monitoring

Action Step 4 `5`

Student Progress and Attendance will be discussed biweekly at SBLT

Person Responsible

Stephanie Davidson

Schedule

Biweekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Attendance, School Assessment Data

Plan to Monitor Fidelity of Implementation of G5.B6.S3 `6`

Data Profiles will be maintained for each student

Person Responsible

Stephanie Davidson

Schedule

Biweekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Attendance Records, District Assessment and Ongoing Progress Monitoring will be kept

Plan to Monitor Effectiveness of Implementation of G5.B6.S3 `7`

BiWeekly meetings will be held with SBLT/MTSSRTi

Person Responsible

Stephanie Davidson

Schedule

Biweekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

SBLT/MTSSSRTI minutes will be maintained as proof of discussion

G5.B7 Lack of Rigor in Student Tasks 2

🔍 B167512

G5.B7.S1 Train teachers with specific instructional strategies designed to raise rigor 4

🔍 S179057

Strategy Rationale

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

Action Step 1 5

Create a calendar of Professional Development Revolving around Marzano's Essentials or Rigor Series

Person Responsible

Annette Mavres

Schedule

Monthly, from 8/13/2015 to 6/1/2016

Evidence of Completion

Professional Development Calendar

Action Step 2 5

Select Professional Development Strategy Focus

Person Responsible

Annette Mavres

Schedule

Monthly, from 8/13/2015 to 6/1/2016

Evidence of Completion

Professional Development Calendar

Action Step 3 `5`

Delivery of Professional Development

Person Responsible

Annette Mavres

Schedule

Monthly, from 8/13/2015 to 6/1/2016

Evidence of Completion

Action Step 4 `5`

Review of Lesson Plans for Evidence of Planning and Use of Effective Strategies

Person Responsible

Annette Mavres

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Lesson Plan Review Feedback

Action Step 5 `5`

Walk through data and feedback

Person Responsible

Annette Mavres

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Feedback Comments

Action Step 6 `5`

On going staff surveys

Person Responsible

Annette Mavres

Schedule

Monthly, from 8/13/2015 to 6/1/2016

Evidence of Completion

Survey Data

Action Step 7 `5`

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

Person Responsible

Annette Mavres

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Observation Data, Debrief discussion from Lesson Studies

Plan to Monitor Fidelity of Implementation of G5.B7.S1 `6`

Following professional Development- walk-throughs, lesson plan development and staff surveys will be conducted to monitor implementation of effective instructional practices.

Person Responsible

Annette Mavres

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Walkthrough data, lesson plan review and staff survey data will be collected and shared

Plan to Monitor Effectiveness of Implementation of G5.B7.S1 `7`

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

Person Responsible

Annette Mavres

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Data from assessments will be collected from weekly PLC minutes, District and State Data Bases (Performance Matters, FLDOE- FSA)

G6. Improve Reading performance through rigor, instruction, curriculum and assessments. All students meeting proficiency will increase from 38% to 70% as measured by the FSA. `1`

🔍 G060117

G6.B1 Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas `2`

🔍 B153209

G6.B1.S1 Classroom teachers along with Title I Hourly and intervention teachers will work with struggling students during intervention/after school Promise Time using research based interventions and ongoing progress monitoring. `4`

🔍 S164968

Strategy Rationale

The more time spent on task, the more likely students will master content.

Action Step 1 `5`

Using student data, teachers will group students according to their needs. Students will receive interventions from classroom teacher, primary and intermediate intervention teachers as well as "push in" intervention teacher for an additional 30 minutes per day. Primary and intermediate intervention teachers will work with struggling students throughout the day.

Person Responsible

Bonita Paquette

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Disaggregated student data and lesson plans.

Action Step 2 `5`

An extra hour of time to support struggling students in reading through Promise Time Tutoring.

Person Responsible

Bonita Paquette

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Roster of students enrolled, student assessment results.

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

Ongoing progress monitoring will occur systematically and discussed during PLCS. Interventions will be documented and fluid.

Person Responsible

Mary DeNicola

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

PLC minutes and electronic lesson plan.

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

The use of ongoing progress monitoring tools such as but not limited to, MAZE, ORF, alphabet checks, running records, LSF and NSF will be used.

Person Responsible

Mary DeNicola

Schedule

Biweekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Ongoing progress monitoring results

G6.B3 Insufficient standard based instruction [2]

🔍 B153211

G6.B3.S1 Professional development provided by Reading Coach in the area of "unpacking the standards" and raising the rigor for independent practice. [4]

🔍 S164971

Strategy Rationale

Instructional staff needs to understand the standards in order to tightly align their instruction.

Action Step 1 [5]

Professional development in the area of "unpacking the standards" in Literacy and raising the rigor of independent practice.

Person Responsible

Mary DeNicola

Schedule

Monthly, from 8/13/2015 to 6/2/2016

Evidence of Completion

Minutes from Curriculum meetings.Lesson Plans

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

Monitoring the discussion and implementation of Florida Core Standards during weekly PLC meetings and walkthroughs.

Person Responsible

Bonita Paquette

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

PLC notes, Walkthrough notes

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

Discussion of Florida Standards and best practices in Reading during weekly PLC meetings.

Person Responsible

Bonita Paquette

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

PLC notes. Survey of teachers regarding the effectiveness of training provided by Literacy Coach and administration.

G6.B3.S2 Use of electronic plan book to ensure easy access by administrators to lesson plans. `4`

S164972

Strategy Rationale

Lesson Plans that Can be accessed readily, provide a platform for routine feedback.

Action Step 1 `5`

Training on use of Electronic Plan Book provided during pre-school. Teachers input plans weekly into the electronic plan book.

Person Responsible

Kimberly Nimphius

Schedule

On 8/19/2015

Evidence of Completion

Weekly review of plans by administrators per staff calendar.

Plan to Monitor Fidelity of Implementation of G6.B3.S2 6

Checking plans through the electronic plan book.

Person Responsible

Bonita Paquette

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Comments and notes in electronic plan book.

Plan to Monitor Effectiveness of Implementation of G6.B3.S2 7

Monitor grade level plans in electronic plan book.

Person Responsible

Bonita Paquette

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Teacher review of comments provided by administrators.

G6.B3.S3 Realignment of PLCs to include deeper discussion of Common Core Standards and best practices in Reading. 4

🔑 S164973

Strategy Rationale

Focused discussions on student achievement connected to standards provides a learning centered community.

Action Step 1 5

Refocus Professional Learning Communities to include deep discussion of standards and Literacy practices through the redevelopment of PLC agendas and reporting documents.

Person Responsible

Bonita Paquette

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

PLC notes from Team Leaders Practice of instructional staff observed during walkthroughs.

Plan to Monitor Fidelity of Implementation of G6.B3.S3 6

Review and monitor PLC notes for discussion of teams.

Person Responsible

Bonita Paquette

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Weekly PLC discussion notes turned in to administration and returned to team leaders with notes.

Plan to Monitor Effectiveness of Implementation of G6.B3.S3 `7`

Monitor PLC to ensure that discussion is taking place regarding Common Core Standard and Literacy practices through notes provided by Team Leaders.

Person Responsible

Bonita Paquette

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

PLC discussion notes completed electronically and sent to principal each week.

G6.B3.S4 Ongoing training on Raising Rigor- Using Marzano's Instructional Teaching & Learning Maps and Essentials of Rigor Series `4`

🔑 S177813

Strategy Rationale

If teachers are trained with essential instructional practices connected to rigor, they will incorporate them in their daily instruction.

Action Step 1 `5`

Ongoing Professional Development in the Essentials of Raising Rigor

Person Responsible

Annette Mavres

Schedule

Monthly, from 8/13/2015 to 6/1/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B3.S4 6

Lesson plans will be monitored for implementation of rigorous activities

Person Responsible

Annette Mavres

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Lesson plans and walkthrough data will be monitored for implementation of rigorous activities

Plan to Monitor Effectiveness of Implementation of G6.B3.S4 7

Walkthrough data will be collected to measure the implementation of rigorous activities

Person Responsible

Annette Mavres

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Lesson plan and walkthrough data (with feedback) will be collected to measure levels of implementation.

Plan to Monitor Effectiveness of Implementation of G6.B3.S4 7

Walkthrough data will be collected to measure the implementation of rigorous activities

Person Responsible

Annette Mavres

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Lesson plan and walkthrough data (with feedback) will be collected to measure levels of implementation.

Plan to Monitor Effectiveness of Implementation of G6.B3.S4 `7`

Walkthrough data will be collected to measure the implementation of rigorous activities

Person Responsible

Annette Mavres

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Lesson plan and walkthrough data (with feedback) will be collected to measure levels of implementation.

Plan to Monitor Effectiveness of Implementation of G6.B3.S4 `7`

Walkthrough data will be collected to measure the implementation of rigorous activities

Person Responsible

Annette Mavres

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Lesson plan and walkthrough data (with feedback) will be collected to measure levels of implementation.

G6.B4 Lack of student engagement 2

🔍 B153212

G6.B4.S1 Communicate student learning goals, strategies and progress with families. Conduct family trainings to help engage students and families. 4

🔍 S164974

Strategy Rationale

Communication between school and home is essential to student achievement.

Action Step 1 5

Teachers communicate daily with parents through the student agenda. Parents are invited to attend trainings specific to grade levels.

Person Responsible

Bonita Paquette

Schedule

Daily, from 8/20/2015 to 6/2/2016

Evidence of Completion

Parent attendance sheets at offered trainings and walkthrough data collection of agenda communication.

Plan to Monitor Fidelity of Implementation of G6.B4.S1 6

Attendance for family trainings will be monitored to gauge the effectiveness of the communication modes.

Person Responsible

Bonita Paquette

Schedule

Monthly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Attendance sheets for family events.

Plan to Monitor Effectiveness of Implementation of G6.B4.S1 7

Multiple forms of communication will be used to encourage parent attendance at family events.

Person Responsible

Bonita Paquette

Schedule

Monthly, from 8/20/2015 to 6/2/2016

Evidence of Completion

Attendance sheets from family events.

G6.B5 Attendance- 17% of the population fall below the targeted 90% attendance rate. 2

🔑 B166332

G6.B5.S1 Social Worker and Attendance Specialist will monitor and track student attendance of those who are less than the 90% target rate to discuss at SBLT 4

🔑 S177817

Strategy Rationale

Identification of students with attendance issues is the first step in addressing the problem and its instructional impact.

Action Step 1 5

Attendance will be tracked for students less than targeted 90% attendance rate.

Person Responsible

Jennifer Garafola

Schedule

Weekly, from 9/9/2015 to 6/1/2016

Evidence of Completion

Daily attendance rates

Action Step 2 `5`

SBLT will monitor student attendance for the remainder of the year along with student assessment data.

Person Responsible

Jennifer Garafola

Schedule

Daily, from 9/1/2015 to 6/1/2016

Evidence of Completion

Daily Attendance, Pinellas County Assessment Data, Intervention Progress Monitoring

Action Step 3 `5`

Families will be contacted to encourage attendance.

Person Responsible

Jennifer Garafola

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Parent Contact Log in Focus, Daily Attendance, Pinellas County Assessment Data, Intervention Progress Monitoring

Action Step 4 `5`

Students will be recruited for various clubs that require attendance- PERLS, iMoms, iDads, Drum Club, Chorus etc.

Person Responsible

Jennifer Garafola

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Participation/ attendance correlated to school attendance

Plan to Monitor Fidelity of Implementation of G6.B5.S1 `6`

Attendance rates will be monitored for impact.

Person Responsible

Jennifer Garafola

Schedule

Monthly, from 9/9/2015 to 9/9/2015

Evidence of Completion

Attendance data will be cross referenced with Club attendance and assessment data to correlate academic progress

Plan to Monitor Effectiveness of Implementation of G6.B5.S1 `7`

Ongoing Progress Monitoring as determined by each grade level as tied to relevant standards. Teachers will compile results and report to administration through PLC notes, twice a month. Data will be kept in a notebook that is available for walkthroughs.

Person Responsible

Annette Mavres

Schedule

Biweekly, from 8/17/2015 to 6/1/2016

Evidence of Completion

Results of monitoring and team minutes

G6.B5.S2 Students will be recruited for various clubs that require attendance- PERLS, iMoms, iDads, Drum Club, Chorus etc. 4

Strategy Rationale

🔑 S177828

Students who are engaged in school activities will prove more motivated to attend school.

Action Step 1 5

Clubs will be created to encourage student engagement in meaningful extra-curricular activities.

Person Responsible

Annette Mavres

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Attendance/Participation will be monitored in the activities.

Action Step 2 5

Students will be selected to participate.

Person Responsible

Bonita Paquette

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Attendance/Participation will be monitored and correlated to attendance.

Action Step 3 5

SBLT will meet biweekly to discuss student attendance at school and participation.

Person Responsible

Jennifer Garafola

Schedule

Biweekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Attendance/Participation will be monitored and correlated to attendance.

Plan to Monitor Fidelity of Implementation of G6.B5.S2 `6`

Attendance/Participation in Clubs will be correlated to school attendance

Person Responsible

Jennifer Garafola

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Attendance/Participation in Club will be tracked and correlated to actual school attendance.

Plan to Monitor Effectiveness of Implementation of G6.B5.S2 `7`

Attendance/Participation in Club will be tracked

Person Responsible

Jennifer Garafola

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Attendance/Participation in Club will be tracked and correlated to actual school attendance.

G6.B5.S3 Create Check and Connect Program for at risk students [4]

S177829

Strategy Rationale

Students who form personal connections at school prove motivated to attend.

Action Step 1 [5]

A list of At Risk Students will be compiled to participate

Person Responsible

Stephanie Davidson

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Guidance will collect data from Attendance Input to compile a list of target students

Action Step 2 [5]

List of students will be presented to SBLT/MTSSRTi to select and schedule students to participate in the program.

Person Responsible

Jennifer Garafola

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Schedule of students and assigned mentor

Action Step 3 [5]

Profiles will be established on each child and maintained during participation.

Person Responsible

Stephanie Davidson

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Profile will contain: Attendance, District Assessments and On-going Progress Monitoring

Action Step 4 `5`

Student Progress and Attendance will be discussed biweekly at SBLT

Person Responsible

Stephanie Davidson

Schedule

Biweekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Attendance, School Assessment Data

Plan to Monitor Fidelity of Implementation of G6.B5.S3 `6`

Data Profiles will be maintained for each student

Person Responsible

Stephanie Davidson

Schedule

Biweekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Attendance Records, District Assessment and Ongoing Progress Monitoring will be kept

Plan to Monitor Effectiveness of Implementation of G6.B5.S3 `7`

BiWeekly meetings will be held with SBLT/MTSSRTi

Person Responsible

Stephanie Davidson

Schedule

Biweekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

SBLT/MTSSSRTI minutes will be maintained as proof of discussion

G6.B6 Lack of Rigor in Student Tasks 2

B167513

G6.B6.S1 Train teachers with specific instructional strategies designed to raise rigor [copy] 4

S179065

Strategy Rationale

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

Action Step 1 5

Create a calendar of Professional Development Revolving around Marzano's Essentials or Rigor Series

Person Responsible

Annette Mavres

Schedule

Monthly, from 8/13/2015 to 6/1/2016

Evidence of Completion

Professional Development Calendar

Action Step 2 5

Select Professional Development Strategy Focus

Person Responsible

Annette Mavres

Schedule

Monthly, from 8/13/2015 to 6/1/2016

Evidence of Completion

Professional Development Calendar

Action Step 3 `5`

Delivery of Professional Development

Person Responsible

Annette Mavres

Schedule

Monthly, from 8/13/2015 to 6/1/2016

Evidence of Completion

Action Step 4 `5`

Review of Lesson Plans for Evidence of Planning and Use of Effective Strategies

Person Responsible

Annette Mavres

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Lesson Plan Review Feedback

Action Step 5 `5`

Walk through data and feedback

Person Responsible

Annette Mavres

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Feedback Comments

Action Step 6 `5`

On going staff surveys

Person Responsible

Annette Mavres

Schedule

Monthly, from 8/13/2015 to 6/1/2016

Evidence of Completion

Survey Data

Action Step 7 `5`

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

Person Responsible

Annette Mavres

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Observation Data, Debrief discussion from Lesson Studies

Plan to Monitor Fidelity of Implementation of G6.B6.S1 `6`

Following professional Development- walk-throughs, lesson plan development and staff surveys will be conducted to monitor implementation of effective instructional practices.

Person Responsible

Annette Mavres

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Walkthrough data, lesson plan review and staff survey data will be collected and shared

Plan to Monitor Effectiveness of Implementation of G6.B6.S1 `7`

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

Person Responsible

Annette Mavres

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Data from assessments will be collected from weekly PLC minutes, District and State Data Bases (Performance Matters, FLDOE- FSA)

G7. 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

🔑 G060118

G7.B1 Insufficient Standards Based Instruction 2

🔑 B153213

G7.B1.S1 Set and communicate a purpose for learning and learning goals in each lesson 4

🔑 S164975

Strategy Rationale

Students that have a clear understanding of the expectations are able to formulate a plan to reach their goals.

Action Step 1 5

*Begins with a discussion of desired outcomes and learning goals
*Includes a learning goal/essential question
*Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question
*Focuses and/or refocuses class discussion by referring back to the learning goal/essential question
*Includes a scale or rubric that relates to the learning goal is posted so that all students can see it
*Teacher reference to the scale or rubric throughout the lesson

Person Responsible

Mary DeNicola

Schedule

Daily, from 8/20/2015 to 6/2/2016

Evidence of Completion

Review of electronic lesson plans, evidence of learning goals posted during walkthroughs, student assessment results.

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

Daily monitoring of posted learning goals during walkthroughs.

Person Responsible

Bonita Paquette

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Electronic lesson plans, posted learning goals, student assessment results, student artifacts.

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

Monitor for posted learning goals during daily walkthroughs

Person Responsible

Bonita Paquette

Schedule

Daily, from 8/17/2015 to 6/1/2016

Evidence of Completion

Posted learning goals, electronic plan book and student assessment results.

G7.B1.S2 Implement High Yield Instructional Strategies `4`

🔍 S164976

Strategy Rationale

Student who learn in environments that center upon the use of high-yield strategies make larger learning gains than those who do not.

Action Step 1 `5`

Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes
*Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc.
*Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur

Person Responsible

Bonita Paquette

Schedule

Daily, from 8/24/2015 to 6/1/2016

Evidence of Completion

Observation of gradual release model used. Documentation in electronic plan book of high yield strategies.

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

Monitor the use of high yield strategies related to writing through walkthrough observations, electronic plan book and student assessment results.

Person Responsible

Bonita Paquette

Schedule

Daily, from 8/24/2015 to 6/1/2016

Evidence of Completion

Walkthrough observations, electronic plan book, student assessment results.

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

Discussion of student achievement results as well as actual student work.

Person Responsible

Bonita Paquette

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

PLC minutes, minutes from data chats.

G7.B1.S3 Increase instructional rigor 4

S164977

Strategy Rationale

Students who routinely engage in rigorous activities are more apt to master standards and perform well on achievement tests

Action Step 1 5

Increase the level of instructional rigor during writing instruction. Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks
The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks
Students are provided with appropriate scaffolding and supports to access higher order questions and tasks

Person Responsible

Bonita Paquette

Schedule

Daily, from 8/24/2015 to 6/1/2016

Evidence of Completion

Walkthrough observations, electronic plan book.

Plan to Monitor Fidelity of Implementation of G7.B1.S3 6

Increased rigor will be monitored through daily walkthrough and actual student artifacts.

Person Responsible

Bonita Paquette

Schedule

Daily, from 8/24/2015 to 6/1/2016

Evidence of Completion

Walkthrough observations, electronic plan book, student artifacts, student assessment results.

Plan to Monitor Effectiveness of Implementation of G7.B1.S3 `7`

Monitoring will occur through daily walkthroughs, electronic lesson plan reviews, student assessment results, PLC discussion notes and data chats.

Person Responsible

Bonita Paquette

Schedule

Daily, from 8/24/2015 to 6/1/2016

Evidence of Completion

Student assessment results and student artifacts.

G7.B2 Attendance - 17% of population is below the 90% targeted daily attendance rate. `2`

🔍 B167511

G7.B2.S1 Social Worker and Attendance Specialist will monitor and track student attendance of those who are less than the 90% target rate to discuss at SBLT [copy] [copy] `4`

🔍 S179052

Strategy Rationale

Identification of students with attendance issues is the first step in addressing the problem and its instructional impact.

Action Step 1 `5`

Attendance will be tracked for students less than targeted 90% attendance rate.

Person Responsible

Jennifer Garafola

Schedule

Weekly, from 9/9/2015 to 6/1/2016

Evidence of Completion

Daily attendance rates

Action Step 2 `5`

SBLT will monitor student attendance for the remainder of the year along with student assessment data.

Person Responsible

Jennifer Garafola

Schedule

Daily, from 9/1/2015 to 6/1/2016

Evidence of Completion

Daily Attendance, Pinellas County Assessment Data, Intervention Progress Monitoring

Action Step 3 `5`

Families will be contacted to encourage attendance.

Person Responsible

Jennifer Garafola

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Parent Contact Log in Focus, Daily Attendance, Pinellas County Assessment Data, Intervention Progress Monitoring

Action Step 4 `5`

Students will be recruited for various clubs that require attendance- PERLS, iMoms, iDads, Drum Club, Chorus etc.

Person Responsible

Jennifer Garafola

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Participation/ attendance correlated to school attendance

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

Attendance rates will be monitored for impact.

Person Responsible

Jennifer Garafola

Schedule

Monthly, from 9/9/2015 to 9/9/2015

Evidence of Completion

Attendance data will be cross referenced with Club attendance and assessment data to correlate academic progress

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

Ongoing Progress Monitoring as determined by each grade level as tied to relevant standards. Teachers will compile results and report to administration through PLC notes, twice a month. Data will be kept in a notebook that is available for walkthroughs.

Person Responsible

Annette Mavres

Schedule

Biweekly, from 8/17/2015 to 6/1/2016

Evidence of Completion

Results of monitoring and team minutes

G7.B2.S2 Students will be recruited for various clubs that require attendance- PERLS, iMoms, iDads, Drum Club, Chorus etc. [copy] [copy] 4

🔑 S179053

Strategy Rationale

Students who are engaged in school activities will prove more motivated to attend school.

Action Step 1 5

Clubs will be created to encourage student engagement in meaningful extra-curricular activities.

Person Responsible

Annette Mavres

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Attendance/Participation will be monitored in the activities.

Action Step 2 5

Students will be selected to participate.

Person Responsible

Bonita Paquette

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Attendance/Participation will be monitored and correlated to attendance.

Action Step 3 5

SBLT will meet biweekly to discuss student attendance at school and participation.

Person Responsible

Jennifer Garafola

Schedule

Biweekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Attendance/Participation will be monitored and correlated to attendance.

Plan to Monitor Fidelity of Implementation of G7.B2.S2 `6`

Attendance/Participation in Clubs will be correlated to school attendance

Person Responsible

Jennifer Garafola

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Attendance/Participation in Club will be tracked and correlated to actual school attendance.

Plan to Monitor Effectiveness of Implementation of G7.B2.S2 `7`

Attendance/Participation in Club will be tracked

Person Responsible

Jennifer Garafola

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Attendance/Participation in Club will be tracked and correlated to actual school attendance.

G7.B2.S3 Create Check and Connect Program for at risk students [copy] 4

🔍 S179054

Strategy Rationale

Students who form personal connections at school prove motivated to attend.

Action Step 1 5

A list of At Risk Students will be compiled to participate

Person Responsible

Stephanie Davidson

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Guidance will collect data from Attendance Input to compile a list of target students

Action Step 2 5

List of students will be presented to SBLT/MTSSRTi to select and schedule students to participate in the program.

Person Responsible

Jennifer Garafola

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Schedule of students and assigned mentor

Action Step 3 5

Profiles will be established on each child and maintained during participation.

Person Responsible

Stephanie Davidson

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Profile will contain: Attendance, District Assessments and On-going Progress Monitoring

Action Step 4 `5`

Student Progress and Attendance will be discussed biweekly at SBLT

Person Responsible

Stephanie Davidson

Schedule

Biweekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Attendance, School Assessment Data

Plan to Monitor Fidelity of Implementation of G7.B2.S3 `6`

Data Profiles will be maintained for each student

Person Responsible

Stephanie Davidson

Schedule

Biweekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Attendance Records, District Assessment and Ongoing Progress Monitoring will be kept

Plan to Monitor Effectiveness of Implementation of G7.B2.S3 `7`

BiWeekly meetings will be held with SBLT/MTSSRTi

Person Responsible

Stephanie Davidson

Schedule

Biweekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

SBLT/MTSSSRTI minutes will be maintained as proof of discussion

G7.B3 Lack of Rigor in Student Tasks 2

🔍 B167514

G7.B3.S1 Train teachers with specific instructional strategies designed to raise rigor [copy] 4

🔍 S179066

Strategy Rationale

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

Action Step 1 5

Create a calendar of Professional Development Revolving around Marzano's Essentials or Rigor Series

Person Responsible

Annette Mavres

Schedule

Monthly, from 8/13/2015 to 6/1/2016

Evidence of Completion

Professional Development Calendar

Action Step 2 5

Select Professional Development Strategy Focus

Person Responsible

Annette Mavres

Schedule

Monthly, from 8/13/2015 to 6/1/2016

Evidence of Completion

Professional Development Calendar

Action Step 3 `5`

Delivery of Professional Development

Person Responsible

Annette Mavres

Schedule

Monthly, from 8/13/2015 to 6/1/2016

Evidence of Completion

Action Step 4 `5`

Review of Lesson Plans for Evidence of Planning and Use of Effective Strategies

Person Responsible

Annette Mavres

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Lesson Plan Review Feedback

Action Step 5 `5`

Walk through data and feedback

Person Responsible

Annette Mavres

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Feedback Comments

Action Step 6 `5`

On going staff surveys

Person Responsible

Annette Mavres

Schedule

Monthly, from 8/13/2015 to 6/1/2016

Evidence of Completion

Survey Data

Action Step 7 `5`

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

Person Responsible

Annette Mavres

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Observation Data, Debrief discussion from Lesson Studies

Plan to Monitor Fidelity of Implementation of G7.B3.S1 `6`

Following professional Development- walk-throughs, lesson plan development and staff surveys will be conducted to monitor implementation of effective instructional practices.

Person Responsible

Annette Mavres

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Walkthrough data, lesson plan review and staff survey data will be collected and shared

Plan to Monitor Effectiveness of Implementation of G7.B3.S1 `7`

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

Person Responsible

Annette Mavres

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Data from assessments will be collected from weekly PLC minutes, District and State Data Bases (Performance Matters, FLDOE- FSA)

G8. Improve Science performance through rigor, instruction, curriculum and assessments. All students scoring a level 3 or higher on FCAT 2.0 will increase from 48% to 70%. `1`

🔍 G060119

G8.B2 Lack of higher order thinking and reflection in student journaling with meaningful feedback from teachers `2`

🔍 B153215

G8.B2.S1 Increase student journaling through the use of stem prompts and open ended, higher order questions measured by rubrics. `4`

🔍 S164978

Strategy Rationale

Student journaling raises the rigor and rubrics guide students in their knowledge of how they are progressing toward standards.

Action Step 1 `5`

Teachers will post and utilize stem prompts as well as modeling quality journal entries as measured against rubrics. Teachers will provide meaningful feedback in correlation to the rubrics and look for evidence of student follow through.

Person Responsible

Annette Mavres

Schedule

Daily, from 8/24/2015 to 6/2/2016

Evidence of Completion

Actual journal entries, walkthrough observations.

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

Observations during walkthroughs.

Person Responsible

Annette Mavres

Schedule

Daily, from 8/24/2015 to 6/2/2016

Evidence of Completion

Journal entries, rubrics and posted resources.

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

PLC discussion, assessment data, journal entries

Person Responsible

Annette Mavres

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

assessment data, journal entries

G8.B3 Insufficient standards based instruction 2

🔍 B153216

G8.B3.S1 Lesson design will include the 5 E model for Science 4

🔍 S164979

Strategy Rationale

The model allows for thorough development of scientific concepts.

Action Step 1 5

Is aligned with a course standard or benchmark and to the district/school pacing guide
*Begins with a discussion of desired outcomes and learning goals
*Includes a learning goal/essential question
*Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question
*Focuses and/or refocuses class discussion by referring back to the learning goal/essential question
*Includes a scale or rubric that relates to the learning goal is posted so that all students can see it
*Teacher reference to the scale or rubric throughout the lesson

Person Responsible

Annette Mavres

Schedule

Monthly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Lesson plans, walkthroughs, student artifacts

Plan to Monitor Fidelity of Implementation of G8.B3.S1 6

The use of the 5 E model will be monitored through lesson plans, walkthroughs and student artifacts.

Person Responsible

Annette Mavres

Schedule

Daily, from 8/24/2015 to 6/2/2016

Evidence of Completion

Lesson plans, walkthroughs and student artifacts.

Plan to Monitor Effectiveness of Implementation of G8.B3.S1 `7`

Student assessment data, PLC discussion and journal entries

Person Responsible

Annette Mavres

Schedule

Daily, from 8/24/2015 to 6/1/2016

Evidence of Completion

PLC minutes, assessment results and journals

G8.B3.S2 Developed rubrics will correlate with standards and the learning goal for the unit `4`

🔑 S164980

Strategy Rationale

Action Step 1 `5`

Utilization of district/teacher created rubrics aligned to standards and essential question of lesson. Training students to use rubrics to track progress toward goal.

Person Responsible

Joyce Greco-Foster

Schedule

Monthly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Rubrics. Exit slips.

Plan to Monitor Fidelity of Implementation of G8.B3.S2 `6`

Observations during walkthroughs, PLC notes and student artifacts

Person Responsible

Annette Mavres

Schedule

Daily, from 8/24/2015 to 6/2/2016

Evidence of Completion

Rubrics

Plan to Monitor Effectiveness of Implementation of G8.B3.S2 `7`

Review of student data and artifacts. Discussion of impact of rubrics on student learning.

Person Responsible

Annette Mavres

Schedule

Daily, from 8/24/2015 to 6/2/2016

Evidence of Completion

PLC notes and student artifacts

G8.B4 Attendance - 17% of population is below the 90% targeted daily attendance rate. `2`

🔑 B167509

G8.B4.S1 Social Worker and Attendance Specialist will monitor and track student attendance of those who are less than the 90% target rate to discuss at SBLT `4`

🔑 S179047

Strategy Rationale

Identification of students with attendance issues is the first step in addressing the problem and its instructional impact.

Action Step 1 `5`

Attendance will be tracked for students less than targeted 90% attendance rate.

Person Responsible

Jennifer Garafola

Schedule

Weekly, from 9/9/2015 to 6/1/2016

Evidence of Completion

Daily attendance rates

Action Step 2 `5`

SBLT will monitor student attendance for the remainder of the year along with student assessment data.

Person Responsible

Jennifer Garafola

Schedule

Daily, from 9/1/2015 to 6/1/2016

Evidence of Completion

Daily Attendance, Pinellas County Assessment Data, Intervention Progress Monitoring

Action Step 3 `5`

Families will be contacted to encourage attendance.

Person Responsible

Jennifer Garafola

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Parent Contact Log in Focus, Daily Attendance, Pinellas County Assessment Data, Intervention Progress Monitoring

Action Step 4 `5`

Students will be recruited for various clubs that require attendance- PERLS, iMoms, iDads, Drum Club, Chorus etc.

Person Responsible

Jennifer Garafola

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Participation/ attendance correlated to school attendance

Plan to Monitor Fidelity of Implementation of G8.B4.S1 6

Attendance rates will be monitored for impact.

Person Responsible

Jennifer Garafola

Schedule

Monthly, from 9/9/2015 to 6/1/2016

Evidence of Completion

Attendance data will be cross referenced with Club attendance and assessment data to correlate academic progress

Plan to Monitor Effectiveness of Implementation of G8.B4.S1 7

Ongoing Progress Monitoring as determined by each grade level as tied to relevant standards. Teachers will compile results and report to administration through PLC notes, twice a month. Data will be kept in a notebook that is available for walkthroughs.

Person Responsible

Annette Mavres

Schedule

Biweekly, from 8/17/2015 to 6/1/2016

Evidence of Completion

Results of monitoring and team minutes

G8.B4.S2 Students will be recruited for various clubs that require attendance- PERLS, iMoms, iDads, Drum Club, Chorus etc. [copy] [copy] 4

🔑 S179048

Strategy Rationale

Students who are engaged in school activities will prove more motivated to attend school.

Action Step 1 5

Clubs will be created to encourage student engagement in meaningful extra-curricular activities.

Person Responsible

Annette Mavres

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Attendance/Participation will be monitored in the activities.

Action Step 2 5

Students will be selected to participate.

Person Responsible

Bonita Paquette

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Attendance/Participation will be monitored and correlated to attendance.

Action Step 3 5

SBLT will meet biweekly to discuss student attendance at school and participation.

Person Responsible

Jennifer Garafola

Schedule

Biweekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Attendance/Participation will be monitored and correlated to attendance.

Plan to Monitor Fidelity of Implementation of G8.B4.S2 `6`

Attendance/Participation in Clubs will be correlated to school attendance

Person Responsible

Jennifer Garafola

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Attendance/Participation in Club will be tracked and correlated to actual school attendance.

Plan to Monitor Effectiveness of Implementation of G8.B4.S2 `7`

Attendance/Participation in Club will be tracked

Person Responsible

Jennifer Garafola

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Attendance/Participation in Club will be tracked and correlated to actual school attendance.

G8.B4.S3 Create Check and Connect Program for at risk students [copy] [copy] 4

🔑 S179049

Strategy Rationale

Students who form personal connections at school prove motivated to attend.

Action Step 1 5

A list of At Risk Students will be compiled to participate

Person Responsible

Stephanie Davidson

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Guidance will collect data from Attendance Input to compile a list of target students

Action Step 2 5

List of students will be presented to SBLT/MTSSRTi to select and schedule students to participate in the program.

Person Responsible

Jennifer Garafola

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Schedule of students and assigned mentor

Action Step 3 5

Profiles will be established on each child and maintained during participation.

Person Responsible

Stephanie Davidson

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Profile will contain: Attendance, District Assessments and On-going Progress Monitoring

Action Step 4 `5`

Student Progress and Attendance will be discussed biweekly at SBLT

Person Responsible

Stephanie Davidson

Schedule

Biweekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Attendance, School Assessment Data

Plan to Monitor Fidelity of Implementation of G8.B4.S3 `6`

Data Profiles will be maintained for each student

Person Responsible

Stephanie Davidson

Schedule

Biweekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Attendance Records, District Assessment and Ongoing Progress Monitoring will be kept

Plan to Monitor Effectiveness of Implementation of G8.B4.S3 `7`

BiWeekly meetings will be held with SBLT/MTSSRTi

Person Responsible

Stephanie Davidson

Schedule

Biweekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

SBLT/MTSSSRTI minutes will be maintained as proof of discussion

G8.B5 Lack of Rigor in Student Tasks 2

B167510

G8.B5.S1 Train teachers with specific instructional strategies designed to raise rigor [copy] 4

S179067

Strategy Rationale

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

Action Step 1 5

Create a calendar of Professional Development Revolving around Marzano's Essentials or Rigor Series

Person Responsible

Annette Mavres

Schedule

Monthly, from 8/13/2015 to 6/1/2016

Evidence of Completion

Professional Development Calendar

Action Step 2 5

Select Professional Development Strategy Focus

Person Responsible

Annette Mavres

Schedule

Monthly, from 8/13/2015 to 6/1/2016

Evidence of Completion

Professional Development Calendar

Action Step 3 `5`

Delivery of Professional Development

Person Responsible

Annette Mavres

Schedule

Monthly, from 8/13/2015 to 6/1/2016

Evidence of Completion

Action Step 4 `5`

Review of Lesson Plans for Evidence of Planning and Use of Effective Strategies

Person Responsible

Annette Mavres

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Lesson Plan Review Feedback

Action Step 5 `5`

Walk through data and feedback

Person Responsible

Annette Mavres

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Feedback Comments

Action Step 6 5

On going staff surveys

Person Responsible

Annette Mavres

Schedule

Monthly, from 8/13/2015 to 6/1/2016

Evidence of Completion

Survey Data

Action Step 7 5

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

Person Responsible

Annette Mavres

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Observation Data, Debrief discussion from Lesson Studies

Plan to Monitor Fidelity of Implementation of G8.B5.S1 6

Following professional Development- walk-throughs, lesson plan development and staff surveys will be conducted to monitor implementation of effective instructional practices.

Person Responsible

Annette Mavres

Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Walkthrough data, lesson plan review and staff survey data will be collected and shared

Plan to Monitor Effectiveness of Implementation of G8.B5.S1 `7`

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

Person Responsible

Annette Mavres

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Data from assessments will be collected from weekly PLC minutes, District and State Data Bases (Performance Matters, FLDOE- FSA)

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B2.S1.A1	Professional development in the area of pre-reading and reading skills provided to pre-k teachers.	DeNicola, Mary	8/17/2015	Coaches log and teacher lesson plans	6/2/2016 monthly
G5.B2.S1.A1	Disaggregate baseline, ongoing progress monitoring and end of unit data during weekly PLC meetings to determine instructional plans and differentiation.	Greco-Foster, Joyce	8/17/2015	Lesson plans, data collection and weekly PLC minutes.	6/2/2016 biweekly
G5.B2.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.	Greco-Foster, Joyce	8/17/2015	Plans created by teams and communicated to administration through electronic plan book.	6/2/2016 biweekly
G5.B2.S3.A1	Modular planning that includes formative assessment, ongoing progress monitoring and the creation of scales and rubrics tied to Florida Standards.	Greco-Foster, Joyce	8/17/2015	Completed student rubrics and data disaggregation and discussion in PLC notes.	6/2/2016 monthly
G5.B5.S1.A1	Unpacking the standards training as connected to mathematical practices and other best practices such as Number Talks, Hot Talks, Cool Moves and Formative Assessments	Greco-Foster, Joyce	8/17/2015	Curriculum meeting minutes and calendar	6/2/2016 monthly
G5.B5.S2.A1	Refocus Professional Learning Communities to include deep discussion of standards and mathematical practices through the redevelopment of PLC agendas and reporting documents.	Mavres, Annette	8/17/2015	PLC notes from Team Leaders Practice of instructional staff observed during walkthroughs.	6/2/2016 weekly
G6.B1.S1.A1	Using student data, teachers will group students according to their needs. Students will receive interventions from classroom teacher, primary and intermediate intervention teachers as well as "push in" intervention teacher for an additional 30 minutes per day.	Paquette, Bonita	8/17/2015	Disaggregated student data and lesson plans.	6/2/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Primary and intermediate intervention teachers will work with struggling students throughout the day.				
G6.B3.S1.A1	Professional development in the area of "unpacking the standards" in Literacy and raising the rigor of independent practice.	DeNicola, Mary	8/13/2015	Minutes from Curriculum meetings.Lesson Plans	6/2/2016 monthly
G6.B3.S2.A1	Training on use of Electronic Plan Book provided during pre-school. Teachers input plans weekly into the electronic plan book.	Nimphius, Kimberly	8/19/2015	Weekly review of plans by administrators per staff calendar.	8/19/2015 one-time
G6.B3.S3.A1	Refocus Professional Learning Communities to include deep discussion of standards and Literacy practices through the redevelopment of PLC agendas and reporting documents.	Paquette, Bonita	8/24/2015	PLC notes from Team Leaders Practice of instructional staff observed during walkthroughs.	6/1/2016 weekly
G6.B4.S1.A1	Teachers communicate daily with parents through the student agenda. Parents are invited to attend trainings specific to grade levels.	Paquette, Bonita	8/20/2015	Parent attendance sheets at offered trainings and walkthrough data collection of agenda communication.	6/2/2016 daily
G7.B1.S1.A1	*Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	DeNicola, Mary	8/20/2015	Review of electronic lesson plans, evidence of learning goals posted during walkthroughs, student assessment results.	6/2/2016 daily
G7.B1.S2.A1	Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	Paquette, Bonita	8/24/2015	Observation of gradual release model used. Documentation in electronic plan book of high yield strategies.	6/1/2016 daily
G7.B1.S3.A1	Increase the level of instructional rigor during writing instruction. Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	Paquette, Bonita	8/24/2015	Walkthrough observations, electronic plan book.	6/1/2016 daily
G8.B2.S1.A1	Teachers will post and utilize stem prompts as well as modeling quality journal entries as measured against	Mavres, Annette	8/24/2015	Actual journal entries, walkthrough observations.	6/2/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	rubrics. Teachers will provide meaningful feedback in correlation to the rubrics and look for evidence of student follow through.				
G8.B3.S1.A1	Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	Mavres, Annette	8/24/2015	Lesson plans, walkthroughs, student artifacts	6/2/2016 monthly
G8.B3.S2.A1	Utilization of district/teacher created rubrics aligned to standards and essential question of lesson. Training students to use rubrics to track progress toward goal.	Greco-Foster, Joyce	8/24/2015	Rubrics. Exit slips.	6/2/2016 monthly
G3.B1.S1.A1	Develop a wellness committee to facilitate a healthy school environment	Cargill, Amanda	8/24/2015	Surveys and sign in sheets of completed activities and committee meetings	6/2/2016 monthly
G1.B1.S1.A1	Training will delivered to staff to establish the process and identification of Possible Gifted Students for Referrals.	Davidson, Stephanie	9/9/2015		9/9/2015 one-time
G1.B2.S1.A1	Staff will be trained on the Gifted Referral Process	Davidson, Stephanie	9/9/2015	A sign in list will be kept regarding the training.	9/9/2015 one-time
G2.B1.S1.A1	We will establish a New to Lealman Club to welcome and acclimate new students to the Lealman Learning Community.	Davidson, Stephanie	9/16/2015	Attendance at Club meeting will be kept to ensure student participation.	6/1/2016 weekly
G2.B2.S1.A1	Staff meetings will contain embedding strategies for developing a culture of proficiency and responsiveness.	Mavres, Annette	9/9/2015	Staff meeting minutes, Signature Sheets from training and classroom walkthrough data will be collected.	6/1/2016 one-time
G2.B2.S3.A1	Classroom Teachers will implement classroom meetings to empower student ownership of their classroom climate and culture.	Mavres, Annette	9/9/2015	Classroom plans will include team building and classroom meetings	6/1/2016 weekly
G4.B3.S1.A1	A monthly list of students with a less than 90% attendance rate will be discussed at the SBLT meeting.	Garafola, Jennifer	9/1/2015		6/1/2016 monthly
G6.B3.S4.A1	Ongoing Professional Development in the Essentials of Raising Rigor	Mavres, Annette	8/13/2015		6/1/2016 monthly
G6.B5.S1.A1	Attendance will be tracked for students less than targeted 90% attendance rate.	Garafola, Jennifer	9/9/2015	Daily attendance rates	6/1/2016 weekly
G6.B5.S2.A1	Clubs will be created to encourage student engagement in meaningful extra-curricular activities.	Mavres, Annette	9/1/2015	Attendance/Participation will be monitored in the activities.	6/1/2016 weekly
G6.B5.S3.A1	A list of At Risk Students will be compiled to participate	Davidson, Stephanie	9/1/2015	Guidance will collect data from Attendance Input to compile a list of target students	6/1/2016 weekly
G5.B6.S1.A1	Attendance will be tracked for students less than targeted 90% attendance rate.	Garafola, Jennifer	9/9/2015	Daily attendance rates	6/1/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B6.S2.A1	Clubs will be created to encourage student engagement in meaningful extra-curricular activities.	Mavres, Annette	9/1/2015	Attendance/Participation will be monitored in the activities.	6/1/2016 weekly
G5.B6.S3.A1	A list of At Risk Students will be compiled to participate	Davidson, Stephanie	9/1/2015	Guidance will collect data from Attendance Input to compile a list of target students	6/1/2016 weekly
G8.B4.S1.A1	Attendance will be tracked for students less than targeted 90% attendance rate.	Garafola, Jennifer	9/9/2015	Daily attendance rates	6/1/2016 weekly
G8.B4.S2.A1	Clubs will be created to encourage student engagement in meaningful extra-curricular activities.	Mavres, Annette	9/1/2015	Attendance/Participation will be monitored in the activities.	6/1/2016 weekly
G8.B4.S3.A1	A list of At Risk Students will be compiled to participate	Davidson, Stephanie	9/1/2015	Guidance will collect data from Attendance Input to compile a list of target students	6/1/2016 weekly
G7.B2.S1.A1	Attendance will be tracked for students less than targeted 90% attendance rate.	Garafola, Jennifer	9/9/2015	Daily attendance rates	6/1/2016 weekly
G7.B2.S2.A1	Clubs will be created to encourage student engagement in meaningful extra-curricular activities.	Mavres, Annette	9/1/2015	Attendance/Participation will be monitored in the activities.	6/1/2016 weekly
G7.B2.S3.A1	A list of At Risk Students will be compiled to participate	Davidson, Stephanie	9/1/2015	Guidance will collect data from Attendance Input to compile a list of target students	6/1/2016 weekly
G5.B7.S1.A1	Create a calendar of Professional Development Revolving around Marzano's Essentials or Rigor Series	Mavres, Annette	8/13/2015	Professional Development Calendar	6/1/2016 monthly
G6.B6.S1.A1	Create a calendar of Professional Development Revolving around Marzano's Essentials or Rigor Series	Mavres, Annette	8/13/2015	Professional Development Calendar	6/1/2016 monthly
G7.B3.S1.A1	Create a calendar of Professional Development Revolving around Marzano's Essentials or Rigor Series	Mavres, Annette	8/13/2015	Professional Development Calendar	6/1/2016 monthly
G8.B5.S1.A1	Create a calendar of Professional Development Revolving around Marzano's Essentials or Rigor Series	Mavres, Annette	8/13/2015	Professional Development Calendar	6/1/2016 monthly
G5.B2.S1.A2	Grade Level Teams will meet with administrators after each assessment cycle to discuss student progress toward goals. Substitutes will be provided.	Paquette, Bonita	9/28/2015	Data chat minutes.	6/2/2016 quarterly
G6.B1.S1.A2	An extra hour of time to support struggling students in reading through Promise Time Tutoring.	Paquette, Bonita	8/24/2015	Roster of students enrolled, student assessment results.	6/2/2016 weekly
G1.B2.S1.A2	Staff will be trained to use a variety of characteristics that can be used to identify gifted students.	Davidson, Stephanie	9/9/2015		9/9/2015 one-time
G6.B5.S1.A2	SBLT will monitor student attendance for the remainder of the year along with student assessment data.	Garafola, Jennifer	9/1/2015	Daily Attendance, Pinellas County Assessment Data, Intervention Progress Monitoring	6/1/2016 daily
G6.B5.S2.A2	Students will be selected to participate.	Paquette, Bonita	9/1/2015	Attendance/Participation will be monitored and correlated to attendance.	6/1/2016 weekly
G6.B5.S3.A2	List of students will be presented to SBLT/MTSSRTi to select and schedule students to participate in the program.	Garafola, Jennifer	9/1/2015	Schedule of students and assigned mentor	6/1/2016 weekly
G5.B6.S1.A2	SBLT will monitor student attendance for the remainder of the year along with student assessment data.	Garafola, Jennifer	9/1/2015	Daily Attendance, Pinellas County Assessment Data, Intervention Progress Monitoring	6/1/2016 daily
G5.B6.S2.A2	Students will be selected to participate.	Paquette, Bonita	9/1/2015	Attendance/Participation will be monitored and correlated to attendance.	6/1/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B6.S3.A2	List of students will be presented to SBLT/MTSSRTi to select and schedule students to participate in the program.	Garafola, Jennifer	9/1/2015	Schedule of students and assigned mentor	6/1/2016 weekly
G8.B4.S1.A2	SBLT will monitor student attendance for the remainder of the year along with student assessment data.	Garafola, Jennifer	9/1/2015	Daily Attendance, Pinellas County Assessment Data, Intervention Progress Monitoring	6/1/2016 daily
G8.B4.S2.A2	Students will be selected to participate.	Paquette, Bonita	9/1/2015	Attendance/Participation will be monitored and correlated to attendance.	6/1/2016 weekly
G8.B4.S3.A2	List of students will be presented to SBLT/MTSSRTi to select and schedule students to participate in the program.	Garafola, Jennifer	9/1/2015	Schedule of students and assigned mentor	6/1/2016 weekly
G7.B2.S1.A2	SBLT will monitor student attendance for the remainder of the year along with student assessment data.	Garafola, Jennifer	9/1/2015	Daily Attendance, Pinellas County Assessment Data, Intervention Progress Monitoring	6/1/2016 daily
G7.B2.S2.A2	Students will be selected to participate.	Paquette, Bonita	9/1/2015	Attendance/Participation will be monitored and correlated to attendance.	6/1/2016 weekly
G7.B2.S3.A2	List of students will be presented to SBLT/MTSSRTi to select and schedule students to participate in the program.	Garafola, Jennifer	9/1/2015	Schedule of students and assigned mentor	6/1/2016 weekly
G5.B7.S1.A2	Select Professional Development Strategy Focus	Mavres, Annette	8/13/2015	Professional Development Calendar	6/1/2016 monthly
G6.B6.S1.A2	Select Professional Development Strategy Focus	Mavres, Annette	8/13/2015	Professional Development Calendar	6/1/2016 monthly
G7.B3.S1.A2	Select Professional Development Strategy Focus	Mavres, Annette	8/13/2015	Professional Development Calendar	6/1/2016 monthly
G8.B5.S1.A2	Select Professional Development Strategy Focus	Mavres, Annette	8/13/2015	Professional Development Calendar	6/1/2016 monthly
G1.B1.S1.A2	Gifted training will be held to provide teachers with knowledge of a variety of traits and characteristics that can be used identify students for referral.	Davidson, Stephanie	9/9/2015		9/9/2015 one-time
G6.B5.S1.A3	Families will be contacted to encourage attendance.	Garafola, Jennifer	9/1/2015	Parent Contact Log in Focus, Daily Attendance, Pinellas County Assessment Data, Intervention Progress Monitoring	6/1/2016 weekly
G6.B5.S2.A3	SBLT will meet biweekly to discuss student attendance at school and participation.	Garafola, Jennifer	9/1/2015	Attendance/Participation will be monitored and correlated to attendance.	6/1/2016 biweekly
G6.B5.S3.A3	Profiles will be established on each child and maintained during participation.	Davidson, Stephanie	9/1/2015	Profile will contain: Attendance, District Assessments and On-going Progress Monitoring	6/1/2016 weekly
G5.B6.S1.A3	Families will be contacted to encourage attendance.	Garafola, Jennifer	9/1/2015	Parent Contact Log in Focus, Daily Attendance, Pinellas County Assessment Data, Intervention Progress Monitoring	6/1/2016 weekly
G5.B6.S2.A3	SBLT will meet biweekly to discuss student attendance at school and participation.	Garafola, Jennifer	9/1/2015	Attendance/Participation will be monitored and correlated to attendance.	6/1/2016 biweekly
G5.B6.S3.A3	Profiles will be established on each child and maintained during participation.	Davidson, Stephanie	9/1/2015	Profile will contain: Attendance, District Assessments and On-going Progress Monitoring	6/1/2016 weekly
G8.B4.S1.A3	Families will be contacted to encourage attendance.	Garafola, Jennifer	9/1/2015	Parent Contact Log in Focus, Daily Attendance, Pinellas County Assessment Data, Intervention Progress Monitoring	6/1/2016 weekly
G8.B4.S2.A3	SBLT will meet biweekly to discuss student attendance at school and participation.	Garafola, Jennifer	9/1/2015	Attendance/Participation will be monitored and correlated to attendance.	6/1/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G8.B4.S3.A3	Profiles will be established on each child and maintained during participation.	Davidson, Stephanie	9/1/2015	Profile will contain: Attendance, District Assessments and On-going Progress Monitoring	6/1/2016 weekly
G7.B2.S1.A3	Families will be contacted to encourage attendance.	Garafola, Jennifer	9/1/2015	Parent Contact Log in Focus, Daily Attendance, Pinellas County Assessment Data, Intervention Progress Monitoring	6/1/2016 weekly
G7.B2.S2.A3	SBLT will meet biweekly to discuss student attendance at school and participation.	Garafola, Jennifer	9/1/2015	Attendance/Participation will be monitored and correlated to attendance.	6/1/2016 biweekly
G7.B2.S3.A3	Profiles will be established on each child and maintained during participation.	Davidson, Stephanie	9/1/2015	Profile will contain: Attendance, District Assessments and On-going Progress Monitoring	6/1/2016 weekly
G5.B7.S1.A3	Delivery of Professional Development	Mavres, Annette	8/13/2015		6/1/2016 monthly
G6.B6.S1.A3	Delivery of Professional Development	Mavres, Annette	8/13/2015		6/1/2016 monthly
G7.B3.S1.A3	Delivery of Professional Development	Mavres, Annette	8/13/2015		6/1/2016 monthly
G8.B5.S1.A3	Delivery of Professional Development	Mavres, Annette	8/13/2015		6/1/2016 monthly
G6.B5.S1.A4	Students will be recruited for various clubs that require attendance- PERLS, iMoms, iDads, Drum Club, Chorus etc.	Garafola, Jennifer	9/1/2015	Participation/ attendance correlated to school attendance	6/1/2016 weekly
G6.B5.S3.A4	Student Progress and Attendance will be discussed biweekly at SBLT	Davidson, Stephanie	9/1/2015	Attendance, School Assessment Data	6/1/2016 biweekly
G5.B6.S1.A4	Students will be recruited for various clubs that require attendance- PERLS, iMoms, iDads, Drum Club, Chorus etc.	Garafola, Jennifer	9/1/2015	Participation/ attendance correlated to school attendance	6/1/2016 weekly
G5.B6.S3.A4	Student Progress and Attendance will be discussed biweekly at SBLT	Davidson, Stephanie	9/1/2015	Attendance, School Assessment Data	6/1/2016 biweekly
G8.B4.S1.A4	Students will be recruited for various clubs that require attendance- PERLS, iMoms, iDads, Drum Club, Chorus etc.	Garafola, Jennifer	9/1/2015	Participation/ attendance correlated to school attendance	6/1/2016 weekly
G8.B4.S3.A4	Student Progress and Attendance will be discussed biweekly at SBLT	Davidson, Stephanie	9/1/2015	Attendance, School Assessment Data	6/1/2016 biweekly
G7.B2.S1.A4	Students will be recruited for various clubs that require attendance- PERLS, iMoms, iDads, Drum Club, Chorus etc.	Garafola, Jennifer	9/1/2015	Participation/ attendance correlated to school attendance	6/1/2016 weekly
G7.B2.S3.A4	Student Progress and Attendance will be discussed biweekly at SBLT	Davidson, Stephanie	9/1/2015	Attendance, School Assessment Data	6/1/2016 biweekly
G5.B7.S1.A4	Review of Lesson Plans for Evidence of Planning and Use of Effective Strategies	Mavres, Annette	8/24/2015	Lesson Plan Review Feedback	6/1/2016 weekly
G6.B6.S1.A4	Review of Lesson Plans for Evidence of Planning and Use of Effective Strategies	Mavres, Annette	8/24/2015	Lesson Plan Review Feedback	6/1/2016 weekly
G7.B3.S1.A4	Review of Lesson Plans for Evidence of Planning and Use of Effective Strategies	Mavres, Annette	8/24/2015	Lesson Plan Review Feedback	6/1/2016 weekly
G8.B5.S1.A4	Review of Lesson Plans for Evidence of Planning and Use of Effective Strategies	Mavres, Annette	8/24/2015	Lesson Plan Review Feedback	6/1/2016 weekly
G5.B7.S1.A5	Walk through data and feedback	Mavres, Annette	8/24/2015	Feedback Comments	6/1/2016 weekly
G6.B6.S1.A5	Walk through data and feedback	Mavres, Annette	8/24/2015	Feedback Comments	6/1/2016 weekly
G7.B3.S1.A5	Walk through data and feedback	Mavres, Annette	8/24/2015	Feedback Comments	6/1/2016 weekly

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G8.B5.S1.A5	Walk through data and feedback	Mavres, Annette	8/24/2015	Feedback Comments	6/1/2016 weekly
G5.B7.S1.A6	On going staff surveys	Mavres, Annette	8/13/2015	Survey Data	6/1/2016 monthly
G6.B6.S1.A6	On going staff surveys	Mavres, Annette	8/13/2015	Survey Data	6/1/2016 monthly
G7.B3.S1.A6	On going staff surveys	Mavres, Annette	8/13/2015	Survey Data	6/1/2016 monthly
G8.B5.S1.A6	On going staff surveys	Mavres, Annette	8/13/2015	Survey Data	6/1/2016 monthly
G5.B7.S1.A7	Routine Review of Student Task Evidence during walk-throughs and lesson studies	Mavres, Annette	9/1/2015	Observation Data, Debrief discussion from Lesson Studies	6/1/2016 weekly
G6.B6.S1.A7	Routine Review of Student Task Evidence during walk-throughs and lesson studies	Mavres, Annette	9/1/2015	Observation Data, Debrief discussion from Lesson Studies	6/1/2016 weekly
G7.B3.S1.A7	Routine Review of Student Task Evidence during walk-throughs and lesson studies	Mavres, Annette	9/1/2015	Observation Data, Debrief discussion from Lesson Studies	6/1/2016 weekly
G8.B5.S1.A7	Routine Review of Student Task Evidence during walk-throughs and lesson studies	Mavres, Annette	9/1/2015	Observation Data, Debrief discussion from Lesson Studies	6/1/2016 weekly
G1.MA1	The number of African American students enrolled in the Gifted Program will be tracked and reported at monthly staff meetings.	Davidson, Stephanie	9/9/2015	The number of African American students enrolled in the Gifted Program will be tracked and reported at monthly staff meetings. An increase in the number of qualifying students will signify progress towards the goal. No change in the number of students qualifying will result in a review of the current plan.	6/1/2016 monthly
G1.B1.S1.MA1	Number of students referred for screening will be tracked by subgroup. If there is no positive change in referral data, a plan to revisit the characteristics will be created.	Davidson, Stephanie	11/2/2015	Number of students referred for screening will be tracked by subgroup monthly. Effectiveness of this action step will be reflected in a positive data shift- increase in referral data.	6/1/2016 monthly
G1.B1.S1.MA1	Number of Students Referred for Gifted Screening will be tracked by subgroup.	Davidson, Stephanie	8/24/2015	Number of Students Referred for gifted screening will be tracked by subgroup and reviewed at monthly staff meetings.	6/1/2016 monthly
G1.B2.S1.MA1	The number of African American students referred t0 and qualifying for the gifted program will be tracked and reviewed at monthly staff meetings.	Davidson, Stephanie	8/24/2015	The numbers of students referred and qualifying for the Gifted Program will be tracked and reviewed for evidence of increased referral and qualification.	6/1/2016 monthly
G1.B2.S1.MA1	The number of Gifted Referrals and Qualifications will tracked by the Guidance/Gifted Teacher	Davidson, Stephanie	8/24/2015	The number of gifted Referrals and Qualifications will be tracked by subgroups and reviewed at monthly staff meetings.	6/1/2016 monthly
G2.MA1	Referral data will be disaggregated by subgroups and communicated at monthly Staff Meetings.	Mavres, Annette	9/16/2015	Referral data will be collected and disaggregated by subgroups. A decrease in referrals of African Americans will results in no more than 30% of all referrals credited to African Americans.	6/1/2016 monthly
G2.B1.S1.MA1	Signature on Sign in sheets will indicate student participation in the Club.	Davidson, Stephanie	9/16/2015	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.	6/1/2016 monthly
G2.B1.S1.MA1	We will track new students and their referral data upon entry.	Mavres, Annette	9/16/2015	Referral data on new students will be tracked and reviewed during monthly staff meetings. Zero referrals will	6/1/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				indicate successful acclimation into the Lealman Learning Community.	
G2.B2.S3.MA1	Review of walkthrough data will be aggregated by grade level for positive trends in climate data.	Mavres, Annette	9/9/2015	Walkthrough data will be collected and reviewed for positive trends in classroom climate and culture.	6/1/2016 monthly
G2.B2.S3.MA1	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.	Mavres, Annette	9/9/2015	Walkthrough data will include positive trends in climate and culture of classrooms.	6/1/2016 weekly
G3.MA1	Sign in sheets to determine the percentage of participation will be monitored after each event.	Mavres, Annette	8/24/2015	Sign in sheets of participants.	6/9/2016 monthly
G3.B1.S1.MA1	Encouragement from administration during meetings to attend and participate in healthy activities	Mavres, Annette	8/24/2015	Participation in events	6/2/2016 monthly
G3.B1.S1.MA1	Participation in Healthy School Activities	Cargill, Amanda	8/24/2015	Sign in sheets of participation in activities	6/2/2016 monthly
G4.MA1	Attendance and District Assessment data (Golds, Kindergarten Observation Data and Attendance data will be collected and reviewed monthly.	DeNicola, Mary	8/17/2015	Completed progress monitoring sheet	6/2/2016 quarterly
G4.B2.S1.MA1	Gold Assessments in pre-k.	DeNicola, Mary	8/17/2015	Results from the Gold Assessments.	6/2/2016 quarterly
G4.B2.S1.MA1	Coaches debrief log and lesson plans of pre-k teachers.	Paquette, Bonita	8/17/2015	Submitted lesson plans and completed coaches log.	6/2/2016 monthly
G4.B3.S1.MA1	Attendance rates will be tracked across the year to measure impact upon student atteance.	Garafola, Jennifer	9/1/2015	Attendance rates will be tracked for students across the year. Attendances greater the 90% will be considered successful.	6/1/2016 monthly
G4.B3.S1.MA1	Attendance Rates will be monitored and tracked throughout the year	Garafola, Jennifer	9/1/2015	Student attendance will be monitored throughout the year. Rates at 90% or higher will indicate success.	6/1/2016 monthly
G5.MA1	Ongoing Progress Monitoring as determined by each grade level as tied to relevant standards. Teachers will compile results and report to administration through PLC notes, twice a month. Data from District and State Assessments will also be reviewed following availability.	Mavres, Annette	8/17/2015	Results of monitoring and team minutes.	6/2/2016 biweekly
G5.B2.S1.MA1	Discussion of student data and progress to determine effectiveness of instruction.	Paquette, Bonita	8/17/2015	Weekly PLC minutes and ongoing progress data.	6/2/2016 biweekly
G5.B2.S1.MA1	Through walkthroughs and PLC minutes and review of data collection	Paquette, Bonita	8/17/2015	PLC minutes, data collection.	6/2/2016 biweekly
G5.B5.S1.MA1	Review of lesson plans and weekly PLC minutes	Mavres, Annette	8/17/2015	Lesson plan review on electronic plan book and review of PLC minutes. Survey of teachers regarding the effectiveness of the training provided by Math coach.	6/2/2016 weekly
G5.B5.S1.MA1	Scheduled professional development sessions	Greco-Foster, Joyce	8/17/2015	Professional development calendar	6/2/2016 monthly
G5.B6.S1.MA1	Ongoing Progress Monitoring as determined by each grade level as tied to relevant standards. Teachers will compile results and report to administration through PLC notes, twice a month. Data will be kept in a notebook that is available for walkthroughs.	Mavres, Annette	8/17/2015	Results of monitoring and team minutes	6/1/2016 biweekly

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G5.B6.S1.MA1	Attendance rates will be monitored for impact.	Garafola, Jennifer	9/9/2015	Attendance data will be cross referenced with Club attendance and assessment data to correlate academic progress	9/9/2015 monthly
G5.B7.S1.MA1	Consistent Review of Ongoing Progress Monitoring Data- State, District and Classroom Assessments	Mavres, Annette	9/1/2015	Data from assessments will be collected from weekly PLC minutes, District and State Data Bases (Performance Matters, FLDOE- FSA)	6/1/2016 weekly
G5.B7.S1.MA1	Following professional Development- walk-throughs, lesson plan development and staff surveys will be conducted to monitor implementation of effective instructional practices.	Mavres, Annette	8/24/2015	Walkthrough data, lesson plan review and staff survey data will be collected and shared	6/1/2016 weekly
G5.B2.S2.MA1	Review of ongoing progress monitoring, formative and summative assessments.	Mavres, Annette	8/17/2015	Weekly PLC minutes. Data chats following district assessment cycles.	6/2/2016 biweekly
G5.B2.S2.MA1	Plans will be reviewed monthly through the electronic plan book as evidenced on master calendar. Ongoing progress monitoring will be reviewed every other week.	Mavres, Annette	8/17/2015	Ongoing progress monitoring and lesson plans.	6/2/2016 monthly
G5.B5.S2.MA1	Monitor PLC to ensure that discussion is taking place regarding Florida Standards and Mathematical practices through notes provided by Team Leaders.	Mavres, Annette	8/17/2015	PLC discussion notes completed electronically and sent to principal each week.	6/2/2016 weekly
G5.B5.S2.MA1	Review and monitor PLC notes for discussion of teams.	Mavres, Annette	8/17/2015	Weekly PLC discussion notes turned in to administration and returned to team leaders with notes.	6/2/2016 weekly
G5.B6.S2.MA1	Attendance/Participation in Club will be tracked	Garafola, Jennifer	9/1/2015	Attendance/Participation in Club will be tracked and correlated to actual school attendance.	6/1/2016 weekly
G5.B6.S2.MA1	Attendance/Participation in Clubs will be correlated to school attendance	Garafola, Jennifer	9/1/2015	Attendance/Participation in Club will be tracked and correlated to actual school attendance.	6/1/2016 weekly
G5.B2.S3.MA1	Monitor the use of rubrics to determine effectiveness through walkthroughs, lesson plans and end of unit data disaggregation.	Paquette, Bonita	8/17/2015	PLC notes with disaggregated data and discussion Improved math scores as measured by Common Assessments	6/2/2016 daily
G5.B2.S3.MA1	Review of PLC minutes and actual rubrics.	Paquette, Bonita	8/17/2015	PLC notes reviewed by administration and returned to team leaders with documentation and questions answered.	6/2/2016 weekly
G5.B6.S3.MA1	BiWeekly meetings will be held with SBLT/MTSSRTi	Davidson, Stephanie	9/1/2015	SBLT/MTSSSRTI minutes will be maintained as proof of discussion	6/1/2016 biweekly
G5.B6.S3.MA1	Data Profiles will be maintained for each student	Davidson, Stephanie	9/1/2015	Attendance Records, District Assessment and Ongoing Progress Monitoring will be kept	6/1/2016 biweekly
G6.MA1	Monitor the results of student artifacts presented in the form of presentations, reports and level of engagement.	Paquette, Bonita	8/24/2015	Student achievement scores.	6/2/2016 daily
G6.B1.S1.MA1	The use of ongoing progress monitoring tools such as but not limited to, MAZE, ORF, alphabet checks, running records, LSF and NSF will be used.	DeNicola, Mary	8/17/2015	Ongoing progress monitoring results	6/2/2016 biweekly
G6.B1.S1.MA1	Ongoing progress monitoring will occur systematically and discussed during PLCS. Interventions will be documented and fluid.	DeNicola, Mary	8/17/2015	PLC minutes and electronic lesson plan.	6/2/2016 weekly
G6.B3.S1.MA1	Discussion of Florida Standards and best practices in Reading during weekly PLC meetings.	Paquette, Bonita	8/17/2015	PLC notes. Survey of teachers regarding the effectiveness of training	6/2/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				provided by Literacy Coach and administration.	
G6.B3.S1.MA1	Monitoring the discussion and implementation of Florida Core Standards during weekly PLC meetings and walkthroughs.	Paquette, Bonita	8/17/2015	PLC notes, Walkthrough notes	6/2/2016 weekly
G6.B4.S1.MA1	Multiple forms of communication will be used to encourage parent attendance at family events.	Paquette, Bonita	8/20/2015	Attendance sheets from family events.	6/2/2016 monthly
G6.B4.S1.MA1	Attendance for family trainings will be monitored to gauge the effectiveness of the communication modes.	Paquette, Bonita	8/24/2015	Attendance sheets for family events.	6/2/2016 monthly
G6.B5.S1.MA1	Ongoing Progress Monitoring as determined by each grade level as tied to relevant standards. Teachers will compile results and report to administration through PLC notes, twice a month. Data will be kept in a notebook that is available for walkthroughs.	Mavres, Annette	8/17/2015	Results of monitoring and team minutes	6/1/2016 biweekly
G6.B5.S1.MA1	Attendance rates will be monitored for impact.	Garafola, Jennifer	9/9/2015	Attendance data will be cross referenced with Club attendance and assessment data to correlate academic progress	9/9/2015 monthly
G6.B6.S1.MA1	Consistent Review of Ongoing Progress Monitoring Data- State, District and Classroom Assessments	Mavres, Annette	9/1/2015	Data from assessments will be collected from weekly PLC minutes, District and State Data Bases (Performance Matters, FLDOE- FSA)	6/1/2016 weekly
G6.B6.S1.MA1	Following professional Development-walk-throughs, lesson plan development and staff surveys will be conducted to monitor implementation of effective instructional practices.	Mavres, Annette	8/24/2015	Walkthrough data, lesson plan review and staff survey data will be collected and shared	6/1/2016 weekly
G6.B3.S2.MA1	Monitor grade level plans in electronic plan book.	Paquette, Bonita	8/24/2015	Teacher review of comments provided by administrators.	6/1/2016 weekly
G6.B3.S2.MA1	Checking plans through the electronic plan book.	Paquette, Bonita	8/24/2015	Comments and notes in electronic plan book.	6/1/2016 weekly
G6.B5.S2.MA1	Attendance/Participation in Club will be tracked	Garafola, Jennifer	9/1/2015	Attendance/Participation in Club will be tracked and correlated to actual school attendance.	6/1/2016 weekly
G6.B5.S2.MA1	Attendance/Participation in Clubs will be correlated to school attendance	Garafola, Jennifer	9/1/2015	Attendance/Participation in Club will be tracked and correlated to actual school attendance.	6/1/2016 weekly
G6.B3.S3.MA1	Monitor PLC to ensure that discussion is taking place regarding Common Core Standard and Literacy practices through notes provided by Team Leaders.	Paquette, Bonita	8/24/2015	PLC discussion notes completed electronically and sent to principal each week.	6/1/2016 weekly
G6.B3.S3.MA1	Review and monitor PLC notes for discussion of teams.	Paquette, Bonita	8/24/2015	Weekly PLC discussion notes turned in to administration and returned to team leaders with notes.	6/1/2016 weekly
G6.B5.S3.MA1	BiWeekly meetings will be held with SBLT/MTSSRTi	Davidson, Stephanie	9/1/2015	SBLT/MTSSSRTI minutes will be maintained as proof of discussion	6/1/2016 biweekly
G6.B5.S3.MA1	Data Profiles will be maintained for each student	Davidson, Stephanie	9/1/2015	Attendance Records, District Assessment and Ongoing Progress Monitoring will be kept	6/1/2016 biweekly
G6.B3.S4.MA1	Walkthrough data will be collected to measure the implementation of rigorous activities	Mavres, Annette	8/24/2015	Lesson plan and walkthrough data (with feedback) will be collected to measure levels of implementation.	6/1/2016 weekly
G6.B3.S4.MA1	Walkthrough data will be collected to measure the implementation of rigorous activities	Mavres, Annette	8/24/2015	Lesson plan and walkthrough data (with feedback) will be collected to measure levels of implementation.	6/1/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.B3.S4.MA1	Walkthrough data will be collected to measure the implementation of rigorous activities	Mavres, Annette	8/24/2015	Lesson plan and walkthrough data (with feedback) will be collected to measure levels of implementation.	6/1/2016 weekly
G6.B3.S4.MA1	Walkthrough data will be collected to measure the implementation of rigorous activities	Mavres, Annette	8/24/2015	Lesson plan and walkthrough data (with feedback) will be collected to measure levels of implementation.	6/1/2016 weekly
G6.B3.S4.MA1	Lesson plans will be monitored for implementation of rigorous activities	Mavres, Annette	8/24/2015	Lesson plans and walkthrough data will be monitored for implementation of rigorous activities	6/1/2016 weekly
G7.MA1	Ongoing Progress monitoring of writing achievement.	Paquette, Bonita	8/17/2015	student assessment results, monthly writing prompts, student artifacts	6/1/2016 monthly
G7.B1.S1.MA1	Monitor for posted learning goals during daily walkthroughs	Paquette, Bonita	8/17/2015	Posted learning goals, electronic plan book and student assessment results.	6/1/2016 daily
G7.B1.S1.MA1	Daily monitoring of posted learning goals during walkthroughs.	Paquette, Bonita	8/17/2015	Electronic lesson plans, posted learning goals, student assessment results, student artifacts.	6/2/2016 daily
G7.B2.S1.MA1	Ongoing Progress Monitoring as determined by each grade level as tied to relevant standards. Teachers will compile results and report to administration through PLC notes, twice a month. Data will be kept in a notebook that is available for walkthroughs.	Mavres, Annette	8/17/2015	Results of monitoring and team minutes	6/1/2016 biweekly
G7.B2.S1.MA1	Attendance rates will be monitored for impact.	Garafola, Jennifer	9/9/2015	Attendance data will be cross referenced with Club attendance and assessment data to correlate academic progress	9/9/2015 monthly
G7.B3.S1.MA1	Consistent Review of Ongoing Progress Monitoring Data- State, District and Classroom Assessments	Mavres, Annette	9/1/2015	Data from assessments will be collected from weekly PLC minutes, District and State Data Bases (Performance Matters, FLDOE- FSA)	6/1/2016 weekly
G7.B3.S1.MA1	Following professional Development-walk-throughs, lesson plan development and staff surveys will be conducted to monitor implementation of effective instructional practices.	Mavres, Annette	8/24/2015	Walkthrough data, lesson plan review and staff survey data will be collected and shared	6/1/2016 weekly
G7.B1.S2.MA1	Discussion of student achievement results as well as actual student work.	Paquette, Bonita	8/24/2015	PLC minutes, minutes from data chats.	6/1/2016 weekly
G7.B1.S2.MA1	Monitor the use of high yield strategies related to writing through walkthrough observations, electronic plan book and student assessment results.	Paquette, Bonita	8/24/2015	Walkthrough observations, electronic plan book, student assessment results.	6/1/2016 daily
G7.B2.S2.MA1	Attendance/Participation in Club will be tracked	Garafola, Jennifer	9/1/2015	Attendance/Participation in Club will be tracked and correlated to actual school attendance.	6/1/2016 weekly
G7.B2.S2.MA1	Attendance/Participation in Clubs will be correlated to school attendance	Garafola, Jennifer	9/1/2015	Attendance/Participation in Club will be tracked and correlated to actual school attendance.	6/1/2016 weekly
G7.B1.S3.MA1	Monitoring will occur through daily walkthroughs, electronic lesson plan reviews, student assessment results, PLC discussion notes and data chats.	Paquette, Bonita	8/24/2015	Student assessment results and student artifacts.	6/1/2016 daily
G7.B1.S3.MA1	Increased rigor will be monitored through daily walkthrough and actual student artifacts.	Paquette, Bonita	8/24/2015	Walkthrough observations, electronic plan book, student artifacts, student assessment results.	6/1/2016 daily
G7.B2.S3.MA1	BiWeekly meetings will be held with SBLT/MTSSRTi	Davidson, Stephanie	9/1/2015	SBLT/MTSSSRTI minutes will be maintained as proof of discussion	6/1/2016 biweekly
G7.B2.S3.MA1	Data Profiles will be maintained for each student	Davidson, Stephanie	9/1/2015	Attendance Records, District Assessment and Ongoing Progress Monitoring will be kept	6/1/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G8.MA1	PLC discussion of student artifacts and assessment results.	Mavres, Annette	9/3/2015	PLC minutes and student assessment results.	6/2/2016 weekly
G8.B2.S1.MA1	PLC discussion, assessment data, journal entries	Mavres, Annette	8/24/2015	assessment data, journal entries	6/2/2016 weekly
G8.B2.S1.MA1	Observations during walkthroughs.	Mavres, Annette	8/24/2015	Journal entries, rubrics and posted resources.	6/2/2016 daily
G8.B3.S1.MA1	Student assessment data, PLC discussion and journal entries	Mavres, Annette	8/24/2015	PLC minutes, assessment results and journals	6/1/2016 daily
G8.B3.S1.MA1	The use of the 5 E model will be monitored through lesson plans, walkthroughs and student artifacts.	Mavres, Annette	8/24/2015	Lesson plans, walkthroughs and student artifacts.	6/2/2016 daily
G8.B4.S1.MA1	Ongoing Progress Monitoring as determined by each grade level as tied to relevant standards. Teachers will compile results and report to administration through PLC notes, twice a month. Data will be kept in a notebook that is available for walkthroughs.	Mavres, Annette	8/17/2015	Results of monitoring and team minutes	6/1/2016 biweekly
G8.B4.S1.MA1	Attendance rates will be monitored for impact.	Garafola, Jennifer	9/9/2015	Attendance data will be cross referenced with Club attendance and assessment data to correlate academic progress	6/1/2016 monthly
G8.B5.S1.MA1	Consistent Review of Ongoing Progress Monitoring Data- State, District and Classroom Assessments	Mavres, Annette	9/1/2015	Data from assessments will be collected from weekly PLC minutes, District and State Data Bases (Performance Matters, FLDOE- FSA)	6/1/2016 weekly
G8.B5.S1.MA1	Following professional Development- walk-throughs, lesson plan development and staff surveys will be conducted to monitor implementation of effective instructional practices.	Mavres, Annette	8/24/2015	Walkthrough data, lesson plan review and staff survey data will be collected and shared	6/1/2016 weekly
G8.B3.S2.MA1	Review of student data and artifacts. Discussion of impact of rubrics on student learning.	Mavres, Annette	8/24/2015	PLC notes and student artifacts	6/2/2016 daily
G8.B3.S2.MA1	Observations during walkthroughs, PLC notes and student artifacts	Mavres, Annette	8/24/2015	Rubrics	6/2/2016 daily
G8.B4.S2.MA1	Attendance/Participation in Club will be tracked	Garafola, Jennifer	9/1/2015	Attendance/Participation in Club will be tracked and correlated to actual school attendance.	6/1/2016 weekly
G8.B4.S2.MA1	Attendance/Participation in Clubs will be correlated to school attendance	Garafola, Jennifer	9/1/2015	Attendance/Participation in Club will be tracked and correlated to actual school attendance.	6/1/2016 weekly
G8.B4.S3.MA1	BiWeekly meetings will be held with SBLT/MTSSRTi	Davidson, Stephanie	9/1/2015	SBLT/MTSSSRTI minutes will be maintained as proof of discussion	6/1/2016 biweekly
G8.B4.S3.MA1	Data Profiles will be maintained for each student	Davidson, Stephanie	9/1/2015	Attendance Records, District Assessment and Ongoing Progress Monitoring will be kept	6/1/2016 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. Increase the number of African America students from 0% to 2 % of the overall subgroup population in the Gifted Program.

G1.B1 Teachers not familiar with process to identify and refer students for gifted screening and identification.

G1.B1.S1 Gifted training to be held with staff to establish processes to identify and refer students to the Gifted Program.

PD Opportunity 1

Training will delivered to staff to establish the process and identification of Possible Gifted Students for Referrals.

Facilitator

Stephanie Davison (Gifted Teacher TBA)

Participants

Instructional Staff

Schedule

On 9/9/2015

G1.B2 African American students are not readily referred for gifted screening.

G1.B2.S1 Gifted training will be held to provide teachers with knowledge of a variety of traits and characteristics that can be used to identify students for referral.

PD Opportunity 1

Staff will be trained on the Gifted Referral Process

Facilitator

Stephanie Davidson (Gifted Teacher TBA)

Participants

Instructional Personnel

Schedule

On 9/9/2015

PD Opportunity 2

Staff will be trained to use a variety of characteristics that can be used to identify gifted students.

Facilitator

Stephanie Davidson (Gifted Teacher TBA)

Participants

Instructional Personnel

Schedule

On 9/9/2015

G2. Decrease the percentage of African American students receiving referrals from 50% to 30% of overall students earning referrals.

G2.B2 Teacher knowledge of how to Development and Maintain a classroom atmosphere of Cultural Proficiency and Responsiveness

G2.B2.S1 Embedded PD at monthly staff meetings and Team Leader meetings to build and maintain a school wide atmosphere of Cultural Proficiency and Responsiveness

PD Opportunity 1

Staff meetings will contain embedding strategies for developing a culture of proficiency and responsiveness.

Facilitator

Annette Mavres

Participants

All Staff

Schedule

On 6/1/2016

G2.B2.S3 The use of Classroom Meetings empowers students to own their classroom community as a team of learners.

PD Opportunity 1

Classroom Teachers will implement classroom meetings to empower student ownership of their classroom climate and culture.

Facilitator

Stephanie Davidson

Participants

Insrtuctional Personnel

Schedule

Weekly, from 9/9/2015 to 6/1/2016

G3. Work toward Bronze Level recognition with the Alliance for a Healthier Generation.

G3.B1 Lack of time/interest of staff members to work toward a healthier campus environment.

G3.B1.S1 Wellness Champion creates activities that engage staff in healthy habits and activities.

PD Opportunity 1

Develop a wellness committee to facilitate a healthy school environment

Facilitator

Amanda Cargill

Participants

Staff

Schedule

Monthly, from 8/24/2015 to 6/2/2016

G4. Close the achievement gap for African American students in Reading from 18% meeting expectation to 70% meeting expectation and Math 21% meeting expectation to 70% as measured by the FSA.

G4.B2 Lack of early readiness skills

G4.B2.S1 Literacy coach provides Professional Development to Pre-K and K teachers.

PD Opportunity 1

Professional development in the area of pre-reading and reading skills provided to pre-k teachers.

Facilitator

Literacy Coach

Participants

Literacy Coach, Pre-k and K teachers.

Schedule

Monthly, from 8/17/2015 to 6/2/2016

G5. Improve math performance through rigor, instruction, curriculum and assessments. All students achieving proficiency will increase from 36% to 70% as measured by the FSA.

G5.B2 Lack of effective use of data to differentiate instruction through collaborative and facilitated planning

G5.B2.S1 Grade level teams analyze, disaggregate and develop/utilize routine assessments.

PD Opportunity 1

Disaggregate baseline, ongoing progress monitoring and end of unit data during weekly PLC meetings to determine instructional plans and differentiation.

Facilitator

Administration

Participants

Grade Level Teams

Schedule

Biweekly, from 8/17/2015 to 6/2/2016

PD Opportunity 2

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

Facilitator

Administrators

Participants

Grade Level Teams

Schedule

Quarterly, from 9/28/2015 to 6/2/2016

G5.B2.S2 Grade level teams create a plan for intervention time during school to include ongoing progress monitoring

PD 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

administration and staff members

Participants

Grade Level Teams

Schedule

Biweekly, from 8/17/2015 to 6/2/2016

G5.B2.S3 Grade level teams create rubrics connected to math standards for students to monitor own progress toward goals.

PD Opportunity 1

Modular planning that includes formative assessment, ongoing progress monitoring and the creation of scales and rubrics tied to Florida Standards.

Facilitator

Joyce Greco-Foster

Participants

Instructional Staff

Schedule

Monthly, from 8/17/2015 to 6/2/2016

G5.B5 Lack of a thorough understanding of Florida Core Standards and mathematical practices

G5.B5.S1 Professional development provided by math coach in the area of raising the rigor and Math interventions, and best practices.

PD Opportunity 1

Unpacking the standards training as connected to mathematical practices and other best practices such as Number Talks, Hot Talks, Cool Moves and Formative Assessments

Facilitator

Joyce Greco-Foster

Participants

Staff

Schedule

Monthly, from 8/17/2015 to 6/2/2016

G5.B5.S2 Realignment of Professional Learning Communities to include a deeper discussion of standards and mathematical practices.

PD Opportunity 1

Refocus Professional Learning Communities to include deep discussion of standards and mathematical practices through the redevelopment of PLC agendas and reporting documents.

Facilitator

Administrators and Team Leaders

Participants

Administrators and Team Leaders and PLC members

Schedule

Weekly, from 8/17/2015 to 6/2/2016

G5.B7 Lack of Rigor in Student Tasks

G5.B7.S1 Train teachers with specific instructional strategies designed to raise rigor

PD Opportunity 1

Delivery of Professional Development

Facilitator

Annette Mavres

Participants

Instructional and Support Staff

Schedule

Monthly, from 8/13/2015 to 6/1/2016

PD Opportunity 2

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

Facilitator

Annette Mavres (Assistant Principal), Joyce Greco-Foster (Math Coach), Bonita Paquette (Principal)

Participants

Instructional Staff

Schedule

Weekly, from 9/1/2015 to 6/1/2016

G6. Improve Reading performance through rigor, instruction, curriculum and assessments. All students meeting proficiency will increase from 38% to 70% as measured by the FSA.

G6.B3 Insufficient standard based instruction

G6.B3.S1 Professional development provided by Reading Coach in the area of "unpacking the standards" and raising the rigor for independent practice.

PD Opportunity 1

Professional development in the area of "unpacking the standards" in Literacy and raising the rigor of independent practice.

Facilitator

Administrators and Literacy Coach

Participants

Administrators ,Literacy Coach, instructional staff

Schedule

Monthly, from 8/13/2015 to 6/2/2016

G6.B3.S2 Use of electronic plan book to ensure easy access by administrators to lesson plans.

PD Opportunity 1

Training on use of Electronic Plan Book provided during pre-school. Teachers input plans weekly into the electronic plan book.

Facilitator

Classroom Teacher

Participants

Administrators, Instructional Staff

Schedule

On 8/19/2015

G6.B3.S3 Realignment of PLCs to include deeper discussion of Common Core Standards and best practices in Reading.

PD Opportunity 1

Refocus Professional Learning Communities to include deep discussion of standards and Literacy practices through the redevelopment of PLC agendas and reporting documents.

Facilitator

Mary DeNicola

Participants

Instructional Staff

Schedule

Weekly, from 8/24/2015 to 6/1/2016

G6.B3.S4 Ongoing training on Raising Rigor- Using Marzano's Instructional Teaching & Learning Maps and Essentials of Rigor Series

PD Opportunity 1

Ongoing Professional Development in the Essentials of Raising Rigor

Facilitator

Annette Mavres

Participants

Instructional Personnel

Schedule

Monthly, from 8/13/2015 to 6/1/2016

G6.B6 Lack of Rigor in Student Tasks

G6.B6.S1 Train teachers with specific instructional strategies designed to raise rigor [copy]

PD Opportunity 1

Delivery of Professional Development

Facilitator

Annette Mavres

Participants

Instructional and Support Staff

Schedule

Monthly, from 8/13/2015 to 6/1/2016

PD Opportunity 2

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

Facilitator

Annette Mavres (Assistant Principal), Mary Denicola (Reading Coach),Bonita Paquette (Principal)

Participants

Instructional Staff

Schedule

Weekly, from 9/1/2015 to 6/1/2016

G7. 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.

G7.B1 Insufficient Standards Based Instruction

G7.B1.S1 Set and communicate a purpose for learning and learning goals in each lesson

PD Opportunity 1

*Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson

Facilitator

Administrators/ Literacy Coach

Participants

Classroom Teachers

Schedule

Daily, from 8/20/2015 to 6/2/2016

G7.B1.S2 Implement High Yield Instructional Strategies

PD Opportunity 1

Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur

Facilitator

Administrators and Literacy Coach

Participants

Classroom Teachers

Schedule

Daily, from 8/24/2015 to 6/1/2016

G7.B1.S3 Increase instructional rigor

PD Opportunity 1

Increase the level of instructional rigor during writing instruction. Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks

Facilitator

Administrators and Literacy Coach

Participants

Classroom Teachers

Schedule

Daily, from 8/24/2015 to 6/1/2016

G7.B3 Lack of Rigor in Student Tasks

G7.B3.S1 Train teachers with specific instructional strategies designed to raise rigor [copy]

PD Opportunity 1

Delivery of Professional Development

Facilitator

Annette Mavres

Participants

Instructional and Support Staff

Schedule

Monthly, from 8/13/2015 to 6/1/2016

PD Opportunity 2

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

Facilitator

Annette Mavres (Assistant Principal), Mary Denicola (Reading Coach), Bonita Paquette (Principal)

Participants

Instructional Staff

Schedule

Weekly, from 9/1/2015 to 6/1/2016

G8. Improve Science performance through rigor, instruction, curriculum and assessments. All students scoring a level 3 or higher on FCAT 2.0 will increase from 48% to 70%.

G8.B2 Lack of higher order thinking and reflection in student journaling with meaningful feedback from teachers

G8.B2.S1 Increase student journaling through the use of stem prompts and open ended, higher order questions measured by rubrics.

PD Opportunity 1

Teachers will post and utilize stem prompts as well as modeling quality journal entries as measured against rubrics. Teachers will provide meaningful feedback in correlation to the rubrics and look for evidence of student follow through.

Facilitator

administrators/District Science Coach

Participants

Classroom Teachers

Schedule

Daily, from 8/24/2015 to 6/2/2016

G8.B3 Insufficient standards based instruction

G8.B3.S1 Lesson design will include the 5 E model for Science

PD Opportunity 1

Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson

Facilitator

Kelly Trippett- District Science coach

Participants

Staff

Schedule

Monthly, from 8/24/2015 to 6/2/2016

G8.B3.S2 Developed rubrics will correlate with standards and the learning goal for the unit

PD Opportunity 1

Utilization of district/teacher created rubrics aligned to standards and essential question of lesson. Training students to use rubrics to track progress toward goal.

Facilitator

Math Coach/ District Science coach/ Administrators

Participants

Classroom Teachers

Schedule

Monthly, from 8/24/2015 to 6/2/2016

G8.B5 Lack of Rigor in Student Tasks

G8.B5.S1 Train teachers with specific instructional strategies designed to raise rigor [copy]

PD Opportunity 1

Delivery of Professional Development

Facilitator

Annette Mavres

Participants

Instructional and Support Staff

Schedule

Monthly, from 8/13/2015 to 6/1/2016

PD Opportunity 2

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

Facilitator

Annette Mavres (Assistant Principal), Bonita Paquette (Principal)

Participants

Instructional Staff

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Technical Assistance Items

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

G6. Improve Reading performance through rigor, instruction, curriculum and assessments. All students meeting proficiency will increase from 38% to 70% as measured by the FSA.

G6.B4 Lack of student engagement

G6.B4.S1 Communicate student learning goals, strategies and progress with families. Conduct family trainings to help engage students and families.

PD Opportunity 1

Teachers communicate daily with parents through the student agenda. Parents are invited to attend trainings specific to grade levels.

Facilitator

Bonita Paquette

Participants

Lealman Staff

Schedule

Daily, from 8/20/2015 to 6/2/2016

Budget