

FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



Pam Stewart, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399

School: 2151 - Lealman Intermediate
District: 52 - Pinellas
Principal: Busara F. Pitts
SAC Chair: Betty Lynch
Superintendent: Dr. Michael A Grego
School Board Approval Date: 09/24/2013
Last Modified on: 10/16/2013

Address:	<u>Physical</u>	<u>Mailing</u>
	4900 28TH ST N St Petersburg, FL 33714	4900 28TH ST N St Petersburg, FL 33714
Phone Number:	727-528-5802	
Web Address:	http://www.lealman-ms.pinellas.k12.fl.us	
Email Address:	2151.principal@pcsb.org	

School Type:	Combination School
Alternative:	Yes
Charter:	No
Title I:	No
Free/Reduced Lunch:	<i>[Data Not Available]</i>
Minority:	<i>[Data Not Available]</i>
School Grade History:	

NOTE

Sections marked N/A in the online application have been excluded from this document.
 For privacy reasons, data representing fewer than 10 students or teachers have been excluded from this document

Current School Status	
School Information	
School-Level Information	
School Lealman Intermediate	
Principal's name Busara F. Pitts	
School Advisory Council chair's name Betty Lynch	
Names and position titles of the School-Based Leadership Team (SBLT)	
Name	Title
Busara F. Pitts	Principal
Linda M. Phillips	Assistant Principal
April Rohrig	MTSS Coach
Linda Raines	Guidance Counselor
Rene Spaight	Guidance Counselor
Caitlin Irish Baker	Guidance Counselor
Johanna Wohlfelder	Social Worker
Mark Schmidt	Behavior Specialist
Diane Napier	School Psychologist
Donna Miller	SLP
Michele Burn	ESE- TSA
District-Level Information	
District Pinellas	
Superintendent's name Dr. Michael A Grego	
Date of school board approval of SIP 09/24/2013	
School Advisory Council (SAC)	
<p style="color: red;">This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b). This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</p>	
Describe the membership of the SAC including position titles	
Busara F. Pitts, Principal; Betty Lynch, Chairperson; Russell Cato, Valerie Jones, Rongette Miller, Lynn Terry, Sandy Mann, Dianna King, April Rohrig, Secretary; Linda Phillips, Assistant Principal; Cynthia James	
Describe the involvement of the SAC in the development of this school improvement plan	
The SIP committee will review data, and plan with the SAC, take input and make amendments as needed.	
Describe the activities of the SAC for the upcoming school year	
Monitor school data and operations, provide feedback to administration. Communicates and monitoring of progress toward meeting school improvement goals. Work collaboratively with PTA to enhance educational opportunities for students.	
Describe the projected use of school improvement funds and include the amount allocated to each project	

<ul style="list-style-type: none"> • Staff training, workshops,: • Support the ELP program, • Support Math, Science, Social Studies, Enrichment- materials- \$478.75 per subject area 												
<p>Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below</p> <p>Not In Compliance</p>												
<p>If no, describe the measures being taken to comply with SAC requirements</p> <p>Send school messenger to invite parents to be members of SAC Printed on the Marquee Personal phone calls to parents, community members</p>												
<p>Highly Qualified Staff This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b). This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</p>												
<p>Administrators</p>												
<p># Administrators 2</p>												
<p># Receiving Effective rating or higher (not entered because basis is < 10)</p>												
<p>Administrator Information:</p> <table border="1"> <tr> <td colspan="3">Busara F. Pitts</td> </tr> <tr> <td>Principal</td> <td>Years as Administrator: 13</td> <td>Years at Current School: 2</td> </tr> <tr> <td>Credentials</td> <td colspan="2">Ed Leadership/English 6-12</td> </tr> <tr> <td>Performance Record</td> <td colspan="2"> Prior to this, Mrs. Pitts was principal at Pasadena Fundamental. Pasadena has earned an A grade for the past 7 years. In 2011, 93% of the students were on or above grade level in Reading, 73% made Annual Learning Gains in Reading and the Annual Learning Gains of the Lowest 25% in the school was 81%. In Mathematics, 86% of the students were on or above grade level, 64% made Annual Learning Gains and 73% of the Lowest 25% made Annual Learning Gains. 98% of the students were on or above grade level in Writing and 71% of the 5th grade students were on or above grade level in Science. AYP was made by the students in the economically disadvantaged subgroup in reading and mathematics. Lealman 2012-13: -16 difference in Reading Gains between 2012-2013. Maintained Math 36% between 2012-13. 99% of students tested- 72% minority- 91% Free and Reduced lunch </td> </tr> </table>	Busara F. Pitts			Principal	Years as Administrator: 13	Years at Current School: 2	Credentials	Ed Leadership/English 6-12		Performance Record	Prior to this, Mrs. Pitts was principal at Pasadena Fundamental. Pasadena has earned an A grade for the past 7 years. In 2011, 93% of the students were on or above grade level in Reading, 73% made Annual Learning Gains in Reading and the Annual Learning Gains of the Lowest 25% in the school was 81%. In Mathematics, 86% of the students were on or above grade level, 64% made Annual Learning Gains and 73% of the Lowest 25% made Annual Learning Gains. 98% of the students were on or above grade level in Writing and 71% of the 5th grade students were on or above grade level in Science. AYP was made by the students in the economically disadvantaged subgroup in reading and mathematics. Lealman 2012-13: -16 difference in Reading Gains between 2012-2013. Maintained Math 36% between 2012-13. 99% of students tested- 72% minority- 91% Free and Reduced lunch	
Busara F. Pitts												
Principal	Years as Administrator: 13	Years at Current School: 2										
Credentials	Ed Leadership/English 6-12											
Performance Record	Prior to this, Mrs. Pitts was principal at Pasadena Fundamental. Pasadena has earned an A grade for the past 7 years. In 2011, 93% of the students were on or above grade level in Reading, 73% made Annual Learning Gains in Reading and the Annual Learning Gains of the Lowest 25% in the school was 81%. In Mathematics, 86% of the students were on or above grade level, 64% made Annual Learning Gains and 73% of the Lowest 25% made Annual Learning Gains. 98% of the students were on or above grade level in Writing and 71% of the 5th grade students were on or above grade level in Science. AYP was made by the students in the economically disadvantaged subgroup in reading and mathematics. Lealman 2012-13: -16 difference in Reading Gains between 2012-2013. Maintained Math 36% between 2012-13. 99% of students tested- 72% minority- 91% Free and Reduced lunch											

Linda M. Phillips		
Asst Principal	Years as Administrator: 5	Years at Current School: 5
Credentials	BS in Speech Correction, MS Varying Exceptionalities, Ed. Sp. Ed Leadership	
Performance Record	Lealman Intermediate school –Rated school- Declining in Math Rated school status, rated as maintaining status for the 2010-2011 school year. Correct II status with less than 80% AYP for 2010-2011. Last year there were no significant Learning Gains at this alternative school with level 1 &2 students. Previously at a Secondary School- no rating Lealman 2012-13: -16 difference in Reading Gains between 2012-2013. Maintained Math 36% between 2012-13. 99% of students tested- 72% minority- 91% Free and Reduced lunch	
Instructional Coaches		
# Instructional Coaches 2		
# Receiving Effective rating or higher (not entered because basis is < 10)		
Instructional Coach Information:		
April Rohrig		
Part-time / District-based	Years as Coach: 4	Years at Current School: 4
Areas	Rtl/MTSS	
Credentials	Elementary Education, Middle Grades English, Ed. Leadership	
Performance Record	Lealman Intermediate School - Rated school status, rated as declining in reading, maintaining in math, rated as maintaining status for the 2010-2011 school year. Correct II status with less than 80% AYP for 2010-2011. Last year there were no significant Learning Gains at this alternative school with level 1 &2 students.	
Desrine Nation		
Part-time / District-based	Years as Coach: 3	Years at Current School: 1
Areas	[none selected]	
Credentials	Masters of Varying Exceptionalities K-12; Elementary Education K-6; Reading Endorsed K-12; ESOL Endorsed K-12	
Performance Record	Served prior years as an embedded literacy coach at Oak Grove Middle School, Dunedin Highland Middle and Clearwater Intermediate School. Oak Grove increased from C to B in grading. Learning gains points for lowest 25% in reading for 2012-13 was 70 which is an increase of 15 points from 2011-12. Dunedin Highland Middle maintained a grade of C. Learning gains points for lowest 25% in reading for 2012-13 was 56 which is an increase of 4 points from 2011-12. Clearwater intermediate is not a graded school. The overall rating for Clearwater is maintaining in reading and improving in math for FCAT2.0 2012-13.	

Classroom Teachers
of classroom teachers 43
receiving effective rating or higher 37, 86%
Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 93%
certified in-field, pursuant to Section 1012.2315(2), F.S. 42, 98%
ESOL endorsed 6, 14%
reading endorsed 5, 12%
with advanced degrees 19, 44%
National Board Certified 0, 0%
first-year teachers 2, 5%
with 1-5 years of experience 9, 21%
with 6-14 years of experience 19, 44%
with 15 or more years of experience 13, 30%
Education Paraprofessionals, pursuant to s. 1012.01(2)(e)
of paraprofessionals 3
Highly Qualified, as defined in 20 U.S.C. § 6319(c) 3, 100%
Other Instructional Personnel
of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals
receiving effective rating or higher
Teacher Recruitment and Retention Strategies This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b). This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible. The principal and assistant principal will use these steps to recruit and retain teachers. 1. Fill vacancies with teachers who are certified in the subject area needed and have experience working with at risk youth. 2. Assign a mentor or buddy to all new teachers to Lealman Intermediate School 3. Encourage all teachers to obtain ESOL and Reading endorsements, and advanced degrees. 4. Provide school wide professional development and refer teachers to appropriate trainings.
Teacher Mentoring Program/Plan This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b). This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities

An experienced teacher, Vasily Graham, meets with all new teachers once a month to help with questions and for additional support. Two teachers are in the Transition to Teaching program, with an additional mentor that meets with them on the monthly basis. They also attend trainings in the evening.

Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (Rti)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS team and the SBLT team will be responsible for managing and coordinating these efforts between all school teams. The SIP team will work together to revise the School Improvement Plan as necessary. The SIP will be reviewed with the SBLT team and the staff throughout the year. The MTSS team meets twice monthly to review students in the MTSS process and also to review teacher support systems, small group and individual student needs.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?

- Facilitator – Liz Napier-generates agenda and leads team discussions
- Data Manager(s)/Data Coach(es) – April Rohrig- assist team in accessing and interpreting (aggregating/disaggregating) the data
- Technology Specialist – Michelle Byrne- brokers technology necessary to manage and display data
- Recorder/Note Taker – Caitlyn Irish Baker- 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 – Mark Schmidt- helps team begin on time and ensures adherence to agree upon agenda

Principal-Busara F. Pitts, Assistant Principal-Linda M. Phillips,
Social Worker-Johanna Wohlfelder, Guidance- Linda Raines, Caitlin Irish-Baker, Renee Spaights,
School Psychologist-Diane Napier, Behavior Specialist- Mark Schmidt, MTSS Specialist- April Rohrig,
Reading/LA Dept. Chair-Erin Reynolds, Math Dept. Chair-Montoya Walker, Science Dept. Chair-Laura Hunter,
Social Studies Dept. Chair-Rebecca Thomas, Enrichment Dept. Chair-Vasily Graham, ESE Dept. Chair-Woody Patrick, 5.5th Grade Team Leader-Earl Morris, 6th Grade Team Leader-Marianne Catterson, 7th Grade Team Leader-Greg Fanning, 8/8.5th Grade Team Leader-Nidal Hasan

Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The SBLT and SIP team will be responsible for managing and coordinating these efforts between all school teams. The SIP team will work together to revise the School Improvement Plan as necessary. The SIP will be reviewed with the SBLT team and the staff throughout the year.

Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance)

Baseline data: Progress Monitoring and Reporting Network (PMRN), EDS, Portal, FCAT.
Classroom level data is collected such as Lexiles, Reading Counts, Pre testing in content areas. Unit Pre/Post testing within content areas.

Mid-Year: PMRN, monitoring of mini-assessment data
 End of Year: PMRN, EDS, FCAT, post testing, EOC for Algebra, Civics, and US History
 Tier 1 Data: Progress Monitoring and Reporting Networks (PMRN), FCAT2.0, Common Assessments, District developed assessments, discipline records, Data analysis by the MTSS team which meets twice a month.
 Tier 2 Data: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessments for Reading, discipline records, Tier 2 Academic and Behavior Contracts, Data analysis by the MTSS team which meets twice a month
 Tier 3 Data: FAIR, FCAT 2.0, discipline records, AIMSWeb, Individualized behavior cards for frequency data, Data analysis by the MTSS team which meets twice a month

Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Review of universal screening data and link to instructional decisions, review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk, or at high risk of not meeting benchmarks. Based on the above information, the team will identify professional development and resources for students, collaborate on problem-solving, sharing of effective practices, evaluate implementation of interventions, make decisions and practice new processes and skills, facilitate the process of building consensus, increasing the infrastructure and making decisions about implementation. The MTSS team will provide a problem-solving approach working with staff to assist in problem-solving student needs.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
 This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 1,344

Strategy Purpose(s)

Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education

Strategy Description

Level one and level two students will be invited to attend two mornings or afternoons a week to work with the research based computer program, DimensionU. Each student will take a pre-test. The program will select the level of need for each student. Students may work on Reading/LA, and/or Math skill remediation.

How is data collected and analyzed to determine the effectiveness of this strategy?

Data will be monitored on a monthly basis to collect data for effectiveness of program. If a student doesn't seem to be progressing, a different program may be selected.

Who is responsible for monitoring implementation of this strategy?

The assistant principal will monitor the implementation of this strategy.

Strategy: Before or After School Program

Minutes added to school year: 1,344

Strategy Purpose(s)

Instruction in core academic subjects

Strategy Description

Students that are missing grade level units and or have failed a course will be given an opportunity to use Moodle or NovaNet to take a course to replace the unit or course.

How is data collected and analyzed to determine the effectiveness of this strategy?

Teachers in charge will monitor the computer based programs and work with students to meet success.

Who is responsible for monitoring implementation of this strategy?

Assistant Principal

Strategy: Summer Program

Minutes added to school year: 9,600

Strategy Purpose(s)

Instruction in core academic subjects

Strategy Description

Students that have not earned credits to progress to the next grade level or earn credits will attend summer sessions.

How is data collected and analyzed to determine the effectiveness of this strategy?

The number of students that begin the program compared to the successful completion.

Who is responsible for monitoring implementation of this strategy?

Assistant principal

Strategy: Before or After School Program

Minutes added to school year: 1,344

Strategy Purpose(s)

Instruction in core academic subjects

Strategy Description

Students will be to be a part of an enrichment program for IPAD and Computers. Teachers will work with students to improve the students ability to use the computer and IPAD as a tool to increase their learning. Area's addressed, but not limited to: IPAD usage for Science sites that are available to research, experiments, remediation, etc.

How is data collected and analyzed to determine the effectiveness of this strategy?

Teachers will collect data on students and compare data with the students pre-test data to see if the additional time will improve technology skills.,

Who is responsible for monitoring implementation of this strategy?

Assistant principal.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name

Title

Busara F. Pitts

Principal

Linda Phillips	Assistant Principal
Desrine Nations	Reading Coach
April Rohrig	MTSS/RTI Coach
Erin Reynolds	Reading/LA Dept. Chair
Harolynn Barrett	Read 180 Teacher
Montoya Walker	Mathematics Department Chair
Rebecca Thomas	Social Studies Department Chair
Laura Hunter	Science Department Chair
Belinda Smith-Pooler	Media Specialist

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)
 Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:

- Support for text complexity
- Support for instructional skills to improve reading comprehension
- Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
- Providing scaffolding that does not preempt or replace text reading by students
- Developing and asking text dependent questions from a range of question types
- Emphasizing students supporting their answers based upon evidence from the text
- Providing extensive research and writing opportunities (claims and evidence)
- Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).
- The district will provide training and tools for Literacy Leadership Teams.

What will be the major initiatives of the LLT this year?

- Support for instructional skills to improve reading comprehension
- Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects

Every Teacher Contributes to Reading Improvement

Describe how the school ensures every teacher contributes to the reading improvement of every student
 All PLC's address reading data and discuss strategies to meet the needs of students in all content areas. Likewise, all teachers will incorporate the Literacy CCSS into their instruction.

College and Career Readiness
 This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
 This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?
 Students in 8th grade and 8.5 take the US History and Career Planning Course which culminates with a field trip to Finance Park. Every eighth grade student develops a high school plan through the Finance Park curriculum and will update this plan during the 11th grade through the Future Plans curriculum.

How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?

The guidance counselors at every grade level provide students with insight into the enrichment classes offered at Lealman Intermediate School. Students then have the opportunity to choose two enrichment classes that interests them. Choices consist of three career pre-academies: Culinary Arts, Communication and Informational Technology, and Health Care Occupations classes. Students may also choose from art, guitar, computers, physical education, business education, and health.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C

* Guidance counselors provide information concerning high school programs and entrance criteria for each.
 *Teachers provide instruction in the areas of goal setting, public speaking, listening, and resume' writing.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
 This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	24%	5%	No	32%
American Indian				
Asian				
Black/African American	21%	0%	No	29%
Hispanic	25%	0%	No	33%
White	28%	13%	No	36%
English language learners		0%		
Students with disabilities	20%	0%	No	28%
Economically disadvantaged	24%	5%	No	32%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	15	4%	10%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		5%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	87	24%	30%
Students in lowest 25% making learning gains (FCAT 2.0)	<i>[data excluded for privacy reasons]</i>		10%

Comprehensive English Language Learning Assessment (CELLA)				
	2013 Actual #	2013 Actual %	2014 Target %	
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		85%	
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		50%	
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		50%	
Area 2: Writing				
	2013 Actual #	2013 Actual %	2014 Target %	
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	<i>[data excluded for privacy reasons]</i>		20%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		10%	
Area 3: Mathematics				
Elementary and Middle School Mathematics				
Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA				
Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	22%	0%	No	30%
American Indian				
Asian				
Black/African American	18%	0%	No	27%
Hispanic	21%	0%	No	29%
White	24%	7%	No	32%
English language learners		0%		
Students with disabilities	20%	0%	No	28%
Economically disadvantaged	22%	0%	No	30%
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)				
	2013 Actual #	2013 Actual %	2014 Target %	
Students scoring at Achievement Level 3	13	4%	10%	
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		5%	
Learning Gains				
	2013 Actual #	2013 Actual %	2014 Target %	
Learning Gains	118	37%	40%	
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	<i>[data excluded for privacy reasons]</i>		10%	
High School Mathematics				

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA				
Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	22%	2%	No	30%
American Indian				
Asian				
Black/African American	18%		No	27%
Hispanic	21%		No	29%
White	24%	2%	No	32%
English language learners				
Students with disabilities	20%		No	28%
Economically disadvantaged	22%		No	30%
Learning Gains				
		2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		[data excluded for privacy reasons]		10%
Students in lowest 25% making learning gains (EOC)				
Postsecondary Readiness				
		2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.				
Algebra I End-of-Course (EOC) Assessment				
		2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		[data excluded for privacy reasons]		10%
Students scoring at or above Achievement Level 4		[data excluded for privacy reasons]		5%
Area 4: Science				
Middle School Science				
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)				
		2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		[data excluded for privacy reasons]		5%
Students scoring at or above Achievement Level 4		[data excluded for privacy reasons]		3%
Florida Alternate Assessment (FAA)				
		2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6				
Students scoring at or above Level 7				
Area 5: Science, Technology, Engineering, and Mathematics (STEM)				

All Levels			
	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		60
Participation in STEM-related experiences provided for students	100	75%	100%
Area 6: Career and Technical Education (CTE)			
	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams	0		100%
Passing rate (%) for students who take CTE industry certification exams			80%
CTE program concentrators			
CTE teachers holding appropriate industry certifications			
Area 8: Early Warning Systems			
Middle School Indicators			
	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time		31%	5%
Students who fail a mathematics course	3	0%	0%
Students who fail an English Language Arts course	4	0%	0%
Students who fail two or more courses in any subject	4	0%	0%
Students who receive two or more behavior referrals	50	13%	5%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	166	42%	20%
High School Indicators			
	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0			
Students who fail to progress on-time to tenth grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe parental involvement targets for your school

We will provide frequent school to home communications in a variety of formats including; but not limited to, parent involvement events to engage parent in supporting their child’s learning, newsletter, web-site, School Messenger

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase the number of parents/guardians participating the the Title I parent involvement activities	29	7%	50%

Goals Summary

Goal #1:

Lealman students will increase their in seat time by 40% by decreasing the number of unexcused absences and discipline referrals resulting in suspensions.

Goal #2:

Close the achievement gap between Black and non-black students to our AMO 2014 targets;

Goal #3:

Increase parental involvement in school-wide activities by 43%.

Goal #4:

Student achievement for each subject area will increase to meet AMO target for each student subgroup as teachers develop and purposefully implement rigorous, engaging, and differentiated lessons that align with the Common Core Standards

Goals Detail

Goal #1: **Lealman students will increase their in seat time by 40% by decreasing the number of unexcused absences and discipline referrals resulting in suspensions.**

Targets Supported

- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Smaller class sizes in the 5.5, 6th and 6.5 classrooms.
- Additional reading teacher to assist with TPR. This teacher will address students that are very struggling readers.
- Positive Behavior Support Team will work to refine the Cobra card system to encourage the students to attend school, follow the Guide Lines for Success

Targeted Barriers to Achieving the Goal

- Insufficient intervention supports to address students' needs,
- Students lack physical activity and awareness of wellness issues,
- Students lack social skills,
- Insufficient skills in classroom management
- Lack of parent involvement and communication

Plan to Monitor Progress Toward the Goal

Action:

Focus Data

Person or Persons Responsible:

Behavior Specialist, SBLT

Target Dates or Schedule:

Monthly

Evidence of Completion:

Upward trend. Meet or exceed the targeted goal.

Goal #2:	Close the achievement gap between Black and non-black students to our AMO 2014 targets;
-----------------	--

Targets Supported

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - CELLA
- Writing
- Math
- Math - Elementary and Middle School
- Math - Elementary and Middle AMO's
- Math - Elementary and Middle FCAT 2.0
- Math - High School
- Math - High School AMO's
- Math - High School Postsecondary Readiness
- Algebra 1 EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- High performing staff: Leading the Learning Cadre, MTSS Specialist/Staff Developer, County Instructional Coaches, Literacy Coach, Administration, Literacy Team, Reading Department, Media Specialist, Paraprofessionals, ESE Teachers, ESE Associates, School Psychologist, Department Chairs, Team leaders,
- Teachers County and school-based Common Core Trainings, PLCs, Common Planning time, Additional Planning Time,
- Extended Learning opportunities, Role Model 5000, Girlfriends, Club Day, Teachers as mentors
- Technology/Smart Boards

- Targeted Barriers to Achieving the Goal**
- Insufficient instructional rigor,
 - Lack of student engagement,
 - Insufficient intervention support to address the varying needs of students across academic and engagement areas

Plan to Monitor Progress Toward the Goal

Action:

The effectiveness of the strategies

Person or Persons Responsible:

Assistant principal and Principal

Target Dates or Schedule:

Weekly

Evidence of Completion:

Increase in test scores of African American students

Goal #3: Increase parental involvement in school-wide activities by 43%.

Targets Supported • Parental Involvement

Resources Available to Support the Goal • Agenda books, Parent/Community Liaison, food for parent workshops, parent trainings

Targeted Barriers to Achieving the Goal • Lack of communication with parents, day of the meetings, time of workshops,

Plan to Monitor Progress Toward the Goal

Action:

Providing various sources of communications to family members

Person or Persons Responsible:

Title 1 coordinator

Target Dates or Schedule:

On going

Evidence of Completion:

Increase in parent participation in parent workshops and SAC and PTA.

Goal #4: Student achievement for each subject area will increase to meet AMO target for each student subgroup as teachers develop and purposefully implement rigorous, engaging, and differentiated lessons that align with the Common Core Standards

Targets Supported

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - Learning Gains
- Reading - CELLA
- Reading - Postsecondary Readiness
- Writing
- Math
- Math - Elementary and Middle School
- Math - Elementary and Middle AMO's
- Math - Elementary and Middle FCAT 2.0
- Math - Elementary and Middle Learning Gains
- Math - Middle School Acceleration
- Math - High School
- Math - High School AMO's
-
- Math - High School Postsecondary Readiness
- Algebra 1 EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Middle School
- Science - High School

Resources Available to Support the Goal

- DOE Common Core website, County and school-based Common Core Trainings, pre-tests and post-tests, PLCs, Common Planning time, Additional Planning Time, Technology/Smart Boards,
- High performing staff members: Leading the Learning Cadre, MTSS Specialist/ Staff Developer, County Instructional Coaches, Literacy Coach, Literacy Team, Media Specialist, Paraprofessionals, ESE Teachers, ESE Associates, School Psychologist, Department Chairs, Team leaders, Teachers
- Title 1 Reading Teachers,
- Extended Learning opportunities

Targeted Barriers to Achieving the Goal

- Insufficient knowledge and understanding of the Common Core Standards,
- Insufficient standard based instruction
- Lack of differentiation of instruction
- Previous retentions , lacking basic skills,
- Students have a difficult time writing to express an idea.

Plan to Monitor Progress Toward the Goal

Action:

Effectiveness of all reasearch based program in use at school

Person or Persons Responsible:

Principal, Assistant Principal

Target Dates or Schedule:

Monthly

Evidence of Completion:

All students making learning gains in all areas.

Action Plan for Improvement

Goal #1:

Lealman students will increase their in seat time by 40% by decreasing the number of unexcused absences and discipline referrals resulting in suspensions.

Barrier #1:

Insufficient intervention supports to address students' needs,

Strategy #1 to Overcome the Barrier

Provide social, emotional and behavioral interventions that address students' needs through the use of our Tier 1 positive behavior supports program, Cobra Cards.

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:

Discipline and attendance data will be monitored on a monthly basis.

Person or Persons Responsible:

The SBLT and behavior specialist, attendance worker.

Target Dates or Schedule:

Monthly

Evidence of Completion:

Positive trend evidence monitored on a monthly a basis.

Facilitator:

Behavior Specialist

Participants:

SBLT

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #1

Action:

We will see a decrease in behavior referrals. We will increase student attendance.

Person or Persons Responsible:

Attendance specialist, behavior specialist

Target Dates or Schedule:

Monthly

Evidence of Completion

Decrease in number of unexcused absences and discipline referrals.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #1

Action:

PBS team

Person or Persons Responsible:

Behavior specialist

Target Dates or Schedule:

Monthly

Evidence of Completion:

Increased attendance, increase in number of students on GOLD and PLATINUM COBRA CARDS.

Goal #1:

Lealman students will increase their in seat time by 40% by decreasing the number of unexcused absences and discipline referrals resulting in suspensions.

Barrier #2:

Students lack physical activity and awareness of wellness issues,

Strategy #1 to Overcome the Barrier

Complete Healthy Schools Program 6-Step Process online and promote awareness of the Healthy Schools Program.

Step #1 to Implement Strategy #1

Action:

Healthy Schools Programs

Person or Persons Responsible:

PE Coaches and the Wellness Team

Target Dates or Schedule:

Monitor monthly data of Fitness grams

Evidence of Completion:

Increase in student participation data

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #1

Action:

Increase the schools level on the Healthy Schools Program to Gold Level

Person or Persons Responsible:

PE Coaches and Wellness team

Target Dates or Schedule:

Monitor monthly

Evidence of Completion

Growth towards the goal of Gold

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #1

Action:

Healthy School's Program

Person or Persons Responsible:

Assistant Principal

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Improvement towards the goal of GOLD Level

Goal #1:	Lealman students will increase their in seat time by 40% by decreasing the number of unexcused absences and discipline referrals resulting in suspensions.
Barrier #3:	Students lack social skills,
Strategy #1 to Overcome the Barrier	Implement "Overcoming Obstacles" lessons into first period on a weekly basis.

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:

Overcoming Obstacle is a research based program used to promote appropriate social skills in secondary school and life.

Person or Persons Responsible:

First period teachers will be responsible for teaching the curriculum on Friday mornings.

Target Dates or Schedule:

Twenty minutes of extended time during the 1st period class.

Evidence of Completion:

Decrease in discipline referrals and teacher detentions.

Facilitator:

Overcoming Obstacles Team

Participants:

All staff at Lealman Intermediate School

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #1

Action:

Curriculum needs and successes will be discussed during team professional learning communities (PLC)

Person or Persons Responsible:

Principal and assistant principal will review the meeting minutes and conduct walkthroughs in the classrooms

Target Dates or Schedule:

PLC information on a biweekly basis, weekly walkthrough data.

Evidence of Completion

100 % of teachers are implementing the program.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #3 to Goal #1

Action:

Through the use of the Overcoming Obstacles program, we will see an increase in attendance and a decrease in discipline data.

Person or Persons Responsible:

Principal and assistant principal, SBLT

Target Dates or Schedule:

Monthly monitor

Evidence of Completion:

Decrease in discipline referrals and increase in attendance using trend data.

Goal #1: Lealman students will increase their in seat time by 40% by decreasing the number of unexcused absences and discipline referrals resulting in suspensions.

Barrier #4: Insufficient skills in classroom management

Strategy #1 to Overcome the Barrier The PBS (positive behavior supports) team will work with the staff to refine the processes of behavior management with-in the school.

Step #1 to Implement Strategy #1

Action:

Data on Cobra cards, detentions, and suspensions.

Person or Persons Responsible:

PBS teams

Target Dates or Schedule:

Monthly

Evidence of Completion:

Positive trend data

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #4 to Goal #1

Action:

The PBS team will increase the use of positive incentives to improve classroom management.

Person or Persons Responsible:

PBS team, Assistant Principal and Principal

Target Dates or Schedule:

Monthly data checks

Evidence of Completion

Referrals and detentions are down.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #4 to Goal #1

Action:

Decrease in disciple referrals and detentions.

Person or Persons Responsible:

PBS team and administrators

Target Dates or Schedule:

Monthly

Evidence of Completion:

Decrease in office referrals.

Goal #1:	Lealman students will increase their in seat time by 40% by decreasing the number of unexcused absences and discipline referrals resulting in suspensions.
Barrier #5:	Lack of parent involvement and communication
Strategy #1 to Overcome the Barrier	Increase student/parent involvement activities by providing more hours to the family community liaison.

Step #1 to Implement Strategy #1 - Budget Item

Action:

Increase parent involvement in afterschool activities to assist parents with understanding of the Common Core Curriculum changes.

Person or Persons Responsible:

Family

Target Dates or Schedule:

Monthly

Evidence of Completion:

Increase in parent participation in parent activities.

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #5 to Goal #1

Action:

Increase number of parents attending parent involvement night

Person or Persons Responsible:

Family and community liaison

Target Dates or Schedule:

Monthly basis

Evidence of Completion

Increase the number of parents involved in activities.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #5 to Goal #1

Action:

Parent involvement in after school activities.

Person or Persons Responsible:

Parent and community liaison

Target Dates or Schedule:

Monthly

Evidence of Completion:

Increase in participation

Goal #2: Close the achievement gap between Black and non-black students to our AMO 2014 targets;

Barrier #1: Insufficient instructional rigor,

Strategy #1 to Overcome the Barrier a)Content materials are differentiated by student interests, cultural backgrounds, prior knowledge of content, and skill level.

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:

Students will be provided the opportunity for participation in an extended learning program.

Person or Persons Responsible:

Teachers,Principal's Multicultural Committee,

Target Dates or Schedule:

Monthly monitoring of data

Evidence of Completion:

Close the AMO gap between black and white students.

Facilitator:

Ricki Reisinger

Participants:

Teachers,Principal's Multicultural Committee,

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #2

Action:

Progress monitoring of reading, math and science

Person or Persons Responsible:

Principal, Assistant Principal, Rti/MTSS

Target Dates or Schedule:

Monthly data checks

Evidence of Completion

AMO gap closed between black and white

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #2

Action:

All school data of all target areas

Person or Persons Responsible:

Principal, assistant principal, SBLT

Target Dates or Schedule:

SBLT weekly meetings

Evidence of Completion:

Increase in scores, gap closed between black and white

Goal #2: Close the achievement gap between Black and non-black students to our AMO 2014 targets;

Barrier #2: Lack of student engagement,

Strategy #1 to Overcome the Barrier Teachers will use real life experience and application to enhance learning for the African American students.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:

Teachers will document activities that are introduced that are relevant to real life activities.

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

Weekly

Evidence of Completion:

Lesson Plans

Facilitator:

Ricki Reisinger

Participants:

All instructional staff

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #2

Action:

Use of real life lessons

Person or Persons Responsible:

Assistant principal

Target Dates or Schedule:

Weekly

Evidence of Completion

Lesson plans using strategies

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #2

Action:

Teachers presenting real life lessons

Person or Persons Responsible:

The teachers

Target Dates or Schedule:

On a daily basis

Evidence of Completion:

Walkthrough data

Goal #2:	Close the achievement gap between Black and non-black students to our AMO 2014 targets;
Barrier #3:	Insufficient intervention support to address the varying needs of students across academic and engagement areas
Strategy #1 to Overcome the Barrier	Teachers will attend trainings to help them learn new strategies of interventions for the varying needs of the African American students.

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:

Teachers attending professional development to address closing gap between white and black students.

Person or Persons Responsible:

All teachers

Target Dates or Schedule:

After school, weekends, district professional development days

Evidence of Completion:

IPDP information- proof of PD attendance

Facilitator:

Ricki Reisinger

Participants:

All instructional staff

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #2

Action:

Number of teachers enrolled in PD related to instruction of African American students

Person or Persons Responsible:

Pro- Ed Facilitator, administration

Target Dates or Schedule:

Monthly monitoring of PD

Evidence of Completion

At least 50% of teachers attended training.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #3 to Goal #2

Action:

Number of teachers attending PD

Person or Persons Responsible:

Assistant principal and principal

Target Dates or Schedule:

Monthly

Evidence of Completion:

Total number of PD's per month

Goal #3:	Increase parental involvement in school-wide activities by 43%.
Barrier #1:	Lack of communication with parents, day of the meetings, time of workshops,
Strategy #1 to Overcome the Barrier	Provide parents/guardians with effective communication tools. Flexible scheduling of Parent Involvement Activities, Information/materials provided for all families;

Step #1 to Implement Strategy #1 - Budget Item

Action:

Plan the calendar to plan and offer content area workshops for all parents by sending news letters, flyers, marquee, stickers, and Parent Messengers.

Person or Persons Responsible:

Teachers, Administration, MTSS Coach, Parent/Community Liaison,

Target Dates or Schedule:

Parent involvement workshops, PTA Meetings, SAC meetings

Evidence of Completion:

The increase number of parents attending workshops and meetings.

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #3

Action:

Review data after every meeting/workshop, survey parents/guardians concerning the time, day, and activity

Person or Persons Responsible:

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion

Increase in the parents attending workshops and meetings.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #3

Action:

Use comparative data to monitor attendance and survey input.

Person or Persons Responsible:

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Parent survey data

Goal #3:

Increase parental involvement in school-wide activities by 43%.

Barrier #1:

Lack of communication with parents, day of the meetings, time of workshops,

Strategy #2 to Overcome the Barrier

Parent/Community Liaison builds relationships with community an increase volunteers, mentors and resources available to school families;

Step #1 to Implement Strategy #2 - Budget Item

Action:

Increase the time for the parent community liaison by seven and one half hour a week.

Person or Persons Responsible:

Title One budget line item

Target Dates or Schedule:

2013-2014 school year

Evidence of Completion:

Increase in mentor hours, parent involvement in evening activities

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #3

Action:

Increase in mentors, community involvement activities, and attendance at parent activities.

Person or Persons Responsible:

Title One Coordinator

Target Dates or Schedule:

Monthly

Evidence of Completion

Increase in parent involvement

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #1 to Goal #3

Action:

Activities of the parent community liaison

Person or Persons Responsible:

Administrators

Target Dates or Schedule:

Monthly

Evidence of Completion:

Increase in the number of mentors, parent participation involvement

Goal #3:

Increase parental involvement in school-wide activities by 43%.

Barrier #1:

Lack of communication with parents, day of the meetings, time of workshops,

Strategy #3 to Overcome the Barrier

Based on parent survey results, workshops will continue to be offered in content areas to provide parent training in how to help students in mathematics, reading, and literacy strategies in all content areas.

Step #1 to Implement Strategy #3 - Budget Item

Action:

Using trend data and parents surveys, plan parent involvement activities to meet the needs of our parents.

Person or Persons Responsible:

Title One Coordinator

Target Dates or Schedule:

Monthly

Evidence of Completion:

Increase in parent participation

Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #1 to Goal #3

Action:

Trend data

Person or Persons Responsible:

Title One Coordinator

Target Dates or Schedule:

Monthly

Evidence of Completion

Increase in trend data

Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #1 to Goal #3

Action:

Trend data from parent surveys

Person or Persons Responsible:

Title One

Target Dates or Schedule:

On going

Evidence of Completion:

Increase in parent involvement activities by 43%

Goal #4:

Student achievement for each subject area will increase to meet AMO target for each student subgroup as teachers develop and purposefully implement rigorous, engaging, and differentiated lessons that align with the Common Core Standards

Barrier #1:

Insufficient knowledge and understanding of the Common Core Standards,

Strategy #1 to Overcome the Barrier

a) Implement engaging lessons aligned to the Common Core Standards and to state standards (supports Bradley MOU goal as well).

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:

Continue to attend professional development for Common Core Standards

Person or Persons Responsible:

All instructional staff

Target Dates or Schedule:

PLC to work on collaborative planning of lessons Team PLC's PD provided by district

Evidence of Completion:

Increase of student engagement data collection from administrative walkthroughs

Facilitator:

Ricki Reisinger

Participants:

All instructional staff

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #4

Action:

Number of teachers attending trainings for Common core

Person or Persons Responsible:

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion

Complete trainings on IPDP

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #4

Action:

Because the teachers continue to grow in effectiveness of usage of Common core curriculum, teacher will become more effective teachers.

Person or Persons Responsible:

Administration

Target Dates or Schedule:

Weekly walkthrough info

Evidence of Completion:

More teachers are implementing more rigorous lessons

Goal #4:	Student achievement for each subject area will increase to meet AMO target for each student subgroup as teachers develop and purposefully implement rigorous, engaging, and differentiated lessons that align with the Common Core Standards
Barrier #1:	Insufficient knowledge and understanding of the Common Core Standards,
Strategy #2 to Overcome the Barrier	b) Utilize formative assessments in classrooms to inform differentiation in instruction (supports Bradley MOU goal as well).

Step #1 to Implement Strategy #2 - Budget Item - PD Opportunity

Action:

A full time RtI/MTSS Coach will be used to model differentiation in instruction for our struggling students.

Person or Persons Responsible:

Principal, Assistant Principal, RTI/MTSS Coach, Reading Coach

Target Dates or Schedule:

Weekly

Evidence of Completion:

More use of formative assessments in classroom.

Facilitator:

Ricki Reisinger

Participants:

All staff members

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #4

Action:

Pre-school, pre-school training for teachers managed by the Title One Coordinator,

Person or Persons Responsible:

Principal, Assistant principal, Rti/MTSS Coach, District subject area monitors,

Target Dates or Schedule:

Classroom walkthroughs, data chats with teachers, professional development

Evidence of Completion

An increase in student achievement by all students.

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #1 to Goal #4

Action:

The usage of the Rti/MTSS Coach will be monitored for effectiveness to the school

Person or Persons Responsible:

Principal, assistant principal, Survey of staff

Target Dates or Schedule:

Monthly, and end of school year

Evidence of Completion:

A portfolio of activities that the Rti/MTSS contributed to for the school year.

Goal #4: Student achievement for each subject area will increase to meet AMO target for each student subgroup as teachers develop and purposefully implement rigorous, engaging, and differentiated lessons that align with the Common Core Standards

Barrier #2: Insufficient standard based instruction

Strategy #1 to Overcome the Barrier Increase instructional rigor which is aligned with the cognitive complexity levels of standards and benchmarks

Step #1 to Implement Strategy #1 - Budget Item

Action:

Reading classes in 6th and 7th grade will be smaller due to an addition of a reading teacher

Person or Persons Responsible:

Title One- funded teacher

Target Dates or Schedule:

Daily

Evidence of Completion:

Increase of reading scores of 6th and 7th grade students

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #4

Action:

All reading classes will be monitored for fidelity

Person or Persons Responsible:

Reading coach, Rti/ Msst Coach, Administration

Target Dates or Schedule:

Daily

Evidence of Completion

Review of class data

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #4

Action:

We will monitor the effectiveness of the research based programs for reading instruction

Person or Persons Responsible:

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Data from programs

**Action Step(s) Missing for Goal #4, Barrier #3, Strategy #1
Complete one or more action steps for this Strategy or de-select it**

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #4

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #3 to Goal #4

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #4: Student achievement for each subject area will increase to meet AMO target for each student subgroup as teachers develop and purposefully implement rigorous, engaging, and differentiated lessons that align with the Common Core Standards

Barrier #4: Previous retentions , lacking basic skills,

Strategy #1 to Overcome the Barrier Provide a before school and after school extended learning program to help student catch up on grade level work.

Step #1 to Implement Strategy #1 - Budget Item

Action:

Students will attend before and after school tutoring in order to increase their knowledge towards common core.

Person or Persons Responsible:

Level one and two FCAT students, students that need to make up units or credits, students in need of an enrichment activity

Target Dates or Schedule:

Tuesday and Thursday mornings from 8:00- 9:00 am and 4:30-5:30 pm

Evidence of Completion:

Number of students completing the program with an increase in learning gains.

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #4 to Goal #4

Action:

Student participation

Person or Persons Responsible:

Assistant principal

Target Dates or Schedule:

Monthly data

Evidence of Completion

Attendance is maintain or increased.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #4 to Goal #4

Action:

The number of students participation in ELP

Person or Persons Responsible:

Assistant principal

Target Dates or Schedule:

Monthly

Evidence of Completion:

Students that attended ELP will increase test scores.

Goal #4: Student achievement for each subject area will increase to meet AMO target for each student subgroup as teachers develop and purposefully implement rigorous, engaging, and differentiated lessons that align with the Common Core Standards

Barrier #5: Students have a difficult time writing to express an idea.

Strategy #1 to Overcome the Barrier Implement school-wide writing expectations.

Step #1 to Implement Strategy #1

Action:
All language arts teachers will attend the Language Arts Professional Development provided by the district.

Person or Persons Responsible:
All language arts teachers

Target Dates or Schedule:
District training calendar

Evidence of Completion:
IPDP- information, proof of completion

Step #2 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:
New computer based writing program to help increase student writing scores.

Person or Persons Responsible:
All language arts teachers

Target Dates or Schedule:
Weekly

Evidence of Completion:
Computer based scores are generated.

Facilitator:
Ricki Reisinger

Participants:
All language arts teachers

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #5 to Goal #4

Action:
Monitor enrollment of teachers in language arts CCSS professional development activities

Person or Persons Responsible:
Principal and assistant principal

Target Dates or Schedule:
Monthly

Evidence of Completion
Completion of training for IPDP

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #5 to Goal #4

Action:

Teachers attending professional development

Person or Persons Responsible:

Principal and assistant principal

Target Dates or Schedule:

Monthly

Evidence of Completion:

Completion of professional development for IPDP

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school

The Reading Coach provided by Title II will work in collaboration with Lealman Intermediate Staff to provide best practices and reading strategies for programs targeting reading. The MTSS Specialist/Staff Developer provided by Title 1 will work in collaboration with Lealman Intermediate Staff to provide best practices strategies. An additional reading teacher provided by Title1 will assist with a smaller TPR in reading classes. In addition, an extra ESE assistant has been provided to work with the Linda Mood-Bell program to teach to fidelity. Per the Individuals with Disabilities Education Act, Lealman Intermediate will provide supplemental instructional support provided by Title 1. The supplemental instructional support will be discussed with parents during the development of students' IEPs. Title 1 funds will also be used to increase time for our parent liason.

Professional Development

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

Goal #1: Lealman students will increase their in seat time by 40% by decreasing the number of unexcused absences and discipline referrals resulting in suspensions.

Barrier #1: Insufficient intervention supports to address students' needs,

Strategy #1: Provide social, emotional and behavioral interventions that address students' needs through the use of our Tier 1 positive behavior supports program, Cobra Cards.

Action Step #1: Discipline and attendance data will be monitored on a monthly basis.

Facilitator leader

Behavior Specialist

Participants

SBLT

Target dates or schedule

Monthly

Evidence of Completion and Person Responsible for Monitoring

Positive trend evidence monitored on a monthly a basis.

(Person Responsible: The SBLT and behavior specialist, attendance worker.)

Barrier #3: Students lack social skills,

Strategy #1: Implement "Overcoming Obstacles" lessons into first period on a weekly basis.

Action Step #1: Overcoming Obstacle is a research based program used to promote appropriate social skills in secondary school and life.

Facilitator leader

Overcoming Obstacles Team

Participants

All staff at Lealman Intermediate School

Target dates or schedule

Twenty minutes of extended time during the 1st period class.

Evidence of Completion and Person Responsible for Monitoring

Decrease in discipline referrals and teacher detentions.

(Person Responsible: First period teachers will be responsible for teaching the curriculum on Friday mornings.)

Goal #2: Close the achievement gap between Black and non-black students to our AMO 2014 targets;

Barrier #1: Insufficient instructional rigor,

Strategy #1: a)Content materials are differentiated by student interests, cultural backgrounds, prior knowledge of content, and skill level.

Action Step #1: Students will be provided the opportunity for participation in an extended learning program.

Facilitator leader

Ricki Reisinger

Participants

Teachers,Principal's Multicultural Committee,

Target dates or schedule

Monthly monitoring of data

Evidence of Completion and Person Responsible for Monitoring

Close the AMO gap between black and white students.

(Person Responsible: Teachers,Principal's Multicultural Committee,)

Barrier #2: Lack of student engagement,

Strategy #1: Teachers will use real life experience and application to enhance learning for the African American students.

Action Step #1: Teachers will document activities that are introduced that are relevant to real life activities.

Facilitator leader

Ricki Reisinger

Participants

All instructional staff

Target dates or schedule

Weekly

Evidence of Completion and Person Responsible for Monitoring

Lesson Plans

(Person Responsible: Teachers)

Barrier #3: Insufficient intervention support to address the varying needs of students across academic and engagement areas

Strategy #1: Teachers will attend trainings to help them learn new strategies of interventions for the varying needs of the African American students.

Action Step #1: Teachers attending professional development to address closing gap between white and black students.

Facilitator leader

Ricki Reisinger

Participants

All instructional staff

Target dates or schedule

After school, weekends, district professional development days

Evidence of Completion and Person Responsible for Monitoring

IPDP information- proof of PD attendance

(Person Responsible: All teachers)

Goal #4: Student achievement for each subject area will increase to meet AMO target for each student subgroup as teachers develop and purposefully implement rigorous, engaging, and differentiated lessons that align with the Common Core Standards

Barrier #1: Insufficient knowledge and understanding of the Common Core Standards,

Strategy #1: a) Implement engaging lessons aligned to the Common Core Standards and to state standards (supports Bradley MOU goal as well).

Action Step #1: Continue to attend professional development for Common Core Standards

Facilitator leader

Ricki Reisinger

Participants

All instructional staff

Target dates or schedule

PLC to work on collaborative planning of lessons Team PLC's PD provided by district

Evidence of Completion and Person Responsible for Monitoring

Increase of student engagement data collection from administrative walkthroughs

(Person Responsible: All instructional staff)

Strategy #2: b) Utilize formative assessments in classrooms to inform differentiation in instruction (supports Bradley MOU goal as well).

Action Step #1: A full time RtI/MTSS Coach will be used to model differentiation in instruction for our struggling students.

Facilitator leader

Ricki Reisinger

Participants

All staff members

Target dates or schedule

Weekly

Evidence of Completion and Person Responsible for Monitoring

More use of formative assessments in classroom.

(Person Responsible: Principal, Assistant Principal, RTI/MTSS Coach, Reading Coach)

Barrier #5: Students have a difficult time writing to express an idea.

Strategy #1: Implement school-wide writing expectations.

Action Step #2: New computer based writing program to help increase student writing scores.

Facilitator leader

Ricki Reisinger

Participants

All language arts teachers

Target dates or schedule

Weekly

Evidence of Completion and Person Responsible for Monitoring

Computer based scores are generated.

(Person Responsible: All language arts teachers)

Budget

Budget Summary by Goal

Goal	Description	Total
Goal #1	Lealman students will increase their in seat time by 40% by decreasing the number of unexcused absences and discipline referrals resulting in suspensions.	\$14,401
Goal #2	Close the achievement gap between Black and non-black students to our AMO 2014 targets;	\$14,397
Goal #3	Increase parental involvement in school-wide activities by 43%.	\$6,245
Goal #4	Student achievement for each subject area will increase to meet AMO target for each student subgroup as teachers develop and purposefully implement rigorous, engaging, and differentiated lessons that align with the Common Core Standards	\$194,481
	Total	\$229,524

Budget Summary by Resource Type and Funding Source

Resource Type	Professional Development	Personnel	Technology	Other	Evidence-Based Program	Total
Title I	\$22,566	\$159,681	\$26,950	\$2,442	\$2,068	\$213,707
School budget	\$0	\$0	\$0	\$2,000	\$0	\$2,000

Extended Learning Money	\$0	\$13,817	\$0	\$0	\$0	\$13,817
Total	\$22,566	\$173,498	\$26,950	\$4,442	\$2,068	\$229,524

Budget Detail

Goal #1: Lealman students will increase their in seat time by 40% by decreasing the number of unexcused absences and discipline referrals resulting in suspensions.

Barrier #1: Insufficient intervention supports to address students' needs,

Strategy #1: Provide social, emotional and behavioral interventions that address students' needs through the use of our Tier 1 positive behavior supports program, Cobra Cards.

Action Step #1: Discipline and attendance data will be monitored on a monthly basis.

Resource Type Other
Resource Copies of the Lealman Cobra Cards
Funding Source School budget
Amount Needed \$2,000

Barrier #3: Students lack social skills,

Strategy #1: Implement "Overcoming Obstacles" lessons into first period on a weekly basis.

Action Step #1: Overcoming Obstacle is a research based program used to promote appropriate social skills in secondary school and life.

Resource Type Personnel
Resource Pre-pre school training for Over Coming Obstacles
Funding Source Title I
Amount Needed \$11,959

Barrier #5: Lack of parent involvement and communication

Strategy #1: Increase student/parent involvement activities by providing more hours to the family community liaison.

Action Step #1: Increase parent involvement in afterschool activities to assist parents with understanding of the Common Core Curriculum changes.

Resource Type Other
Resource Agendas
Funding Source Title I
Amount Needed \$442

Goal #2: Close the achievement gap between Black and non-black students to our AMO 2014 targets;

Barrier #1: Insufficient instructional rigor,

Strategy #1: a)Content materials are differentiated by student interests, cultural backgrounds, prior knowledge of content, and skill level.

Action Step #1: Students will be provided the opportunity for participation in an extended learning program.

Resource Type Personnel
Resource Dimension U, Achieve 3000, Reading Plus,
Funding Source Extended Learning Money
Amount Needed \$13,817

Barrier #3: Insufficient intervention support to address the varying needs of students across academic and engagement areas

Strategy #1: Teachers will attend trainings to help them learn new strategies of interventions for the varying needs of the African American students.

Action Step #1: Teachers attending professional development to address closing gap between white and black students.

Resource Type	Personnel
Resource	Professional development stipends, registration fees and travel
Funding Source	Title I
Amount Needed	\$580

Goal #3: Increase parental involvement in school-wide activities by 43%.

Barrier #1: Lack of communication with parents, day of the meetings, time of workshops,

Strategy #1: Provide parents/guardians with effective communication tools. Flexible scheduling of Parent Involvement Activities, Information/materials provided for all families;

Action Step #1: Plan the calendar to plan and offer content area workshops for all parents by sending news letters, flyers, marquee, stickers, and Parent Messengers.

Resource Type	Other
Resource	Materials for parent trainings- printing
Funding Source	Title I
Amount Needed	\$2,000

Strategy #2: Parent/Community Liaison builds relationships with community an increase volunteers, mentors and resources available to school families;

Action Step #1: Increase the time for the parent community liaison by seven and one half hour a week.

Resource Type	Personnel
Resource	Salary
Funding Source	Title I
Amount Needed	\$2,177

Strategy #3: Based on parent survey results, workshops will continue to be offered in content areas to provide parent training in how to help students in mathematics, reading, and literacy strategies in all content areas.

Action Step #1: Using trend data and parents surveys, plan parent involvement activities to meet the needs of our parents.

Resource Type	Evidence-Based Program
Resource	Food will be provided for a lite dinner for parents and students.
Funding Source	Title I
Amount Needed	\$2,068

Goal #4: Student achievement for each subject area will increase to meet AMO target for each student subgroup as teachers develop and purposefully implement rigorous, engaging, and differentiated lessons that align with the Common Core Standards

Barrier #1: Insufficient knowledge and understanding of the Common Core Standards,

Strategy #1: a) Implement engaging lessons aligned to the Common Core Standards and to state standards (supports Bradley MOU goal as well).

Action Step #1: Continue to attend professional development for Common Core Standards

Resource Type	Professional Development
Resource	Task force to review data pre-school
Funding Source	Title I
Amount Needed	\$22,566

Strategy #2: b) Utilize formative assessments in classrooms to inform differentiation in instruction (supports Bradley MOU goal as well).

Action Step #1: A full time Rti/MTSS Coach will be used to model differentiation in instruction for our struggling students.

Resource Type	Personnel
Resource	Rti/MTSS
Funding Source	Title I
Amount Needed	\$77,912

Barrier #2: Insufficient standard based instruction

Strategy #1: Increase instructional rigor which is aligned with the cognitive complexity levels of standards and benchmarks

Action Step #1: Reading classes in 6th and 7th grade will be smaller due to an addition of a reading teacher

Resource Type	Personnel
Resource	Reading teacher for Linda Mood- Bell
Funding Source	Title I
Amount Needed	\$54,938

Barrier #4: Previous retentions , lacking basic skills,

Strategy #1: Provide a before school and after school extended learning program to help student catch up on grade level work.

Action Step #1: Students will attend before and after school tutoring in order to increase their knowledge towards common core.

Resource Type	Personnel
Resource	Salaries for ELP program
Funding Source	Title I
Amount Needed	\$12,115

Barrier #5: Students have a difficult time writing to express an idea.

Strategy #1: Implement school-wide writing expectations.

Action Step #2: New computer based writing program to help increase student writing scores.

Resource Type Technology

Resource Computer cart for implementation of the new language arts program

Funding Source Title I

Amount Needed \$26,950