The School District of Lee County

Lehigh Elementary School

2015-16 School Improvement Plan

Lehigh Elementary School

200 SCHOOLSIDE DR, Lehigh Acres, FL 33936

http://lhl.leeschools.net

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Elementary	Yes	75%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	75%

School Grades History

Year	**2014-15**	**2013-14**	**2012-13**	**2011-12**
Grade	C*	C	B	A

*Preliminary 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 Lee County School Board.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Lehigh Elementary is dedicated to building life-long learners through a safe, nurturing, and respectful environment driven by high expectations, school wide collaboration, community and family involvement.

Provide the school's vision statement

To be a world class school.

School Environment

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

The District provides a school climate survey to all parents, both electronically and paper. The data from the survey is used in planning classroom team building activities as well as parent involvement nights. Through our Leader in Me initiative, our staff, students, and famiies are developing interpersonal and leadership qualities that build postive relationships.

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

Our school uses a schoolwide Leader in Me initiative that teaches students foundational skills for interacting with oneself and others. Additionally, teachers use Kagan team building, class building, and cooperative learning structures, which promotes positive interdependence. Faculty and staff monitor high traffic areas during arrival and dismissal times to help direct students and proactively decrease problematic behaviors. Further, clear school and classroom expectations are posted in all areas around campus.

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

Clear expectations and consequences
Schoolwide behavior plan that outlines protocols for dealing with classroom discipline from minor to major incidents.
Students are taught the Leader in Me 7 Habits that include responding proactively, beginning with the end in mind, putting first things first, and thinking win-win.

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

Full time school counselor
Mentoring program between staff and students
MTSS referrals
Vision and other health screenings
Social Worker

Leader in Me self-awareness activities
Kagan multi-intelligence inventory to hightlight strengths

Family and Community Involvement

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

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/185044.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Lehigh Elementary provides information to stakeholders regarding school functions, volunteer opportunities, and current progress and successes. Lehigh Elementary continues to establish business partnerships to enhance student experiences and achievement by highlighting opportunities in our school newsletter, school website, Parentlink, attendance at community group meetings, and open invitations to school functions.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Walker, Toni	Principal
Wagner, Barbara	Assistant Principal
Morgan, Jackson	Assistant Principal
Sharp, Melinda	Administrative Support
Elswick, Diane	Instructional Coach
Bell, Ashley	Guidance Counselor
Amott, Christine	Instructional Coach
Gibbs, Samantha	Instructional Coach

Duties

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

The function and responsibility of each school-based leadership team member as related to the school's MTSS and SIP are as follows:
Classroom Teacher
• Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, anecdotals) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
• Attend MTSS Team meetings to collaborate on & monitor students who are struggling
• Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
• Deliver instructional interventions with fidelity
Reading or Math Coach/Specialist
• Attend MTSS Team meetings
• Train teachers in interventions, progress monitoring, differentiated instruction
• Implement supplemental and intensive interventions
• Keep progress monitoring notes & anecdotals of interventions implemented
• Administer screenings
• Collect school-wide data for team to use in determining at-risk students
Speech-Language Pathologist
• Attend MTSS Team meetings for students receiving supplemental and intensive supports.
• Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
• Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
• Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions
Principal/Assistant Principal
• Facilitate implementation of the MTSS problem-solving process in your building
• Provide or coordinate valuable and continuous professional development
• Assign paraprofessionals to support MTSS implementation when possible
• Attend MTSS Team meetings to be active in the MTSS change process
• Conduct classroom Walk-Throughs to monitor fidelity
Guidance Counselor/Curriculum Specialist
• Often MTSS Team facilitators
• Schedule and attend MTSS Team meetings
• Maintain log of all students involved in the MTSS process
• Send parent invites
• Complete necessary MTSS forms
• Conduct social-developmental history interviews when requested
School Psychologist
• Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
• Monitor data collection process for fidelity
• Review & interpret progress monitoring data
• Collaborate with MTSS Team on effective instruction & specific interventions
• Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions
ESE Teacher/Staffing Specialist
• Consult with MTSS Team regarding intensive interventions
• Incorporate MTSS data when making eligibility decisions
Specialist (Behavior, OT, PT, ASD)
• Consult with MTSS Team
• Provide staff trainings
Social Worker
• Attend MTSS Team meetings when requested
• Conduct social-developmental history interviews and share with MTSS Team

ESOL/ELL Representative
• Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
• Conduct language screenings and assessments
• Provide ELL interventions at all tiers
The MTSS Leadership team at Lehigh Elementary meets on an as needed basis to analyze school and/or student progress data in order to monitor the progress of students receiving interventions and to identify students in need of more support. The team uses the five-step problem solving process as outlined in the district's Response to Intervention Manual. The roles of each member are as follows:

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 MTSS Problem-Solving team at Lehigh Elementary meets weekly, monthly, and as needed to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process that is outlined in the District's MTSS manual.
Title I, Part A
Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.
Title I, Part C- Migrant
Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.
Title I, Part D
The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.
Title II
Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not

supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title III

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X- Homeless

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For
instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/ or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI)

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Violence Prevention Programs

The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Nutrition Programs

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Housing Programs

Head Start

Blended Head Start/Title 1/VPK/Migrant early childhood classrooms will be located on the school's

campus. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by meeting the federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness Screening (FLKRS).

Adult Education

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Career and Technical Education

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Job Training

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Other

Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Schmidt, Kimberly	Teacher
Trani, Barbara	Teacher
Walker, Toni	Principal
Humfleet, Allen	Business/Community
Fecko, Judy	Teacher
Davis, Achim	Education Support Employee
Puente, Sylvia	Parent
Walker, Rev. Malcom	Business/Community
Thomas, Courtney	Parent
Alonso, Yunisleidy	Parent

Duties

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

Evaluation of last year's school improvement plan

Members of the school advisory council meet quarterly to review progress monitoring of school proficiency levels. Presently, there is no standardized test data to gauge school-wide proficiency levels.

Development of this school improvement plan

Members of the School Advisory Council will meet as a group in October to review the working document. The body will to continue discussion of the plan, make suggestions, and adjustments. The plan will be officially approved by the School Advisory Council on October 6, 2015.

Preparation of the school's annual budget and plan

School improvement dollars will be allocated to schoolwide initiatives related to student learning. Before dollars are spent, the Principal will bring the suggestion to the School Advisory Council for approval.

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

The School Improvement budget will be used to provide resources to enhance instruction and improve student achievement.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

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

The administration at Lehigh Elementary School is in the process of recruiting members of appropriate peer groups to participate in the SAC.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Walker, Toni	Principal
Wagner, Barbara	Assistant Principal
Morgan, Jackson	Assistant Principal
Sharp, Melinda	Administrative Support
Elswick, Diane	Instructional Coach
Amott, Christine	Instructional Coach
Hirt, Kathleen	Teacher, K-12
Johnson, Amelia	Teacher, K-12
Lewis, Michelle	Teacher, K-12
Morrison, Hannah	Teacher, K-12
Morrison, Robert	Teacher, K-12
Stephens, Melissa	Other
Gibbs, Samantha	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT'S major initiative this year will be to keep consistent data on students and to ensure that we are making

adequate gains toward meeting our SIP goals in READING. Our data will come from pre, mid, and post

tests, Oral Reading Fluency, Concept tests, Weekly progress monitoring, and Compass Odyssey data. The team will assist with the design of the Title II professional development plan for reading training opportunities. The team will also monitor STAR and STAR Early Literacy data;

In addition, the team will:

Provide support and training on the newly adopted reading program to ensure implementation, fidelity, and success.

Increase reading achievement levels across all grade levels;

Family Literacy Night

School-wide participation in independent reading initiatives;

Media Center Themes and coordinating programs within reading curriculum

Provide professional development strategies for use during differentiated instruction/ enrichment times

Monitor literacy data school-wide

Monitor WIN/ Small group instruction

Public and Collaborative Teaching

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

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

Provided common planning and lunch for all grade levels

Bi-weekly faculty trainings

Weekly PLC meetings for data analysis and instructional planning

Schoolwide use of OnCourse to allow for collaboration

Vertical alignment teams to establish rapport between grade levels

Accountability buddies to encourage practice with the 7 Habits

Kagan structures utilized school-wide and for faculty meetings/trainings

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

Lehigh Elementary uses the District's PeopleSoft application to screen candidates for instructional positions. The application identifies eligible candidates who can be interviewed based on certification, veteran preference, highly qualified status, and experience. Once candidates are selected for an interview, the school leadership team interviews and scores each candidate using a rubric. The top 3 finalists are recommended to the administrative team and they make final hiring decisions.

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

The administrative team at Lehigh Elementary pairs new teachers with effective teacher mentors who have successfully obtained the Clinical Educator Endorsement and who have the knowledge, skill-set, and grade level expertise to effectively coach a new teacher. Lehigh has implemented a buddy system to provide new personnel with an additional support person. The academic coaches are providing collegial coaching and we are working on having 100% of faculty clin ed endorsed by the end of 2017.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The core instructional programs at Lehigh Elementary follow the District's Academic Plans which are aligned to Florida Standards. Through the PLC process of utilizing Backward Design, grade level teams ensure teachers deliver standards based instruction.

Instructional Strategies

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

The academic schedule has been designed so that each grade level has an intervention block (WIN time) in which the diverse needs of students on all levels can be addressed. Student data from STAR, MTSS progress monitoring, Performance Matters and Castle data, school wide fluency and comprehension progress monitoring data to determine individual student needs and design instructions.

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

Strategy: Extended School Day

Minutes added to school year: 4,500

All teachers incorporate intervention time for all students who require assistance to become proficient with grade level standards or demonstrate adequate learning gains.Teachers will use data to drive instruction, to enrich or remediate students based on individual needs.

Strategy Rationale

Lehigh Elementary is in the bottom 300 elementary schools for reading proficiency and learning gains. In order to improve achievement the extended day is dedicated to literacy instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Walker, Toni, tonimw@leeschools.net

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

Standards based progress monitoring data that include pre and post assessments

Student Transition and Readiness

PreK-12 Transition

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

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

•Orientation meetings will be held prior to the start of the school year for kindergarten students and their families to familiarize them with the school and expectations for the coming year.
•All students are assessed prior to or upon entering within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction.

College and Career Readiness

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

NA

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

NA

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

NA

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

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

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

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

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

School Improvement Goals

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

Problem Solving Key

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

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

Strategic Goals Summary

G1.   Increase percentage of grade 3-5 students proficient in reading from 53% to 56% as measured by the end of the year STAR reading assessment.

G2.   100% of core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes.

G3.   Teacher engagement will increase at least .2% in the Q12 area of Q00 as measured by the FY16 Gallup Teacher Engagement Survey.

Strategic Goals Detail

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

G1. Increase percentage of grade 3-5 students proficient in reading from 53% to 56% as measured by the end of the year STAR reading assessment. `1a`

🔍 G074360

Targets Supported `1b`

Indicator	Annual Target
	56.0

Resources Available to Support the Goal `2`

- Florida Reading Reading
- Star Reports and resources provided through RENN. Place

Targeted Barriers to Achieving the Goal `3`

- Time

Plan to Monitor Progress Toward G1. `8`

Teachers will collect STAR data, fluency data, DAZE data, and performance matters data.

Person Responsible
Toni Walker

Schedule
Daily, from 11/30/2015 to 6/8/2016

Evidence of Completion
Mrs. Walker will review data with teacher in monthly data meetings.

G2. 100% of core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes. 1a

G074361

Targets Supported 1b

Indicator	Annual Target
Effective+ Administrators	100.0

Resources Available to Support the Goal 2

- On site trainers;

- Step by Step Instructions

Targeted Barriers to Achieving the Goal 3

- Castle is a new program and unfamiliar to teachers

- Time constraints

Plan to Monitor Progress Toward G2. 8

Monitor teacher usage of CASTLE Standards Tracking Program

Person Responsible
Toni Walker

Schedule
Monthly, from 10/26/2015 to 6/15/2016

Evidence of Completion
We will monitor usage data, CASTLE reports, PLC minutes,

G3. Teacher engagement will increase at least .2% in the Q12 area of Q00 as measured by the FY16 Gallup Teacher Engagement Survey. `1a`

Targets Supported `1b`

`G074362`

Indicator	Annual Target
Effective+ Administrators	39.0

Resources Available to Support the Goal `2`

- Webinar trainings, Flipped trainings

- Teacher Leaders to provide coaching and support

- Academic coaches to provide coaching and support

- Intervention Support Specialist to assist with behavior/academic intervenitons

- PLC Support and collaboration with grade levels, academic coaches, teacher leaders, intervention specialist, administration

- Thinking Map Writing training and follow up

Targeted Barriers to Achieving the Goal `3`

- Time constraints for face to face training and support

- Lack of efficiency in managing resources and differentiating instruction to meet student needs

Plan to Monitor Progress Toward G3. `8`

A Survey Monkey teacher engagement survey will be given midyear and the District Gallup Teacher Engagement survey will be given in May.

Person Responsible
Toni Walker

Schedule
On 6/1/2016

Evidence of Completion
Survey data; Comments;

Action Plan for Improvement

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

Problem Solving Key

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

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

G1. Increase percentage of grade 3-5 students proficient in reading from 53% to 56% as measured by the end of the year STAR reading assessment. `1`

🔑 G074360

G1.B1 Time `2`

🔑 B194109

G1.B1.S1 Use all support staff in classrooms during WIN time (intervention time). `4`

🔑 S205626

Strategy Rationale

Increase number of adults in classroom to help struggling students meet target.

Action Step 1 `5`

Teachers will use extra adults in classrooms to help students during intervention time (WIN).

Person Responsible

Toni Walker

Schedule

Daily, from 11/30/2015 to 6/8/2016

Evidence of Completion

Data collected from Renn. Place and District Reports.

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

Teacher will collect data and change intervention placed off the data collected for Win time lessons.

Person Responsible

Toni Walker

Schedule

Weekly, from 11/30/2015 to 6/8/2016

Evidence of Completion

Lesson Plans, star reports, performance matters report to show growth.

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

Meetings with administration to discuss progress and plans.

Person Responsible

Toni Walker

Schedule

Every 3 Weeks, from 11/30/2015 to 6/8/2016

Evidence of Completion

At this time teachers will discuss and share data (star reports, performance matters, anecdotal notes,and lesson plans).

G2. 100% of core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes. 1

🔑 G074361

G2.B1 Castle is a new program and unfamiliar to teachers 2

🔑 B194110

G2.B1.S1 Provide on site training and ongoing support to grade levels and individuals. 4

🔑 S205627

Strategy Rationale

Training and ongoing support will increase teacher effectiveness and confidence with using Castle.

Action Step 1 5

Teachers will be trained how to use the CASTLE Standards Tracker program.

Person Responsible

Jackson Morgan

Schedule

Monthly, from 10/26/2015 to 6/15/2016

Evidence of Completion

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

Monitor teacher usage reports, PLC minutes, and CASTLE reports.

Person Responsible

Jackson Morgan

Schedule

Monthly, from 10/26/2015 to 6/15/2016

Evidence of Completion

Teacher usage reports, PLC minutes, and CASTLE reports.

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

Teacher usage reports, PLC minutes, and CASTLE reports.

Person Responsible

Jackson Morgan

Schedule

Monthly, from 10/26/2015 to 6/15/2016

Evidence of Completion

Teacher usage reports, PLC minutes, and CASTLE reports.

G3. Teacher engagement will increase at least .2% in the Q12 area of Q00 as measured by the FY16 Gallup Teacher Engagement Survey. `1`

🔍 G074362

G3.B2 Time constraints for face to face training and support `2`

🔍 B194114

G3.B2.S1 Training will be provided through the form of Webinars, Flipped meetings, traditional meetings with Kagan structures utilized to demonstrate effective teaching strategies within the context of the meeting. `4`

🔍 S205630

Strategy Rationale

Teachers are able to access the information they need in a variety of methods and can manage their own time more effectively and still receive support.

Action Step 1 `5`

Training will be provided through the form of Webinars, Flipped meetings, traditional meetings with Kagan structures utilized to demonstrate effective teaching strategies within the context of the meeting.

Person Responsible

Toni Walker

Schedule

Weekly, from 9/15/2015 to 6/15/2016

Evidence of Completion

Summary of follow up activities done in response to training that show practical application

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

Monitor attendance at trainings;

Person Responsible

Toni Walker

Schedule

Weekly, from 9/15/2015 to 6/15/2016

Evidence of Completion

In service Records; Written follow up tasks;

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

Monitor attendance at trainings and practical application of content learned;

Person Responsible

Toni Walker

Schedule

Weekly, from 9/15/2015 to 6/15/2016

Evidence of Completion

In service Records; Written follow up tasks;

G3.B3 Lack of efficiency in managing resources and differentiating instruction to meet student needs 2

B194115

G3.B3.S1 Teacher will receive 7 Habits training in which they will learn time management strategies. Academic Coaches and Teacher Leaders will provide coaching and support in managing resources and differentiating instruction. 4

S205631

Strategy Rationale

With a better understanding of how to manage their time and resources, teachers will feel more effective and satisfied in their workplace.

Action Step 1 5

Provide teachers 7 Habits and time management training and ongoing support.

Person Responsible

Toni Walker

Schedule

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

Evidence of Completion

Sign in sheets, agendas, lesson plans

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Academic Coaches/ Teacher Leaders will observe and confer with teachers if they are effectively using their resources of time, materials, and personnel.

Person Responsible

Barbara Wagner

Schedule

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

Evidence of Completion

Inservice records, meeting minutes, mentor logs, and lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 `7`

Academic Coaches/ Teacher Leaders will observe and confer with teachers if they are effectively using their resources of time, materials, and personnel.

Person Responsible

Barbara Wagner

Schedule

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

Evidence of Completion

Lesson Plans, Inservice records, Mentor logs, meeting minutes

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Teachers will use extra adults in classrooms to help students during intervention time (WIN).	Walker, Toni	11/30/2015	Data collected from Renn. Place and District Reports.	6/8/2016 daily
G2.B1.S1.A1	Teachers will be trained how to use the CASTLE Standards Tracker program.	Morgan, Jackson	10/26/2015		6/15/2016 monthly
G3.B2.S1.A1	Training will be provided through the form of Webinars, Flipped meetings, traditional meetings with Kagan structures utilized to demonstrate effective teaching strategies within the context of the meeting.	Walker, Toni	9/15/2015	Summary of follow up activities done in response to training that show practical application	6/15/2016 weekly
G3.B3.S1.A1	Provide teachers 7 Habits and time management training and ongoing support.	Walker, Toni	8/13/2015	Sign in sheets, agendas, lesson plans	6/1/2016 monthly
G1.MA1	Teachers will collect STAR data, fluency data, DAZE data, and performance matters data.	Walker, Toni	11/30/2015	Mrs. Walker will review data with teacher in monthly data meetings.	6/8/2016 daily
G1.B1.S1.MA1	Meetings with administration to discuss progress and plans.	Walker, Toni	11/30/2015	At this time teachers will discuss and share data (star reports, performance matters, anecdotal notes,and lesson plans).	6/8/2016 every-3-weeks
G1.B1.S1.MA1	Teacher will collect data and change intervention placed off the data collected for Win time lessons.	Walker, Toni	11/30/2015	Lesson Plans, star reports, performance matters report to show growth.	6/8/2016 weekly
G2.MA1	Monitor teacher usage of CASTLE Standards Tracking Program	Walker, Toni	10/26/2015	We will monitor usage data, CASTLE reports, PLC minutes,	6/15/2016 monthly
G2.B1.S1.MA1	Teacher usage reports, PLC minutes, and CASTLE reports.	Morgan, Jackson	10/26/2015	Teacher usage reports, PLC minutes, and CASTLE reports.	6/15/2016 monthly
G2.B1.S1.MA1	Monitor teacher usage reports, PLC minutes, and CASTLE reports.	Morgan, Jackson	10/26/2015	Teacher usage reports, PLC minutes, and CASTLE reports.	6/15/2016 monthly
G3.MA1	A Survey Monkey teacher engagement survey will be given midyear and the District Gallup Teacher Engagement survey will be given in May.	Walker, Toni	1/26/2016	Survey data; Comments;	6/1/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S1.MA1	Monitor attendance at trainings and practical application of content learned;	Walker, Toni	9/15/2015	In service Records; Written follow up tasks;	6/15/2016 weekly
G3.B2.S1.MA1	Monitor attendance at trainings;	Walker, Toni	9/15/2015	In service Records; Written follow up tasks;	6/15/2016 weekly
G3.B3.S1.MA1	Academic Coaches/ Teacher Leaders will observe and confer with teachers if they are effectively using their resources of time, materials, and personnel.	Wagner, Barbara	8/13/2015	Lesson Plans, Inservice records, Mentor logs, meeting minutes	6/1/2016 monthly
G3.B3.S1.MA1	Academic Coaches/ Teacher Leaders will observe and confer with teachers if they are effectively using their resources of time, materials, and personnel.	Wagner, Barbara	8/13/2015	Inservice records, meeting minutes, mentor logs, and lesson plans	6/1/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. 100% of core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes.

G2.B1 Castle is a new program and unfamiliar to teachers

G2.B1.S1 Provide on site training and ongoing support to grade levels and individuals.

PD Opportunity 1

Teachers will be trained how to use the CASTLE Standards Tracker program.

Facilitator

Jackson Morgan

Participants

Teachers

Schedule

Monthly, from 10/26/2015 to 6/15/2016

G3. Teacher engagement will increase at least .2% in the Q12 area of Q00 as measured by the FY16 Gallup Teacher Engagement Survey.

G3.B2 Time constraints for face to face training and support

G3.B2.S1 Training will be provided through the form of Webinars, Flipped meetings, traditional meetings with Kagan structures utilized to demonstrate effective teaching strategies within the context of the meeting.

PD Opportunity 1

Training will be provided through the form of Webinars, Flipped meetings, traditional meetings with Kagan structures utilized to demonstrate effective teaching strategies within the context of the meeting.

Facilitator

Administration, Academic Coaches, Teacher Leaders, Intervention Specialist

Participants

Teachers

Schedule

Weekly, from 9/15/2015 to 6/15/2016

G3.B3 Lack of efficiency in managing resources and differentiating instruction to meet student needs

G3.B3.S1 Teacher will receive 7 Habits training in which they will learn time management strategies. Academic Coaches and Teacher Leaders will provide coaching and support in managing resources and differentiating instruction.

PD Opportunity 1

Provide teachers 7 Habits and time management training and ongoing support.

Facilitator

Lighthouse Team

Participants

Teachers

Schedule

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

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Teachers will use extra adults in classrooms to help students during intervention time (WIN).				$0.00
2	G2.B1.S1.A1	Teachers will be trained how to use the CASTLE Standards Tracker program.				$0.00
3	G3.B2.S1.A1	Training will be provided through the form of Webinars, Flipped meetings, traditional meetings with Kagan structures utilized to demonstrate effective teaching strategies within the context of the meeting.				$5,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0301 - Lehigh Elementary School	Title I Part A		$1,000.00
			Notes: Erin Gruwell Presentation			
			0301 - Lehigh Elementary School	Title I Part A		$4,500.00
			Notes: Thinking Maps Writing Training			
4	G3.B3.S1.A1	Provide teachers 7 Habits and time management training and ongoing support.				$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0301 - Lehigh Elementary School	Title I Part A		$3,500.00
			Notes: 7 Habits new teacher training and Empowerment Day			
					Total:	$9,000.00