Pinellas County Schools
Lealman Avenue Elementary School

2017-18 School Improvement Plan
## School Demographics

<table>
<thead>
<tr>
<th>School Type and Grades Served</th>
<th>2016-17 Title I School</th>
<th>2016-17 Economically Disadvantaged (FRL) Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School</td>
<td>Yes</td>
<td>100%</td>
</tr>
<tr>
<td>PK-5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Primary Service Type</th>
<th>Charter School</th>
<th>2016-17 Minority Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12 General Education</td>
<td>No</td>
<td>54%</td>
</tr>
</tbody>
</table>

### School Grades History

<table>
<thead>
<tr>
<th>Year</th>
<th>2016-17</th>
<th>2015-16</th>
<th>2014-15</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>C</td>
<td>C</td>
<td>D*</td>
<td>D</td>
</tr>
</tbody>
</table>

*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](https://www.floridaCIMS.org).
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose and Outline of the SIP</td>
<td>4</td>
</tr>
<tr>
<td>Differentiated Accountability</td>
<td>5</td>
</tr>
<tr>
<td>Current School Status</td>
<td>6</td>
</tr>
<tr>
<td>Supportive Environment</td>
<td>6</td>
</tr>
<tr>
<td>Family and Community Engagement</td>
<td>9</td>
</tr>
<tr>
<td>Effective Leadership</td>
<td>10</td>
</tr>
<tr>
<td>Public and Collaborative Teaching</td>
<td>14</td>
</tr>
<tr>
<td>Ambitious Instruction and Learning</td>
<td>14</td>
</tr>
<tr>
<td>8-Step Planning and Problem Solving Implementation</td>
<td>19</td>
</tr>
<tr>
<td>Goals Summary</td>
<td>19</td>
</tr>
<tr>
<td>Goals Detail</td>
<td>19</td>
</tr>
<tr>
<td>Action Plan for Improvement</td>
<td>28</td>
</tr>
<tr>
<td>Appendix 1: Implementation Timeline</td>
<td>55</td>
</tr>
<tr>
<td>Appendix 2: Professional Development and Technical Assistance Outlines</td>
<td>59</td>
</tr>
<tr>
<td>Professional Development Opportunities</td>
<td>59</td>
</tr>
<tr>
<td>Technical Assistance Items</td>
<td>65</td>
</tr>
<tr>
<td>Appendix 3: Budget to Support Goals</td>
<td>66</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>DA Region and RED</th>
<th>DA Category and Turnaround Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southwest - Julio Valle</td>
<td>Not In DA - N/A</td>
</tr>
</tbody>
</table>
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 responsible
   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 school's 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)(ii)(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:**

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

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Grade Level</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
<td></td>
</tr>
<tr>
<td>Students exhibiting two or more indicators</td>
<td>0 12 5 20 14 9 0 0 0 0 0 0</td>
<td>60</td>
</tr>
</tbody>
</table>

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 its 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:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sulte, Kristen</td>
<td>Principal</td>
</tr>
<tr>
<td>Mavres, Annette</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Cargill, Amanda</td>
<td>Teacher, K-12</td>
</tr>
<tr>
<td>Miller, Jennifer</td>
<td>Teacher, K-12</td>
</tr>
<tr>
<td>Vazquez, Lissette</td>
<td>Teacher, K-12</td>
</tr>
<tr>
<td>White, Coleen</td>
<td>Teacher, K-12</td>
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<tr>
<td>Young, Jacqueline</td>
<td>Teacher, K-12</td>
</tr>
<tr>
<td>DeVick, Perry</td>
<td>Teacher, K-12</td>
</tr>
<tr>
<td>Hubble, Karen</td>
<td>Other</td>
</tr>
<tr>
<td>Burkhart, Elizabeth</td>
<td>Teacher, K-12</td>
</tr>
<tr>
<td>Paquette, Kassie</td>
<td>Teacher, K-12</td>
</tr>
</tbody>
</table>

   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)

<table>
<thead>
<tr>
<th>Name</th>
<th>Stakeholder Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melissa Oliver</td>
<td>Teacher</td>
</tr>
<tr>
<td>Mya McKinney</td>
<td>Business/Community</td>
</tr>
<tr>
<td>Kris Sulte</td>
<td>Principal</td>
</tr>
<tr>
<td>Annette Mavres</td>
<td>Teacher</td>
</tr>
<tr>
<td>William Greene</td>
<td>Parent</td>
</tr>
<tr>
<td>Takesia Flowers</td>
<td>Parent</td>
</tr>
<tr>
<td>Rita Browe</td>
<td>Parent</td>
</tr>
<tr>
<td>Mike Tolbert</td>
<td>Education Support Employee</td>
</tr>
<tr>
<td>Amber Ganoe</td>
<td>Parent</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mavres, Annette</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Bender, Carmen</td>
<td>Teacher, K-12</td>
</tr>
<tr>
<td>Hubble, Karen</td>
<td>Other</td>
</tr>
<tr>
<td>Sulte, Kristen</td>
<td>Principal</td>
</tr>
<tr>
<td>weylie, Regi</td>
<td>Teacher, K-12</td>
</tr>
</tbody>
</table>

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 high 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:

<table>
<thead>
<tr>
<th>Strategy: Extended School Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minutes added to school year: 5,400</td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>Strategy: Extended School Day</th>
<th>Minutes added to school year: 800</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers Collaboration, planning and Professional Development</td>
<td></td>
</tr>
<tr>
<td><strong>Strategy Rationale</strong></td>
<td></td>
</tr>
<tr>
<td>Planning and PD will strengthen Core Instruction</td>
<td></td>
</tr>
<tr>
<td><strong>Strategy Purpose(s)</strong></td>
<td></td>
</tr>
<tr>
<td>• Teacher collaboration, planning and professional development</td>
<td></td>
</tr>
<tr>
<td><strong>Person(s) responsible for monitoring implementation of the strategy</strong></td>
<td></td>
</tr>
<tr>
<td>Sulte, Kristen, <a href="mailto:sultek@pcsb.org">sultek@pcsb.org</a></td>
<td></td>
</tr>
<tr>
<td><strong>Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy</strong></td>
<td></td>
</tr>
<tr>
<td>Lesson plans and observations will be utilized to determine effectiveness</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy: Extended School Day</th>
<th>Minutes added to school year: 2,700</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td><strong>Strategy Rationale</strong></td>
<td></td>
</tr>
<tr>
<td>To enrich skill set for students who have a solid foundation without apparent gaps.</td>
<td></td>
</tr>
<tr>
<td><strong>Strategy Purpose(s)</strong></td>
<td></td>
</tr>
<tr>
<td>• Enrichment</td>
<td></td>
</tr>
<tr>
<td><strong>Person(s) responsible for monitoring implementation of the strategy</strong></td>
<td></td>
</tr>
<tr>
<td>Mavres, Annette, <a href="mailto:mavresa@pcsb.org">mavresa@pcsb.org</a></td>
<td></td>
</tr>
<tr>
<td><strong>Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy</strong></td>
<td></td>
</tr>
<tr>
<td>Quarterly district math and science assessments will determine the effectiveness.</td>
<td></td>
</tr>
</tbody>
</table>
**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" 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.

**Targets Supported**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Annual Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Below 90% Kindergarten</td>
<td>8.0</td>
</tr>
<tr>
<td>Attendance Below 90% Grade 01</td>
<td>8.0</td>
</tr>
<tr>
<td>Attendance Below 90% Grade 02</td>
<td>8.0</td>
</tr>
<tr>
<td>Attendance Below 90% Grade 03</td>
<td>8.0</td>
</tr>
<tr>
<td>Attendance Below 90% Grade 04</td>
<td>8.0</td>
</tr>
<tr>
<td>Attendance Below 90% Grade 05</td>
<td>8.0</td>
</tr>
</tbody>
</table>

**Targeted Barriers to Achieving the Goal**

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

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

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

**Plan to Monitor Progress Toward G1.**

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 American students from 0% to 20% of the overall subgroup population in the Gifted Program.

Targets Supported

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Annual Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Gains</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Targeted Barriers to Achieving the Goal

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

Resources Available to Help Reduce or Eliminate the Barriers

- Gifted Identification Checklist
- Part Time Gifted Teacher
- Gifted and Talented Program
- Naglieri Assessment

Plan to Monitor Progress Toward G2.

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.

### Targets Supported

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Annual Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline incidents</td>
<td>28.0</td>
</tr>
</tbody>
</table>

### Targeted Barriers to Achieving the Goal

- 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

- 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.

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.  

Targets Supported  

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Annual Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance rate</td>
<td>96.0</td>
</tr>
</tbody>
</table>

Targeted Barriers to Achieving the Goal

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

Resources Available to Help Reduce or Eliminate the Barriers

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


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.

Targets Supported

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Annual Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSA ELA Achievement - SWD</td>
<td></td>
</tr>
<tr>
<td>AMO Math - African American</td>
<td></td>
</tr>
<tr>
<td>AMO Reading - African American</td>
<td></td>
</tr>
<tr>
<td>FSA ELA Achievement - ELL</td>
<td></td>
</tr>
</tbody>
</table>

Targeted Barriers to Achieving the Goal

- Failure to match intervention with student deficit

Resources Available to Help Reduce or Eliminate the Barriers

- 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.

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.

Targets Supported

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Annual Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMO Math - All Students</td>
<td></td>
</tr>
<tr>
<td>AMO Math - African American</td>
<td></td>
</tr>
<tr>
<td>AMO Math - ELL</td>
<td></td>
</tr>
<tr>
<td>AMO Math - ED</td>
<td></td>
</tr>
<tr>
<td>AMO Math - Hispanic</td>
<td></td>
</tr>
<tr>
<td>AMO Math - SWD</td>
<td></td>
</tr>
<tr>
<td>AMO Math - White</td>
<td></td>
</tr>
</tbody>
</table>

Targeted Barriers to Achieving the Goal

- 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

- 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


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.

Targeted Barriers to Achieving the Goal

- 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

- 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.

- 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.

**Targets Supported**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Annual Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCAT 2.0 Science Proficiency</td>
<td></td>
</tr>
</tbody>
</table>

**Targeted Barriers to Achieving the Goal**

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

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

- 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.**

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.

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

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.

Strategy Rationale

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

Action Step 1

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

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

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.


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.


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
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

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


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

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. | G088574 |
| G2.B1 African American students are not readily referred for gifted screening. | B235694 |
| G2.B1.S1 Analyze Sat 10, FSA and PCAS data to identify AA students for Naglieri Assessment or K Bit Screening. | S248474 |

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

**Action Step 1**
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

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

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.

**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.

**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**

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**

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

**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**

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**

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**

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**

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.

---


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

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 walkthroughs


Referral data will be disaggregated and analyzed at SBLT.

**Person Responsible**
Kristen Sulte

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

**Evidence of Completion**
There will be 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.

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.

**Strategy Rationale**

Engaging activities promote more participation.

**Action Step 1**

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


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

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.

G5.B1 Failure to match intervention with student deficit

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

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

Action Step 1
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

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

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 a personalized learning plan for each student matching interventions to student needs.

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

Action Step 1
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

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
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.**

**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.**

---

**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**

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**

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

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

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


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

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


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.

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.

**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**

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**

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

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

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

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

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

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

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

**Action Step 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.

**Person Responsible**
Kristen Sulte

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

**Evidence of Completion**
Tier 2 and 3 plans

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


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%.

**G8.B1 Lack of teacher understanding of content**

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

**Strategy Rationale**

Focused instruction will increase student achievement

**Action Step 1**

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**

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

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

**Action Step 1**
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**
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

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

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

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

<table>
<thead>
<tr>
<th>Source</th>
<th>Task, Action Step or Monitoring Activity</th>
<th>Who</th>
<th>Start Date (where applicable)</th>
<th>Deliverable or Evidence of Completion</th>
<th>Due Date/End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>G1.B1.S1.A1</td>
<td>School will utilize Early Warning Indicator data through District's Performance Matters and match...</td>
<td>Urban, Stephanie</td>
<td>8/8/2016</td>
<td>List of identified students matched to mentors.</td>
<td>9/1/2016 one-time</td>
</tr>
<tr>
<td>G1.B1.S1.MA1</td>
<td>School Social worker will work with Community Liaison to ensure identified students are paired with...</td>
<td>Urban, Stephanie</td>
<td>8/8/2016</td>
<td>Compiled list to include fidelity of visits by mentors.</td>
<td>9/30/2016 one-time</td>
</tr>
<tr>
<td>G8.B4.S1.MA2</td>
<td>Diagnostic Data Review and Review of Lowest Performing Standards</td>
<td>Sulte, Kristen</td>
<td>8/21/2017</td>
<td>PLC Notes to include discussion of standard performance on Diagnostic Assessment</td>
<td>8/21/2017 one-time</td>
</tr>
<tr>
<td>G2.B1.S1.A1</td>
<td>Data analysis of PCAS, SAT 10 and FSA Data to create list of eligible students to administer...</td>
<td>Blanton, Donna</td>
<td>8/10/2017</td>
<td>The number of African American students enrolled in the Gifted Program will be tracked and reported.</td>
<td>12/22/2017 semiannually</td>
</tr>
<tr>
<td>G2.MA1</td>
<td>The number of African American students enrolled in the Gifted Program will be tracked and reported...</td>
<td>Blanton, Donna</td>
<td>8/10/2017</td>
<td>List will be submitted to SBLT and Naglieri assessment given</td>
<td>12/22/2017 semiannually</td>
</tr>
<tr>
<td>G2.B1.S1.MA1</td>
<td>List of identified students created from data sources and administered Naglieri assessment</td>
<td>Blanton, Donna</td>
<td>8/10/2016</td>
<td>List of students placed in program.</td>
<td>12/22/2017 semiannually</td>
</tr>
<tr>
<td>G2.B1.S1.MA1</td>
<td>Evidence of number of AA students identified for screening and placed in to Gifted and Talented...</td>
<td>Blanton, Donna</td>
<td>8/10/2017</td>
<td>List of students placed in program.</td>
<td>12/22/2017 semiannually</td>
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<tr>
<td>G8.B4.S1.MA1</td>
<td>Submission 5th grade differentiated plan</td>
<td>Sulte, Kristen</td>
<td>8/21/2017</td>
<td>Actual plan and timeline of standard remediation and activities</td>
<td>5/1/2018 one-time</td>
</tr>
<tr>
<td>G7.B1.S2.MA1</td>
<td>On FSA Assessment Data 50% of students will be proficient</td>
<td>Sulte, Kristen</td>
<td>8/1/2017</td>
<td>FSA Scores</td>
<td>5/23/2018 annually</td>
</tr>
<tr>
<td>G8.MA1</td>
<td>On NGSSS 50 %, and PCAS Assessments 70% of students will show proficiency</td>
<td>Sulte, Kristen</td>
<td>8/1/2016</td>
<td>Meet NGSSS AMO's in all subgroups to determine if goal was met PCAS will be monitored to determine progress towards goal</td>
<td>5/23/2018 quarterly</td>
</tr>
<tr>
<td>G5.B1.S2.A1</td>
<td>Use information from Data disaggregation to create select interventions designed to close learning...</td>
<td>Hubble, Karen</td>
<td>8/1/2017</td>
<td>Tier 2 and 3 action plans for identified students</td>
<td>5/23/2018 quarterly</td>
</tr>
<tr>
<td>G7.MA1</td>
<td>Monitoring OPM and PCAS data as leading indicators FSA and SAT 10 data will be used as end point...</td>
<td>Sulte, Kristen</td>
<td>8/1/2017</td>
<td>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</td>
<td>5/23/2018 semiannually</td>
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<tr>
<td>G6.MA1</td>
<td>Monitoring of OPM and PCAS Data as leading indicators FSA and SAT 10 data will be used as end...</td>
<td>Sulte, Kristen</td>
<td>8/1/2017</td>
<td>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</td>
<td>5/23/2018 semiannually</td>
</tr>
<tr>
<td>G5.MA1</td>
<td>PCAS, Ongoing Progress Monitoring of Tier 2 and Tier 3 Assessments (DIBLES and AIMSWeb)</td>
<td>Hubble, Karen</td>
<td>8/1/2017</td>
<td>Data will indicate student performance growth</td>
<td>5/23/2018 quarterly</td>
</tr>
<tr>
<td>G3.B1.S1.MA1</td>
<td>Referral data will indicate a decrease in the number of referrals for AA</td>
<td>Mavres, Annette</td>
<td>8/10/2017</td>
<td>Referral Data</td>
<td>5/23/2018 monthly</td>
</tr>
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</tr>
<tr>
<td>G3.B1.S1.MA1</td>
<td>Review of lesson plans and walkthrough data will be monitored for use of instructional practices...</td>
<td>Mavres, Annette</td>
<td>8/10/2017</td>
<td>Walkthrough data will include positive trends in climate and culture of classrooms.</td>
<td>5/23/2018 weekly</td>
</tr>
<tr>
<td>G3.B1.S1.A1</td>
<td>Classroom Teachers will implement restorative circles to empower student ownership of their...</td>
<td>Mavres, Annette</td>
<td>8/10/2017</td>
<td>Lesson Plans, PD agendas, Faculty Meeting Agenda</td>
<td>5/23/2018 weekly</td>
</tr>
<tr>
<td>G5.B1.S1.MA1</td>
<td>Data and plans will be reviewed and updated by SBLT</td>
<td>Hubble, Karen</td>
<td>8/1/2017</td>
<td>Review of SBLT Minutes, Tier 2 and 3 plans, Data Cards updated and displayed on data wall</td>
<td>5/23/2018 quarterly</td>
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<tr>
<td>G6.B1.S1.MA1</td>
<td>On FSA Assessments 50% of students will be approaching or proficient</td>
<td>Sulte, Kristen</td>
<td>8/1/2017</td>
<td>FSA Data</td>
<td>5/23/2018 annually</td>
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<tr>
<td>G6.B1.S1.MA1</td>
<td>Lesson plans, PLC minutes, walkthrough data and grade level action plans</td>
<td>Sulte, Kristen</td>
<td>8/1/2017</td>
<td>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</td>
<td>5/23/2018 weekly</td>
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<tr>
<td>G6.B1.S1.A2</td>
<td>Grade Level Teams will meet with administrators after each assessment cycle to discuss student...</td>
<td>Sulte, Kristen</td>
<td>10/1/2017</td>
<td>Grade level action plan that includes Effective Techniques</td>
<td>5/23/2018 quarterly</td>
</tr>
<tr>
<td>G3.B1.S2.A3</td>
<td>Students identified as needing Tier 2 or 3 interventions will meet daily utilizing Skillstream and...</td>
<td>Sulte, Kristen</td>
<td>8/10/2017</td>
<td>Lesson Plans will be reviewed.</td>
<td>5/23/2018 daily</td>
</tr>
<tr>
<td>G7.B1.S1.MA1</td>
<td>On the FSA Assessments 50% of students will be approaching or proficient.</td>
<td>Sulte, Kristen</td>
<td>8/1/2017</td>
<td>FSA Data</td>
<td>5/23/2018 triannually</td>
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<tr>
<td>G7.B1.S1.MA1</td>
<td>Lesson plans, PLC minutes, walkthrough data and grade level action plans.</td>
<td>Sulte, Kristen</td>
<td>8/1/2017</td>
<td>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</td>
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<tr>
<td>G7.B1.S1.A2</td>
<td>Grade Level teams will meet with administrators after each PCAS assessment cycle to discuss...</td>
<td>Sulte, Kristen</td>
<td>10/1/2017</td>
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<tr>
<td>G8.B1.S1.MA1</td>
<td>On NGSSS 50 %, and PCAS Assessments 70% of students will show proficiency</td>
<td>Sulte, Kristen</td>
<td>8/1/2017</td>
<td>NGSSS and PCAS Scores</td>
<td>5/23/2018 quarterly</td>
</tr>
<tr>
<td>G8.B4.S1.MA1</td>
<td>On NGSSS-50% and PCAS 70% of students will be proficient</td>
<td>Sulte, Kristen</td>
<td>8/1/2017</td>
<td>NGSSS and PCAS Data</td>
<td>5/23/2018 quarterly</td>
</tr>
<tr>
<td>G4.MA1</td>
<td>Increase number of eligible assessment modules and completion of action plans for the Alliance for...</td>
<td>Cargill, Amanda</td>
<td>8/10/2017</td>
<td>Action Plan completed</td>
<td>5/23/2018 monthly</td>
</tr>
<tr>
<td>G3.MA1</td>
<td>Referral data will be disaggregated by subgroups and communicated at SBLT meetings.</td>
<td>Sulte, Kristen</td>
<td>8/10/2017</td>
<td>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.</td>
<td>5/23/2018 monthly</td>
</tr>
<tr>
<td>G7.B1.S2.A1</td>
<td>Grade Level Teams will meet to look at baseline data to determine need for intervention. Plans will...</td>
<td>Sulte, Kristen</td>
<td>8/1/2017</td>
<td>Tier 2 and 3 plans</td>
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<td>G5.B1.S2.MA1</td>
<td>Identified students will have a Personalized Learning Plan that includes Interventions</td>
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<td>8/1/2017</td>
<td>SBLT Minutes will reflect progress of learning and plan adjustments</td>
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<tr>
<td>G5.B1.S2.MA1</td>
<td>On SAT 10 and FSA Assessments 50% of African America, ELL and ESE students will be proficient.</td>
<td>Hubble, Karen</td>
<td>8/1/2017</td>
<td>FSA Data and SAT 10</td>
<td>5/23/2018 one-time</td>
</tr>
<tr>
<td>G3.B1.S2.A4</td>
<td>Utilization of Calm Down Corner in all classrooms</td>
<td>Sulte, Kristen</td>
<td>8/10/2017</td>
<td>Review of walkthroughs will show calm down corners in all rooms. PLC minutes will be reviewed to show effectiveness.</td>
<td>5/23/2018 monthly</td>
</tr>
<tr>
<td>G3.B1.S2.MA1</td>
<td>Referral data will be disaggregated and analyzed at SBLT.</td>
<td>Sulte, Kristen</td>
<td>8/10/2017</td>
<td>There will a decrease on the number of referrals for African American students.</td>
<td>5/23/2018 monthly</td>
</tr>
<tr>
<td>G3.B1.S2.MA1</td>
<td>School-wide Discipline Plan will be competed and given to all staff. Professional Development will...</td>
<td>Sulte, Kristen</td>
<td>8/10/2017</td>
<td>School-wide Plan</td>
<td>5/23/2018 monthly</td>
</tr>
<tr>
<td>G3.B1.S2.A1</td>
<td>School-wide Discipline Committee will be formed to review and revise School-wide Discipline Plan....</td>
<td>Sulte, Kristen</td>
<td>8/10/2017</td>
<td>Committee will meet during preschool to look at plan and revise. Professional Development for all staff will occur in August and as needed.</td>
<td>5/23/2018 monthly</td>
</tr>
<tr>
<td>G3.B1.S2.A2</td>
<td>The implementation of Strong Kids and CPI I will be an integral part of the Schoolwide plan</td>
<td>Sulte, Kristen</td>
<td>8/10/2017</td>
<td>PD will occur on Strong Kids and CPI I during Preschool. Lesson Plans will be reviewed for Strong Kids Implementation.</td>
<td>5/23/2018 daily</td>
</tr>
<tr>
<td>Source</td>
<td>Task, Action Step or Monitoring Activity</td>
<td>Who</td>
<td>Start Date (where applicable)</td>
<td>Deliverable or Evidence of Completion</td>
<td>Due Date/End Date</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
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<td>-------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>G1.B1.S2.MA1</td>
<td>Attendance Data will be reviewed monthly for average daily attendance and determining classes high...</td>
<td>Urban, Stephanie</td>
<td>8/8/2017</td>
<td>Attendance data</td>
<td>5/31/2018 monthly</td>
</tr>
<tr>
<td>G1.B1.S2.MA1</td>
<td>Student attendance data will be tracked by teacher to show positive trends.</td>
<td>Urban, Stephanie</td>
<td>8/8/2017</td>
<td>The number of classes meeting the school wide expectation will increase from the beginning of the school year.</td>
<td>5/31/2018 monthly</td>
</tr>
<tr>
<td>G1.B1.S1.A2</td>
<td>Define a Tier one Attendance Process for staff to include- positive phone call home and a reward...</td>
<td>Urban, Stephanie</td>
<td>8/8/2017</td>
<td>Tier One Process and log of positive phone calls</td>
<td>5/31/2018 monthly</td>
</tr>
<tr>
<td>G1.B1.S1.MA3</td>
<td>Phone call Log of teacher</td>
<td>Urban, Stephanie</td>
<td>8/8/2017</td>
<td>Teachers' PLC will reflect positive attendance phone calls made and these will be referenced at CST meetings.</td>
<td>5/31/2018 monthly</td>
</tr>
<tr>
<td>G1.B1.S1.MA1</td>
<td>Students missing 10% or more of school will decrease from 16% to 8% school wide.</td>
<td>Urban, Stephanie</td>
<td>8/8/2017</td>
<td>Schoolwide attendance data</td>
<td>5/31/2018 monthly</td>
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<tr>
<td>G1.MA1</td>
<td>Student attendance data will be reviewed monthly at CST meetings.</td>
<td>Urban, Stephanie</td>
<td>8/8/2017</td>
<td>Students' missing 10% or more of school will not go above 18%.</td>
<td>5/31/2018 biweekly</td>
</tr>
</tbody>
</table>
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 a 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

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### VII. Budget

<table>
<thead>
<tr>
<th>#</th>
<th>G1.B1.S1.A1</th>
<th>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.</th>
<th>$0.00</th>
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Last Modified: 8/28/2017
<p>| | | | | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>2</td>
<td>G1.B1.S1.A2</td>
<td>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.</td>
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<tr>
<td>3</td>
<td>G1.B1.S2.A1</td>
<td>Classes will be recognized daily and monthly for high attendance</td>
<td>$0.00</td>
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<tr>
<td>4</td>
<td>G2.B1.S1.A1</td>
<td>Data analysis of PCAS, SAT 10 and FSA Data to create list of eligible students to administer Naglieri Assessment</td>
<td>$0.00</td>
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<td>5</td>
<td>G3.B1.S1.A1</td>
<td>Classroom Teachers will implement restorative circles to empower student ownership of their classroom climate and culture.</td>
<td>$0.00</td>
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<td>6</td>
<td>G3.B1.S2.A1</td>
<td>School-wide Discipline Committee will be formed to review and revise School-wide Discipline Plan.</td>
<td>$0.00</td>
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<td>7</td>
<td>G3.B1.S2.A2</td>
<td>The implementation of Strong Kids and CPI I will be an integral part of the Schoolwide plan</td>
<td>$0.00</td>
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<tr>
<td>8</td>
<td>G3.B1.S2.A3</td>
<td>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.</td>
<td>$0.00</td>
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</tr>
<tr>
<td>9</td>
<td>G3.B1.S2.A4</td>
<td>Utilization of Calm Down Corner in all classrooms</td>
<td>$0.00</td>
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<td>10</td>
<td>G4.B1.S1.A1</td>
<td>Develop a wellness committee to facilitate a healthy school environment</td>
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<tr>
<td>11</td>
<td>G5.B1.S1.A1</td>
<td>Create data profiles on identified students utilizing achievement and Early Warning System Data</td>
<td>$0.00</td>
<td></td>
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<tr>
<td>12</td>
<td>G5.B1.S2.A1</td>
<td>Use information from Data disaggregation to create select interventions designed to close learning gaps with specific progress monitoring tool</td>
<td>$184,615.08</td>
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</table>

<table>
<thead>
<tr>
<th>Function</th>
<th>Object</th>
<th>Budget Focus</th>
<th>Funding Source</th>
<th>FTE</th>
<th>2017-18</th>
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<tbody>
<tr>
<td>5100</td>
<td>120-Classroom Teachers</td>
<td>2141 - Lealman Avenue Elementary School</td>
<td>Title, I Part A</td>
<td>$184,615.08</td>
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<thead>
<tr>
<th>Function</th>
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<th>Budget Focus</th>
<th>Funding Source</th>
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<th>2017-18</th>
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<tr>
<td>6300</td>
<td>120-Classroom Teachers</td>
<td>2141 - Lealman Avenue Elementary School</td>
<td>Title I, Part A</td>
<td>$8,321.04</td>
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Notes: Curriculum Planning and development.
<table>
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<tr>
<th>Function</th>
<th>Object</th>
<th>Budget Focus</th>
<th>Funding Source</th>
<th>FTE</th>
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<tr>
<td>6300</td>
<td>120-Classroom Teachers</td>
<td>2141 - Lealman Avenue Elementary School</td>
<td>Title, I Part A</td>
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<tr>
<td>19 G7.B1.S1.A3</td>
<td>Grades 3-5 will implement AVID-high yield instructional strategies and structures</td>
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<td></td>
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<tr>
<td>20 G7.B1.S1.A4</td>
<td>Effective Introduction and use of Academic Vocabulary</td>
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<td>$0.00</td>
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<tr>
<td>21 G7.B1.S2.A1</td>
<td>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.</td>
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<td>22 G8.B1.S1.A1</td>
<td>Monthly selection of grade level teacher to participate in coaching cycles</td>
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<td></td>
<td>$0.00</td>
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<tr>
<td>23 G8.B4.S1.A1</td>
<td>Identify lowest performing 3rd and 4th grade standards and create differentiation plan for student remediation utilizing differentiated resource section in the curriculum guide</td>
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<td></td>
<td>$0.00</td>
<td></td>
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<tr>
<td>24 G8.B4.S1.A2</td>
<td>Identify lowest performing 3rd and 4th grade standards for 3rd and 4th grade teachers to plan impact-ful instruction</td>
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<td>$0.00</td>
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<td><strong>Total:</strong></td>
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