Lealman Avenue Elementary School

2017-18 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 and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2016-17 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	D*	D

Informational Baseline School Grade

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

School Board Approval

This plan 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 a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2017-18 DA Category and Statuses for Lealman Avenue Elementary School

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

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

b. Provide the school's vision statement

100% Student Success

2. School Environment

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

Staff builds and maintains a school wide atmosphere of Cultural Proficiency and Responsiveness. Teachers build classroom relationships through Restorative Circles, class meetings, student interest surveys, parent conferences.
Culturally Responsive Classrooms- Book Study and PD
Book- Better Than Carrots or Sticks- each month from August to December staff will look at practice, share successes and work to build lessons that encompass all students' culture. Staff will be surveyed every two months with results used for future training based on their needs.
Strong Kids, a social emotional program is being utilized school wide to give student the tools to embrace their emotions and give them the tools to handle obstacles.

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

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

Lealman Guidelines for success are
Be respectful and accountable
Be responsibile
Be involved

Students use daily circles to address any concerns they have within the classroom and school. teachers are empowered to help students with minor problems and seek help from Restorative Practices team when needed.

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

Lealman Behavior Committee comprised of a member from each team met to update the schools' behavior plan to include the following:
Tier One:
Strong Kids
Restorative Practices including restorative circles
Peacemakers for grades K, 4, 5
CPI 1
Class meetings and Community Building
Calm Down Corner

Tier Two:
Why Try Curriculum
Skillstreaming
Daily behavior groups with above curriculum
Restorative Practices

Tier 3
Continue with Tier 2 and development of PBIP or FBA

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

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

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

Lion Loot is our school wide reward and recognition program. Classes earn coins for following guidelines in specials and throughout the campus. Once they reach 50 coins the classes selects the reward they would like to receive.
All staff participated in a full day of training preschool on SWBP. Each faculty meeting for the first half of school is related to Restorative Practices.
Data from behavior calls, referral and discipline incidents are reviewed monthly at SBLT.

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

The SBLT meets using early warning systems to identify students needing additional support for
Attendance
Academics
Behavior

Students will be provided daily academic support, daily and/or weekly behavioral support and

mentors through our Lunch Pals Program. Tier 2 and 3 supports include: Why Try, Check In Check Out, Skillstreaming Restorative Practices and Mentors.

Our Tier One curriculum includes Strong Start and Strong Kids as well as daily proactive circles. Staff and students will be surveyed on teh effectiveness of these two programs. referral data will be reviewed to ensure we are meeting are targets.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The schools' SBLT meets weekly and utilizes the District's early warning system to identify students in need of support. The Early Warning System indicators include:
Attendance below 90%
One or more suspensions
Level 1 on statewide assessment
Course failure in ELA or Math

Support includes additional ELA and Math assistance, behavior interventions and attendance support

The CST meets biweekly and utilizes PSW for attendance. After problem solving tier one processes are redefined and students needing Tier 2 are identified. All attendance letters are done and phone calls are done by teacher or other staff member.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	13	16	12	6	12	4	0	0	0	0	0	0	0	63
One or more suspensions	0	3	4	1	2	3	0	0	0	0	0	0	0	13
Course failure in ELA or Math	0	22	11	21	14	11	0	0	0	0	0	0	0	79
Level 1 on statewide assessment	0	0	0	40	34	26	0	0	0	0	0	0	0	100

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	12	5	20	14	9	0	0	0	0	0	0	0	60

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

Students are identified using early warning systems at the beginning of the year by SBLT.
The following strategies are used to improve academic performance:
Utilize problem solving to identify deficiencies and remediate through Intervention Groups
Assign Lunch Pal Mentors
Promise Time - after school tutoring for all Level 1 ELA students

Weekly review of PLC minutes and student data to determine additional interventions and strategies needed
Implementation of AVID strategies where appropriate. A review of Early Warning Systems in November and January will help determine if additional students need interventions.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

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

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

Lealman Elementary employs a Family and Community Liaison who establishes relationships with local businesses to support our students. Throughout the year,he makes visits and phone calls to solicit

financial as well human resource sponsorships. He works with mentors and assists in securing volunteers for the classrooms. Lealman will be part of Lunch Pals this year, a mentoring program pairing business partners with students who are at risk. The school also is working with USF Leadership and JWB to provide year long leadership development of fourth and fifth graders.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Sulte, Kristen	Principal
Mavres, Annette	Assistant Principal
Cargill, Amanda	Teacher, K-12
Miller, Jennifer	Teacher, K-12
Vazquez, Lissette	Teacher, K-12
White, Coleen	Teacher, K-12
Young, Jacqueline	Teacher, K-12
DeVick, Perry	Teacher, K-12
Hubble, Karen	Other
Burkhart, Elizabeth	Teacher, K-12
Paquette, Kassie	Teacher, K-12

b. Duties

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

-Facilitator:
Karen Hubble/ MTSS/RtI Coach
Duties: generates agenda and leads team discussions

-Data Manager(s)/Data Coach(es):
Kris Sulte, Principal
Annette Mavres, Assistant Principal
Karen Hubble, MTSS/RtI Coach
Matthew Armitage, School Psychologist
Stephanie Urban, Social Worker
Duties: All assist in accessing and interpreting (aggregating/disaggregating) the data

-Recorder/Note Taker:
Matthew Armitage, School Psychologist
Duties: documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access

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

Meeting time: Wednesdays 9:00

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

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

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

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

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

Nutrition Programs

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

Head Start

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

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Melissa Oliver	Teacher
Mya McKinney	Business/Community
Kris Sulte	Principal
Annette Mavres	Teacher
William Greene	Parent
Takesia Flowers	Parent
Rita Browe	Parent
Mike Tolbert	Education Support Employee
Amber Ganoe	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

At the November meeting, SAC members reviewed the goals and action plans for the 2016-17 SIP. District common assessment data was shared. At February SAC meeting members were given updates and progress towards goals.

b. Development of this school improvement plan

Based on input from the evaluation of the 2016-17 SIP from the February SAC meeting, ideas are incorporated into the 2017-18 SIP. A focus for this year's SAC was aligning family engagement with academics. At the September SAC meeting, the SIP goals and action plans will be reviewed. SAC members will be given a copy of the goals and action plans to take home. Any additional input will be discussed at the October meeting and added to the plan.

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

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

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

School Improvement Funds were used for substitutes so that teachers could attend training, collaboratively plan and participate in lesson study.

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

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

3. Literacy Leadership Team (LLT)

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

Name	Title
Mavres, Annette	Assistant Principal
Bender, Carmen	Teacher, K-12
Hubble, Karen	Other
Sulte, Kristen	Principal
weylie, Regi	Teacher, K-12

b. Duties

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

LLT will support the implementation of additional 30 minutes of ELA instruction referred to as Intervention Hour. Teachers will attend Guided Reading Training and participate a minimum of one round of instructional coaching supported by LLT.

LLT will devise and implement take home reading for all students to include: book shopping for fiction and nonfiction titles, incentives for students and use of grade level Studdy Buddies for the purpose of reading.

LLT will work with AVID teachers to support the implementation of hi yield instructional reading strategies.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

The school's Leadership Team met and devised a schedule for teacher hours that included weekly PLC times, and Collaborative Planning. Teachers will meet every Tuesday for 75 minutes to plan for ELA and Math instruction. A structure for planning will be given to them to ensure alignment of standards and rigorous coursework and is facilitated by team leaders. Leadership team will rotate grade levels to ensure that plans are aligned.

All teams have weekly 40 minute PLC to analyze data and plan for enrichment and remediation.

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

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

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The school uses the provided core instructional materials that have been adopted by the district and meet Florida Standards. The district provided curriculum and content guides which are utilized in planning instruction and alignment to standards.

b. Instructional Strategies

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

Marzano Framework is used to promote high yield strategies and effective techniques that meet the needs of all learners. The school will also incorporate AVID strategies in ELA and Math as well as organization to meet the needs of their diverse population.

Data is reviewed in the following ways:
Beginning of the year - teachers meet to review FSA, SAT 10 and last year school data to determine goals for all students.Students will identify, with teacher guidance, action steps needed to meet long term FSA or SAT 10 goals.
After each district assessment, problem solving is done to strengthen core instruction and determine students needing remediation. Problem Solving will be done utilizing data walls.Students will review data with teacher guidance to update action steps.

Teachers meet to determine formative assessments for all units of study in Reading, Math and Science. This data is reviewed at weekly PLC. Data is used to determine remediation within the classroom.

An additional 30 minutes of focused reading instruction has been added to the master calendar.The focus will be effectively using guided reading groups.

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

Strategy: Extended School Day

Minutes added to school year: 5,400

> An additional 30 minutes of focused reading time is provided to all students. Teachers will review ELA data and determine students groups. Effectively using guided reading to remediate deficiencies will be the focus for this additional 30 minutes.

> ### *Strategy Rationale*
>
> We are an L300 school so the additional 30 minutes is mandated.

> ### *Strategy Purpose(s)*
>
> - Core Academic Instruction

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

> ### *Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy*
>
> Ongoing progress monitoring will measure the effects of our overall literacy program. Monthly Running Records in primary grades, monthly IStation reports and AIMS web probes will be analyzed to determine effectiveness of strategy or next steps.

Strategy: Extended School Day

Minutes added to school year: 800

Teachers Collaboration, planning and Professional Development

Strategy Rationale

Planning and PD will strengthen Core Instruction

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

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

Lesson plans and observations will be utilized to determine effectiveness

Strategy: Extended School Day

Minutes added to school year: 2,700

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

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 time on task for ELA and Math.

Strategy Purpose(s)

- Core Academic Instruction

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

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

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

b. College and Career Readiness

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

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

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

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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

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

Strategic Goals Summary

G1. Decrease the percentage of students absent 10% or more from 16% to 8% as measured by attendance data.

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

G3. Decrease the percentage of African American students receiving referrals from 49% to 28% of overall students earning referrals.

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

G5. 50% of African American, ELL and ESE Students will score at the proficient level on ELA and Math FSA.

G6. Improve math performance through rigor, instruction, curriculum and assessments. All students achieving proficiency will increase from 43% to 50% as measured by FSA.

G7. Improve Reading performance through rigor, instruction, curriculum and assessments. All students meeting proficiency will increase from 31% to 50% as measured by the FSA.

G8. Improve Science performance through rigor, instruction, curriculum and assessments. All students scoring a level 3 or higher on SSA will increase from 46% to 50%.

Strategic Goals Detail

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

G1. Decrease the percentage of students absent 10% or more from 16% to 8% as measured by attendance data. `1a`

🔑 G088573

Targets Supported `1b`

Indicator	Annual Target
Attendance Below 90% Kindergarten	8.0
Attendance Below 90% Grade 01	8.0
Attendance Below 90% Grade 02	8.0
Attendance Below 90% Grade 03	8.0
Attendance Below 90% Grade 04	8.0
Attendance Below 90% Grade 05	8.0

Targeted Barriers to Achieving the Goal `3`

- 28% of student population falls below the targeted 90% attendance rate.

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

- Social Worker

- Early Warning Systems

- School Mentors

- Incentive Program for attendance

Plan to Monitor Progress Toward G1. `8`

Student attendance data will be reviewed monthly at CST meetings.

Person Responsible
Stephanie Urban

Schedule
Biweekly, from 8/8/2017 to 5/31/2018

Evidence of Completion
Students' missing 10% or more of school will not go above 18%.

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

🔑 G088574

Targets Supported `1b`

Indicator	Annual Target
Math Gains	3.0

Targeted Barriers to Achieving the Goal `3`

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

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

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

- Gifted Identification Checklist

- Part Time Gifted Teacher

- Gifted and Talented Program

- Naglieri Assessment

Plan to Monitor Progress Toward G2. `8`

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

Person Responsible
Donna Blanton

Schedule
Semiannually, from 8/10/2017 to 12/22/2017

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

G3. Decrease the percentage of African American students receiving referrals from 49% to 28% of overall students earning referrals. `1a`

🔍 G088575

Targets Supported `1b`

Indicator	Annual Target
Discipline incidents	28.0

Targeted Barriers to Achieving the Goal `3`

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

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

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

- School- wide Discipline Plan

- Early Warning Systems

- Mentors

- Strong Kids Curriculum, Restorative Practices, Skill streaming and Why Try Curriculum

Plan to Monitor Progress Toward G3. `8`

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

Person Responsible

Kristen Sulte

Schedule

Monthly, from 8/10/2017 to 5/23/2018

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 28% of all referrals credited to African Americans.

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

🔍 G088576

Targets Supported 1b

Indicator	Annual Target
Attendance rate	96.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G4. 8

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

Person Responsible

Amanda Cargill

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Action Plan completed.

G5. 50% of African American, ELL and ESE Students will score at the proficient level on ELA and Math FSA. `1a`

🔑 G088577

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement - SWD	
AMO Math - African American	
AMO Reading - African American	
FSA ELA Achievement - ELL	

Targeted Barriers to Achieving the Goal `3`

- Failure to match intervention with student deficit

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

- Early Warning Systems

- Variety of on site interventions

- Title One Support

- Process to determine Tier 2 and 3 Interventions

- System to Monitor Student Progress

Plan to Monitor Progress Toward G5. `8`

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

Person Responsible
Karen Hubble

Schedule
Quarterly, from 8/1/2017 to 5/23/2018

Evidence of Completion
Data will indicate student performance growth

G6. Improve math performance through rigor, instruction, curriculum and assessments. All students achieving proficiency will increase from 43% to 50% as measured by FSA. `1a`

🔑 G088578

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	
AMO Math - African American	
AMO Math - ELL	
AMO Math - ED	
AMO Math - Hispanic	
AMO Math - SWD	
AMO Math - White	

Targeted Barriers to Achieving the Goal `3`

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

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

- Florida Core Standards

- District Provided Resources

- Professional Development Florida Standards

- CPalms

- Formative Assessment Materials

- District Provided Curriculum-Go Math

- Promise Time after school tutoring

- ST Math computer Program

- Title I Teachers

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

Plan to Monitor Progress Toward G6. `8`

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

Person Responsible

Kristen Sulte

Schedule

Quarterly, from 8/1/2017 to 5/23/2018

Evidence of Completion

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

G7. Improve Reading performance through rigor, instruction, curriculum and assessments. All students meeting proficiency will increase from 31% to 50% as measured by the FSA. 1a

🔍 G088579

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - Asian	
AMO Reading - African American	
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - Hispanic	
AMO Reading - SWD	
AMO Reading - White	

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- District approved curriculum resources
- Professional development in Florida Core Standards and Raising the Rigor in independent activities
- Formative and Summative Assessments
- Intervention teachers
- Promise Time after school tutoring
- Title I Teachers
- IStation Reading Software

Plan to Monitor Progress Toward G7. 8

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

Person Responsible

Kristen Sulte

Schedule

Every 6 Weeks, from 8/1/2017 to 5/23/2018

Evidence of Completion

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

G8. Improve Science performance through rigor, instruction, curriculum and assessments. All students scoring a level 3 or higher on SSA will increase from 46% to 50%. `1a`

🔍 G088581

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	

Targeted Barriers to Achieving the Goal `3`

- Lack of teacher understanding of content
- Transparent use of Diagnostic Assessment Data to impact instruction

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

- District provided curriculum and resource materials
- Just in Time District Science Training
- Science Lab for Intermediate Students
- STEM Academy-Primary and Intermediate

Plan to Monitor Progress Toward G8. `8`

On NGSSS 50 %, and PCAS Assessments 70% of students will show proficiency

Person Responsible
Kristen Sulte

Schedule
Quarterly, from 8/1/2016 to 5/23/2018

Evidence of Completion
Meet NGSSS AMO's in all subgroups to determine if goal was met PCAS will be monitored to determine progress towards goal

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Decrease the percentage of students absent 10% or more from 16% to 8% as measured by attendance data. 1

🔑 G088573

G1.B1 28% of student population falls below the targeted 90% attendance rate. 2

🔑 B235693

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

🔑 S248471

Strategy Rationale

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

Action Step 1 5

School will utilize Early Warning Indicator data through District's Performance Matters and match students missing more than 10% of school with Lunch Pals mentor.

Person Responsible

Stephanie Urban

Schedule

On 9/1/2016

Evidence of Completion

List of identified students matched to mentors.

Action Step 2 5

Define a Tier one Attendance Process for staff to include- positive phone call home and a reward system for high attendance and improved attendance by grade level.

Person Responsible

Stephanie Urban

Schedule

Monthly, from 8/8/2017 to 5/31/2018

Evidence of Completion

Tier One Process and log of positive phone calls

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

School Social worker will work with Community Liaison to ensure identified students are paired with Lunch Pals Mentor

Person Responsible

Stephanie Urban

Schedule

On 9/30/2016

Evidence of Completion

Compiled list to include fidelity of visits by mentors.

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

Phone call Log of teacher

Person Responsible

Stephanie Urban

Schedule

Monthly, from 8/8/2017 to 5/31/2018

Evidence of Completion

Teachers' PLC will reflect positive attendance phone calls made and these will be referenced at CST meetings.

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

Students missing 10% or more of school will decrease from 16% to 8% school wide.

Person Responsible

Stephanie Urban

Schedule

Monthly, from 8/8/2017 to 5/31/2018

Evidence of Completion

Schoolwide attendance data

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

🔑 S248472

Strategy Rationale

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

Action Step 1 5

Classes will be recognized daily and monthly for high attendance

Person Responsible

Stephanie Urban

Schedule

Monthly, from 8/8/2017 to 5/31/2018

Evidence of Completion

Monthly grade level attendance winners

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

Attendance Data will be reviewed monthly for average daily attendance and determining classes high attendance rates.

Person Responsible

Stephanie Urban

Schedule

Monthly, from 8/8/2017 to 5/31/2018

Evidence of Completion

Attendance data

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

Student attendance data will be tracked by teacher to show positive trends.

Person Responsible

Stephanie Urban

Schedule

Monthly, from 8/8/2017 to 5/31/2018

Evidence of Completion

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

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

🔑 G088574

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

🔑 B235694

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

🔑 S248474

Strategy Rationale

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

Action Step 1 `5`

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

Person Responsible

Donna Blanton

Schedule

Semiannually, from 8/10/2017 to 12/22/2017

Evidence of Completion

Complied list of students from data sources

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

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

Person Responsible

Donna Blanton

Schedule

Semiannually, from 8/10/2016 to 12/22/2017

Evidence of Completion

List will be submitted to SBLT and Naglieri assessment given

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

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

Person Responsible

Donna Blanton

Schedule

Semiannually, from 8/10/2017 to 12/22/2017

Evidence of Completion

List of students placed in program.

G3. Decrease the percentage of African American students receiving referrals from 49% to 28% of overall students earning referrals. 1

🔑 G088575

G3.B1 Teacher knowledge of how to Development and Maintain a classroom atmosphere of Cultural Proficiency and Responsiveness 2

🔑 B235696

G3.B1.S1 Teachers will use restorative circles daily. 4

🔑 S248476

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Annette Mavres

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Lesson Plans, PD agendas, Faculty Meeting Agenda

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

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

Person Responsible

Annette Mavres

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

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

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

Referral data will indicate a decrease in the number of referrals for AA

Person Responsible

Annette Mavres

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Referral Data

G3.B1.S2 Schoolwide discipline plan will be revised and teachers will implement Strong Kids Curriculum.
4

🔑 S248477

Strategy Rationale

Having a school wide plan with PD will help ensure consistency throughout the school and a curriculum that gives students' behavior tools.

Action Step 1 5

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

Person Responsible

Kristen Sulte

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

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

Action Step 2 5

The implementation of Strong Kids and CPI I will be an integral part of the Schoolwide plan

Person Responsible

Kristen Sulte

Schedule

Daily, from 8/10/2017 to 5/23/2018

Evidence of Completion

PD will occur on Strong Kids and CPI I during Preschool. Lesson Plans will be reviewed for Strong Kids Implementation.

Action Step 3 `5`

Students identified as needing Tier 2 or 3 interventions will meet daily utilizing Skillstream and Why Try Curriculum. Students will also check in and out with intervention group leader.

Person Responsible

Kristen Sulte

Schedule

Daily, from 8/10/2017 to 5/23/2018

Evidence of Completion

Lesson Plans will be reviewed.

Action Step 4 `5`

Utilization of Calm Down Corner in all classrooms

Person Responsible

Kristen Sulte

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Review of walkthroughs will show calm down corners in all rooms. PLC minutes will be reviewed to show effectiveness.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 `6`

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

Person Responsible

Kristen Sulte

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

School-wide Plan

Plan to Monitor Fidelity of Implementation of G3.B1.S2 `6`

Lesson Plans will be reviewed for Strong Kids, and Tier 2 and 3 implementation.

Person Responsible

Kristen Sulte

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Lesson Plans and walkthrougs

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

Referral data will be disaggreated and analyzed at SBLT.

Person Responsible

Kristen Sulte

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

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

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

🔑 G088576

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

🔑 B235697

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

🔑 S248478

Strategy Rationale

Engaging activities promote more participation.

Action Step 1 5

Develop a wellness committee to facilitate a healthy school environment

Person Responsible

Amanda Cargill

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Surveys and sign in sheets of completed activities and committee meetings

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

Participation in Healthy School Activities

Person Responsible

Amanda Cargill

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Sign in sheets of participation in activities

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

Completion of action plan

Person Responsible

Amanda Cargill

Schedule

On 5/23/2018

Evidence of Completion

Participation in events

G5. 50% of African American, ELL and ESE Students will score at the proficient level on ELA and Math FSA.
1

🔑 G088577

G5.B1 Failure to match intervention with student deficit 2

🔑 B235698

G5.B1.S1 Analyze FSA, SAT 10 , PCAS, RR and other Early Warning System data. 4

🔑 S248479

Strategy Rationale

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

Action Step 1 5

Create data profiles on identified students utilizing achievement and Early Warning System Data

Person Responsible

Karen Hubble

Schedule

Quarterly, from 8/1/2017 to 5/23/2018

Evidence of Completion

Data profile cards

Plan to Monitor Fidelity of Implementation of G5.B1.S1 `6`

Data and plans will be reviewed and updated by SBLT

Person Responsible

Karen Hubble

Schedule

Quarterly, from 8/1/2017 to 5/23/2018

Evidence of Completion

Review of SBLT Minutes, Tier 2 and 3 plans, Data Cards updated and displayed on data wall

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

On SAT 10 and FSA, 50% of African Americans, ELL and ESE students will measure proficient.

Person Responsible

Karen Hubble

Schedule

On 5/23/2018

Evidence of Completion

SAT 10 and FSA Data

G5.B1.S2 Create an personalized learning plan for each student matching interventions to student needs. 4

🔑 S248480

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Karen Hubble

Schedule

Quarterly, from 8/1/2017 to 5/23/2018

Evidence of Completion

Tier 2 and 3 action plans for identified students

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

Identified students will have a Personalized Learning Plan that includes Interventions

Person Responsible

Karen Hubble

Schedule

Biweekly, from 8/1/2017 to 5/23/2018

Evidence of Completion

SBLT Minutes will reflect progress of learning and plan adjustments

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

On SAT 10 and FSA Assessments 50% of African America, ELL and ESE students will be proficient.

Person Responsible

Karen Hubble

Schedule

On 5/23/2018

Evidence of Completion

FSA Data and SAT 10

G6. Improve math performance through rigor, instruction, curriculum and assessments. All students achieving proficiency will increase from 43% to 50% as measured by FSA. `1`

🔍 G088578

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

🔍 B235699

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

🔍 S248481

Strategy Rationale

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

Action Step 1 `5`

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

Person Responsible

Kristen Sulte

Schedule

Weekly, from 8/1/2017 to 5/23/2018

Evidence of Completion

Lesson plans using planbook.com, data collection and walkthroughs

Action Step 2 `5`

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

Person Responsible

Kristen Sulte

Schedule

Quarterly, from 10/1/2017 to 5/23/2018

Evidence of Completion

Grade level action plan that includes Effective Techniques

Action Step 3 5

Grade 3-5 will implement AVID-high yield instructional strategies and structures

Person Responsible

Annette Mavres

Schedule

Weekly, from 8/1/2017 to 5/23/2018

Evidence of Completion

Lesson plans, walkthroughs, PLC notes, AVID Notebooks

Action Step 4 5

Effective introduction and use of academic vocabulary

Person Responsible

Annette Mavres

Schedule

Weekly, from 8/1/2017 to 5/23/2018

Evidence of Completion

Lesson Plans, AVID Notebooks

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

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

Person Responsible

Kristen Sulte

Schedule

Weekly, from 8/1/2017 to 5/23/2018

Evidence of Completion

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

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

OPM of student evidence toward mastery of standards within units

Person Responsible

Annette Mavres

Schedule

Weekly, from 8/1/2017 to 5/23/2018

Evidence of Completion

Data tracking within AVID notebooks, connected to gradebook

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

On FSA Assessments 50% of students will be approaching or proficient

Person Responsible

Kristen Sulte

Schedule

Annually, from 8/1/2017 to 5/23/2018

Evidence of Completion

FSA Data

G7. Improve Reading performance through rigor, instruction, curriculum and assessments. All students meeting proficiency will increase from 31% to 50% as measured by the FSA. `1`

🔑 G088579

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

🔑 B235702

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

🔑 S248485

Strategy Rationale

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

Action Step 1 `5`

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

Person Responsible

Kristen Sulte

Schedule

Weekly, from 8/1/2017 to 5/23/2018

Evidence of Completion

Lesson plans using gradebook.com, data collections and walkthroughs

Action Step 2 `5`

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

Person Responsible

Kristen Sulte

Schedule

On 5/23/2018

Evidence of Completion

Grade level action plans that includes effective techniques

Action Step 3 `5`

Grades 3-5 will implement AVID-high yield instructional strategies and structures

Person Responsible

Annette Mavres

Schedule

Weekly, from 8/1/2017 to 5/23/2018

Evidence of Completion

Lesson plan, walkthroughs, PLC Notes, AVID Notebooks

Action Step 4 `5`

Effective Introduction and use of Academic Vocabulary

Person Responsible

Annette Mavres

Schedule

Weekly, from 8/1/2017 to 5/23/2018

Evidence of Completion

Lesson Plans, AVID Notebooks,

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

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

Person Responsible

Kristen Sulte

Schedule

Weekly, from 8/1/2017 to 5/23/2018

Evidence of Completion

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

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

On the FSA Assessments 50% of students will be approaching or proficient.

Person Responsible

Kristen Sulte

Schedule

Triannually, from 8/1/2017 to 5/23/2018

Evidence of Completion

FSA Data

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

🔑 S248486

Strategy Rationale

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

Action Step 1 `5`

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

Person Responsible

Kristen Sulte

Schedule

Quarterly, from 8/1/2017 to 5/23/2018

Evidence of Completion

Tier 2 and 3 plans

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

Review of ongoing progress monitoring and intervention plans

Person Responsible

Karen Hubble

Schedule

Weekly, from 8/1/2017 to 5/23/2018

Evidence of Completion

Ongoing progress monitoring, updated plans and SBLT minutes

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

On FSA Assessment Data 50% of students will be proficient

Person Responsible

Kristen Sulte

Schedule

Annually, from 8/1/2017 to 5/23/2018

Evidence of Completion

FSA Scores

G8. Improve Science performance through rigor, instruction, curriculum and assessments. All students scoring a level 3 or higher on SSA will increase from 46% to 50%. 1

🔑 G088581

G8.B1 Lack of teacher understanding of content 2

🔑 B235706

G8.B1.S1 Just in Time Coaching Support will focus upon connecting content to practice standards 4

🔑 S252499

Strategy Rationale

Focused instruction will increase student achievement

Action Step 1 5

Monthly selection of grade level teacher to participate in coaching cycles

Person Responsible

Kristen Sulte

Schedule

Monthly, from 8/1/2017 to 5/23/2018

Evidence of Completion

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

Monthly calendar

Person Responsible

Kristen Sulte

Schedule

Monthly, from 8/1/2017 to 5/23/2018

Evidence of Completion

Calendar and Debrief with Science Coach

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

On NGSSS 50 %, and PCAS Assessments 70% of students will show proficiency

Person Responsible

Kristen Sulte

Schedule

Quarterly, from 8/1/2017 to 5/23/2018

Evidence of Completion

NGSSS and PCAS Scores

G8.B4 Transparent use of Diagnostic Assessment Data to impact instruction `2`

🔑 B239585

G8.B4.S1 Develop and implement a 5th grade standards review plan based on data from the 3rd/4th grade review diagnostic assessment. `4`

🔑 S252500

Strategy Rationale

Students who have a strong foundation of prior knowledge will perform well on state assessments.

Action Step 1 `5`

Identify lowest performing 3rd and 4th grade standards and create differentiation plan for student remediation utilizing differentiated resource section in the curriculum guide

Person Responsible

Annette Mavres

Schedule

Weekly, from 8/21/2017 to 5/1/2018

Evidence of Completion

PLC Notes, Differentiated Plan and Lesson Plans

Action Step 2 `5`

Identify lowest performing 3rd and 4th grade standards for 3rd and 4th grade teachers to plan impact-ful instruction

Person Responsible

Annette Mavres

Schedule

Weekly, from 8/21/2017 to 5/23/2018

Evidence of Completion

Lesson Plans

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

Submission 5th grade differentiated plan

Person Responsible

Kristen Sulte

Schedule

On 5/1/2018

Evidence of Completion

Actual plan and timeline of standard remediation and activities

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

Diagnostic Data Review and Review of Lowest Performing Standards

Person Responsible

Kristen Sulte

Schedule

On 8/21/2017

Evidence of Completion

PLC Notes to include discussion of standard performance on Diagnostic Assessment

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

On NGSSS-50% and PCAS 70% of students will be proficient

Person Responsible

Kristen Sulte

Schedule

Quarterly, from 8/1/2017 to 5/23/2018

Evidence of Completion

NGSSS and PCAS Data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.A1 A324176	School will utilize Early Warning Indicator data through District's Performance Matters and match...	Urban, Stephanie	8/8/2016	List of identified students matched to mentors.	9/1/2016 one-time
G1.B1.S1.MA1 M338005	School Social worker will work with Community Liaison to ensure identified students are paired with...	Urban, Stephanie	8/8/2016	Compiled list to include fidelity of visits by mentors.	9/30/2016 one-time
G8.B4.S1.MA2 M346909	Diagnostic Data Review and Review of Lowest Performing Standards	Sulte, Kristen	8/21/2017	PLC Notes to include discussion of standard performance on Diagnostic Assessment	8/21/2017 one-time
G2.B1.S1.A1 A324178	Data analysis of PCAS, SAT 10 and FSA Data to create list of eligible students to administer...	Blanton, Donna	8/10/2017	Complied list of students from data sources	12/22/2017 semiannually
G2.MA1 M338011	The number of African American students enrolled in the Gifted Program will be tracked and reported...	Blanton, Donna	8/10/2017	The number of African American students enrolled in the Gifted Program will be tracked and reported at SBLT meetings. An increase in the number of qualifying students will signify progress towards the goal.	12/22/2017 semiannually
G2.B1.S1.MA1 M338010	List of identified students created from data sources and administered Naglieri assessment	Blanton, Donna	8/10/2016	List will be submitted to SBLT and Naglieri assessment given	12/22/2017 semiannually
G2.B1.S1.MA1 M338009	Evidence of number of AA students identified for screening and placed in to Gifted and Talented...	Blanton, Donna	8/10/2017	List of students placed in program.	12/22/2017 semiannually
G8.B4.S1.A1 A330092	Identify lowest performing 3rd and 4th grade standards and create differentiation plan for student...	Mavres, Annette	8/21/2017	PLC Notes, Differentiated Plan and Lesson Plans	5/1/2018 weekly
G8.B4.S1.MA1 M346908	Submission 5th grade differentiated plan	Sulte, Kristen	8/21/2017	Actual plan and timeline of standard remediation and activities	5/1/2018 one-time
G6.B1.S1.MA3 M346842	OPM of student evidence toward mastery of standards within units	Mavres, Annette	8/1/2017	Data tracking within AVID notebooks, connected to gradebook	5/23/2018 weekly
G7.B1.S2.MA1 M338038	On FSA Assessment Data 50% of students will be proficient	Sulte, Kristen	8/1/2017	FSA Scores	5/23/2018 annually
G8.MA1 M338054	On NGSSS 50 %, and PCAS Assessments 70% of students will show proficiency	Sulte, Kristen	8/1/2016	Meet NGSSS AMO's in all subgroups to determine if goal was met PCAS will be monitored to determine progress towards goal	5/23/2018 quarterly
G5.B1.S2.A1 A324184	Use information from Data disaggregation to create select interventions designed to close learning...	Hubble, Karen	8/1/2017	Tier 2 and 3 action plans for identified students	5/23/2018 quarterly
G7.MA1 M338042	Monitoring OPM and PCAS data as leading indicators FSA and SAT 10 data will be used as end point...	Sulte, Kristen	8/1/2017	FSA AMO's will be met in all subgroups and used to determine if goal was met OPM and PCAS data will be collected to determine progress being made	5/23/2018 every-6-weeks
G6.MA1 M338035	Monitoring of OPM and PCAS Data as leading indicators FSA and SAT 10 data will be used as end...	Sulte, Kristen	8/1/2017	FSA AMO's will be met in all subgroups and used to determine if goal was met OPM and PCAS data will be collected to determine progress being made	5/23/2018 quarterly
G5.MA1 M338026	PCAS, Ongoing Progress Monitoring of Tier 2 and Tier 3 Assessments (DIBLES and AIMSWeb)	Hubble, Karen	8/1/2017	Data will indicate student performance growth	5/23/2018 quarterly
G3.B1.S1.MA1 M338014	Referral data will indicate a decrease in the number of referrals for AA	Mavres, Annette	8/10/2017	Referral Data	5/23/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.MA1 M338015	Review of lesson plans and walkthrough data will be monitored for use of instructional practices...	Mavres, Annette	8/10/2017	Walkthrough data will include positive trends in climate and culture of classrooms.	5/23/2018 weekly
G3.B1.S1.A1 A324180	Classroom Teachers will implement restorative circles to empower student ownership of their...	Mavres, Annette	8/10/2017	Lesson Plans, PD agendas, Faculty Meeting Agenda	5/23/2018 weekly
G4.B1.S1.MA1 M338019	Completion of action plan	Cargill, Amanda	8/10/2017	Participation in events	5/23/2018 one-time
G4.B1.S1.MA1 M338020	Participation in Healthy School Activities	Cargill, Amanda	8/10/2017	Sign in sheets of participation in activities	5/23/2018 monthly
G4.B1.S1.A1 A324182	Develop a wellness committee to facilitate a healthy school environment	Cargill, Amanda	8/10/2017	Surveys and sign in sheets of completed activities and committee meetings	5/23/2018 monthly
G5.B1.S1.MA1 M338022	On SAT 10 and FSA, 50% of African Americans, ELL and ESE students will measure proficient.	Hubble, Karen	8/1/2017	SAT 10 and FSA Data	5/23/2018 one-time
G5.B1.S1.MA1 M338023	Data and plans will be reviewed and updated by SBLT	Hubble, Karen	8/1/2017	Review of SBLT Minutes, Tier 2 and 3 plans, Data Cards updated and displayed on data wall	5/23/2018 quarterly
G5.B1.S1.A1 A324183	Create data profiles on identified students utilizing achievement and Early Warning System Data	Hubble, Karen	8/1/2017	Data profile cards	5/23/2018 quarterly
G6.B1.S1.MA1 M338027	On FSA Assessments 50% of students will be approaching or proficient	Sulte, Kristen	8/1/2017	FSA Data	5/23/2018 annually
G6.B1.S1.MA1 M338028	Lesson plans, PLC minutes, walkthrough data and grade level action plans	Sulte, Kristen	8/1/2017	Lesson Plans- Weekly Walkthroughs- Daily PLC minutes- Weekly Grade Level Action Plans- following each assessment cycle Data gathered will be monitored and feedback given to staff	5/23/2018 weekly
G7.B1.S2.MA1 M338039	Review of ongoing progress monitoring and intervention plans	Hubble, Karen	8/1/2017	Ongoing progress monitoring, updated plans and SBLT minutes	5/23/2018 weekly
G6.B1.S1.A1 A324185	Teacher will use student data and Florida Standards for weekly collaborative planning.	Sulte, Kristen	8/1/2017	Lesson plans using planbook.com, data collection and walkthroughs	5/23/2018 weekly
G6.B1.S1.A2 A324186	Grade Level Teams will meet with administrators after each assessment cycle to discuss student...	Sulte, Kristen	10/1/2017	Grade level action plan that includes Effective Techniques	5/23/2018 quarterly
G6.B1.S1.A3 A330002	Grade 3-5 will implement AVID-high yield instructional strategies and structures	Mavres, Annette	8/1/2017	Lesson plans, walkthroughs, PLC notes, AVID Notebooks	5/23/2018 weekly
G3.B1.S2.A3 A329789	Students identified as needing Tier 2 or 3 interventions will meet daily utilizing Skillstream and...	Sulte, Kristen	8/10/2017	Lesson Plans will be reviewed.	5/23/2018 daily
G7.B1.S1.MA1 M338036	On the FSA Assessments 50% of students will be approaching or proficient.	Sulte, Kristen	8/1/2017	FSA Data	5/23/2018 triannually
G7.B1.S1.MA1 M338037	Lesson plans, PLC minutes, walkthrough data and grade level action plans.	Sulte, Kristen	8/1/2017	Lesson plans -weekly Walkthrough - daily PLC minutes- weekly Grade Level Action Plan- after each assessment cycle Data gathered will be monitored and feedback given to staff	5/23/2018 weekly
G7.B1.S1.A1 A324191	Teachers will use student data and Florida Standards for weekly Collaborative Planning.	Sulte, Kristen	8/1/2017	Lesson plans using gradebook.com, data collections and walkthroughs	5/23/2018 weekly
G7.B1.S1.A2 A324192	Grade Level teams will meet with administrators after each PCAS assessment cycle to discuss...	Sulte, Kristen	10/1/2017	Grade level action plans that includes effective techniques	5/23/2018 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G7.B1.S1.A3 🔑 A330053	Grades 3-5 will implement AVID-high yield instructional strategies and structures	Mavres, Annette	8/1/2017	Lesson plan, walkthroughs, PLC Notes, AVID Notebooks	5/23/2018 weekly
G7.B1.S1.A4 🔑 A330072	Effective Introduction and use of Academic Vocabulary	Mavres, Annette	8/1/2017	Lesson Plans, AVID Notebooks,	5/23/2018 weekly
G8.B1.S1.MA1 🔑 M346907	On NGSSS 50 %, and PCAS Assessments 70% of students will show proficiency	Sulte, Kristen	8/1/2017	NGSSS and PCAS Scores	5/23/2018 quarterly
G8.B1.S1.MA1 🔑 M346904	Monthly calendar	Sulte, Kristen	8/1/2017	Calendar and Debrief with Science Coach	5/23/2018 monthly
G8.B1.S1.A1 🔑 A330091	Monthly selection of grade level teacher to participate in coaching cycles	Sulte, Kristen	8/1/2017		5/23/2018 monthly
G8.B4.S1.MA1 🔑 M346927	On NGSSS-50% and PCAS 70% of students will be proficient	Sulte, Kristen	8/1/2017	NGSSS and PCAS Data	5/23/2018 quarterly
G4.MA1 🔑 M338021	Increase number of eligible assessment modules and completion of action plans for the Alliance for...	Cargill, Amanda	8/10/2017	Action Plan completed.	5/23/2018 monthly
G3.MA1 🔑 M338018	Referral data will be disaggregated by subgroups and communicated at SBLT meetings.	Sulte, Kristen	8/10/2017	Referral data will be collected and disaggregated by subgroups. A decrease in referrals of African Americans will results in no more than 28% of all referrals credited to African Americans.	5/23/2018 monthly
G7.B1.S2.A1 🔑 A324193	Grade Level Teams will meet to look at baseline data to determine need for intervention. Plans will...	Sulte, Kristen	8/1/2017	Tier 2 and 3 plans	5/23/2018 quarterly
G8.B4.S1.A2 🔑 A330093	Identify lowest performing 3rd and 4th grade standards for 3rd and 4th grade teachers to plan...	Mavres, Annette	8/21/2017	Lesson Plans	5/23/2018 weekly
G5.B1.S2.MA1 🔑 M338025	Identified students will have a Personalized Learning Plan that includes Interventions	Hubble, Karen	8/1/2017	SBLT Minutes will reflect progress of learning and plan adjustments	5/23/2018 biweekly
G5.B1.S2.MA1 🔑 M338024	On SAT 10 and FSA Assessments 50% of African America, ELL and ESE students will be proficient.	Hubble, Karen	8/1/2017	FSA Data and SAT 10	5/23/2018 one-time
G3.B1.S2.A4 🔑 A329790	Utilization of Calm Down Corner in all classrooms	Sulte, Kristen	8/10/2017	Review of walkthroughs will show calm down corners in all rooms. PLC minutes will be reviewed to show effectiveness.	5/23/2018 monthly
G3.B1.S2.MA1 🔑 M338016	Referral data will be disaggregated and analyzed at SBLT.	Sulte, Kristen	8/10/2017	There will a decrease on the number of referrals for African American students.	5/23/2018 monthly
G3.B1.S2.MA1 🔑 M338017	School-wide Discipline Plan will be competed and given to all staff. Professional Development will...	Sulte, Kristen	8/10/2017	School-wide Plan	5/23/2018 monthly
G3.B1.S2.MA3 🔑 M346545	Lesson Plans will be reviewed for Strong Kids, and Tier 2 and 3 implementation.	Sulte, Kristen	8/10/2017	Lesson Plans and walkthrougs	5/23/2018 monthly
G3.B1.S2.A1 🔑 A324181	School-wide Discipline Committee will be formed to review and revise School-wide Discipline Plan....	Sulte, Kristen	8/10/2017	Committee will meet during preschool to look at plan and revise. Professional Development for all staff will occur in August and as needed.	5/23/2018 monthly
G3.B1.S2.A2 🔑 A329788	The implementation of Strong Kids and CPI I will be an integral part of the Schoolwide plan	Sulte, Kristen	8/10/2017	PD will occur on Strong Kids and CPI I during Preschool. Lesson Plans will be reviewed for Strong Kids Implementation.	5/23/2018 daily
G6.B1.S1.A4 🔑 A330003	Effective introduction and use of academic vocabulary	Mavres, Annette	8/1/2017	Lesson Plans, AVID Notebooks	5/23/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.A1 A324177	Classes will be recognized daily and monthly for high attendance	Urban, Stephanie	8/8/2017	Monthly grade level attendance winners	5/31/2018 monthly
G1.B1.S2.MA1 M338007	Attendance Data will be reviewed monthly for average daily attendance and determining classes high...	Urban, Stephanie	8/8/2017	Attendance data	5/31/2018 monthly
G1.B1.S2.MA1 M338006	Student attendance data will be tracked by teacher to show positive trends.	Urban, Stephanie	8/8/2017	The number of classes meeting the school wide expectation will increase from the beginning of the school year.	5/31/2018 monthly
G1.B1.S1.A2 A324243	Define a Tier one Attendance Process for staff to include- positive phone call home and a reward...	Urban, Stephanie	8/8/2017	Tier One Process and log of positive phone calls	5/31/2018 monthly
G1.B1.S1.MA3 M338111	Phone call Log of teacher	Urban, Stephanie	8/8/2017	Teachers' PLC will reflect positive attendance phone calls made and these will be referenced at CST meetings.	5/31/2018 monthly
G1.B1.S1.MA1 M338004	Students missing 10% or more of school will decrease from 16% to 8% school wide.	Urban, Stephanie	8/8/2017	Schoolwide attendance data	5/31/2018 monthly
G1.MA1 M338008	Student attendance data will be reviewed monthly at CST meetings.	Urban, Stephanie	8/8/2017	Students' missing 10% or more of school will not go above 18%.	5/31/2018 biweekly

V. Professional Development Opportunities

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

G3. Decrease the percentage of African American students receiving referrals from 49% to 28% of overall students earning referrals.

G3.B1 Teacher knowledge of how to Development and Maintain a classroom atmosphere of Cultural Proficiency and Responsiveness

G3.B1.S1 Teachers will use restorative circles daily.

PD Opportunity 1

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

Facilitator

Behavior Committee

Participants

Instructional Personnel

Schedule

Weekly, from 8/10/2017 to 5/23/2018

G3.B1.S2 Schoolwide discipline plan will be revised and teachers will implement Strong Kids Curriculum.

PD Opportunity 1

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

Facilitator

Sulte, Kristen

Participants

All staff

Schedule

Monthly, from 8/10/2017 to 5/23/2018

PD Opportunity 2

The implementation of Strong Kids and CPI I will be an integral part of the Schoolwide plan

Facilitator

Shannon Berry and district CPI trainer

Participants

All Staff

Schedule

Daily, from 8/10/2017 to 5/23/2018

PD Opportunity 3

Students identified as needing Tier 2 or 3 interventions will meet daily utilizing Skillstream and Why Try Curriculum. Students will also check in and out with intervention group leader.

Facilitator

Matthew Armitage

Participants

Interventionists

Schedule

Daily, from 8/10/2017 to 5/23/2018

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

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

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

PD Opportunity 1

Develop a wellness committee to facilitate a healthy school environment

Facilitator

Amanda Cargill

Participants

Staff

Schedule

Monthly, from 8/10/2017 to 5/23/2018

G6. Improve math performance through rigor, instruction, curriculum and assessments. All students achieving proficiency will increase from 43% to 50% as measured by FSA.

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

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

PD Opportunity 1

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

Facilitator

Team Leaders

Participants

Grade Level Teams

Schedule

Weekly, from 8/1/2017 to 5/23/2018

PD Opportunity 2

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

Facilitator

Administrators

Participants

Instructional and Support Staff

Schedule

Quarterly, from 10/1/2017 to 5/23/2018

PD Opportunity 3

Grade 3-5 will implement AVID-high yield instructional strategies and structures

Facilitator

AVID Team

Participants

Instructional Staff

Schedule

Weekly, from 8/1/2017 to 5/23/2018

PD Opportunity 4

Effective introduction and use of academic vocabulary

Facilitator

AVID Team, Megan Weller

Participants

Instructional Staff

Schedule

Weekly, from 8/1/2017 to 5/23/2018

G7. Improve Reading performance through rigor, instruction, curriculum and assessments. All students meeting proficiency will increase from 31% to 50% as measured by the FSA.

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

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

PD Opportunity 1

Grades 3-5 will implement AVID-high yield instructional strategies and structures

Facilitator

AVID Team

Participants

Instructional Staff

Schedule

Weekly, from 8/1/2017 to 5/23/2018

PD Opportunity 2

Effective Introduction and use of Academic Vocabulary

Facilitator

AVID Team, Megan Weller

Participants

Instructional Staff

Schedule

Weekly, from 8/1/2017 to 5/23/2018

G8. Improve Science performance through rigor, instruction, curriculum and assessments. All students scoring a level 3 or higher on SSA will increase from 46% to 50%.

G8.B1 Lack of teacher understanding of content

G8.B1.S1 Just in Time Coaching Support will focus upon connecting content to practice standards

PD Opportunity 1

Monthly selection of grade level teacher to participate in coaching cycles

Facilitator

Science Coach

Participants

Instructional Staff

Schedule

Monthly, from 8/1/2017 to 5/23/2018

VI. Technical Assistance Items

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

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

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

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

TA Opportunity 1

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

Facilitator

Gifted Teacher

Participants

Qualifying Students

Schedule

Semiannually, from 8/10/2017 to 12/22/2017

G5. 50% of African American, ELL and ESE Students will score at the proficient level on ELA and Math FSA.

G5.B1 Failure to match intervention with student deficit

G5.B1.S1 Analyze FSA, SAT 10 , PCAS, RR and other Early Warning System data.

TA Opportunity 1

Create data profiles on identified students utilizing achievement and Early Warning System Data

Facilitator

MTSSRtI Coach

Participants

Instructional and Support Staff

Schedule

Quarterly, from 8/1/2017 to 5/23/2018

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

TA Opportunity 1

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

Facilitator

MTSSRtI Coach

Participants

Instructional Staff

Schedule

Quarterly, from 8/1/2017 to 5/23/2018

G7. Improve Reading performance through rigor, instruction, curriculum and assessments. All students meeting proficiency will increase from 31% to 50% as measured by the FSA.

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

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

TA Opportunity 1

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

Facilitator

MTSSRti Coach- Karen Hubble

Participants

Instructional Staff, SBLT, Title One Teachers

Schedule

Quarterly, from 8/1/2017 to 5/23/2018

		VII. Budget	
1	G1.B1.S1.A1	School will utilize Early Warning Indicator data through District's Performance Matters and match students missing more than 10% of school with Lunch Pals mentor.	$0.00

2	G1.B1.S1.A2	Define a Tier one Attendance Process for staff to include- positive phone call home and a reward system for high attendance and improved attendance by grade level.				$0.00
3	G1.B1.S2.A1	Classes will be recognized daily and monthly for high attendance				$0.00
4	G2.B1.S1.A1	Data analysis of PCAS, SAT 10 and FSA Data to create list of eligible students to administer Naglieri Assessment				$0.00
5	G3.B1.S1.A1	Classroom Teachers will implement restorative circles to empower student ownership of their classroom climate and culture.				$0.00
6	G3.B1.S2.A1	School-wide Discipline Committee will be formed to review and revise School-wide Discipline Plan. .				$0.00
7	G3.B1.S2.A2	The implementation of Strong Kids and CPI l will be an integral part of the Schoolwide plan				$0.00
8	G3.B1.S2.A3	Students identified as needing Tier 2 or 3 interventions will meet daily utilizing Skillstream and Why Try Curriculum. Students will also check in and out with intervention group leader.				$0.00
9	G3.B1.S2.A4	Utilization of Calm Down Corner in all classrooms				$0.00
10	G4.B1.S1.A1	Develop a wellness committee to facilitate a healthy school environment				$0.00
11	G5.B1.S1.A1	Create data profiles on identified students utilizing achievement and Early Warning System Data				$0.00
12	G5.B1.S2.A1	Use information from Data disaggregation to create select interventions designed to close learning gaps with specific progress monitoring tool				$184,615.08
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	2141 - Lealman Avenue Elementary School	Title, I Part A		$184,615.08
13	G6.B1.S1.A1	Teacher will use student data and Florida Standards for weekly collaborative planning.				$8,321.04
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	120-Classroom Teachers	2141 - Lealman Avenue Elementary School	Title I, Part A		$8,321.04
			Notes: Curriculum Planning and development.			
14	G6.B1.S1.A2	Grade Level Teams will meet with administrators after each assessment cycle to discuss student progress toward goals.				$0.00
15	G6.B1.S1.A3	Grade 3-5 will implement AVID-high yield instructional strategies and structures				$0.00
16	G6.B1.S1.A4	Effective introduction and use of academic vocabulary				$0.00
17	G7.B1.S1.A1	Teachers will use student data and Florida Standards for weekly Collaborative Planning.				$0.00
18	G7.B1.S1.A2	Grade Level teams will meet with administrators after each PCAS assessment cycle to discuss students' progress toward goals				$8,321.04

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	120-Classroom Teachers	2141 - Lealman Avenue Elementary School	Title, I Part A		$8,321.04
19	G7.B1.S1.A3	Grades 3-5 will implement AVID-high yield instructional strategies and structures				$0.00
20	G7.B1.S1.A4	Effective Introduction and use of Academic Vocabulary				$0.00
21	G7.B1.S2.A1	Grade Level Teams will meet to look at baseline data to determine need for intervention. Plans will be created to best meet student needs. Plans will include on-going progress monitoring.				$0.00
22	G8.B1.S1.A1	Monthly selection of grade level teacher to participate in coaching cycles				$0.00
23	G8.B4.S1.A1	Identify lowest performing 3rd and 4th grade standards and create differentiation plan for student remediation utilizing differentiated resource section in the curriculum guide				$0.00
24	G8.B4.S1.A2	Identify lowest performing 3rd and 4th grade standards for 3rd and 4th grade teachers to plan impact-ful instruction				$0.00
					Total:	$201,257.16