

The School District of Lee County

Lehigh Elementary School



2016-17 Schoolwide Improvement Plan

Lehigh Elementary School

200 SCHOOLSIDE DR, Lehigh Acres, FL 33936

<http://lhl.leeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	77%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	D	C

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Lehigh Elementary School

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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.

b. Provide the school's vision statement.

To be a world class school.

2. School Environment

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

The school provides a school climate survey to all parents and students (5th grade). 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 families are developing interpersonal and leadership qualities that build positive relationships.

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

Our school uses a school-wide 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. We follow a school-wide behavior plan, which focuses on strategies for improving behavior rather than punishment. The following will be utilized:

- *Enhanced security to include access cards and single point of entry
- *Teachers meet and greet students at the door
- *Faculty and staff monitor high traffic areas during arrival and dismissal times to help direct students and proactively decrease problematic behaviors
- *Active safety team that monitors and improves existing arrival/dismissal procedures and evacuation procedures
- *School counselor who teaches character education and runs small groups
- *Watch D.O.G.S.
- *LECP (before and after-school care)

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

- *Clear expectations and consequences
- *School-wide behavior plan that outlines protocols for dealing with classroom discipline from minor to major incidents
- *Students are taught the Leader in Me 7 Habits
- *School-wide color chart used

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

- *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 highlight strengths
- *Second Step behavior curriculum
- *Crisis response team

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/312313>.

2. Description

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

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

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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Wipf, Sherri	Principal
Morgan, Jackson	Assistant Principal
Elswick, Diane	Instructional Coach
Amott, Christine	Instructional Coach
Depauw, Amy	Instructional Coach
Lusk, Jennifer	Assistant Principal
Centner, Joni	Teacher, K-12
Goode, Honey	Teacher, K-12
Johnson, Amelia	Teacher, K-12
Lewis, Michelle	Teacher, K-12
Morrison, Hannah	Teacher, K-12
Morrison, Robert	Teacher, K-12
Daniels, Eric	Teacher, ESE
Sprandal, Ashley	Teacher, PreK
Sparrow, Jannelle	Teacher, K-12
Schmidt, Kimberly	Instructional Coach
Sell, Deanna	Instructional Coach
Weich, April	Instructional Coach

b. Duties

1. 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, anecdotal) 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 & anecdotal 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:

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

The 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ralph Swank	Parent
Pastor Juan Gonzalez	Business/Community
Courtney Thomas	Parent
Ron Davis	Business/Community
Rachael Mas	Teacher
Dean Martin	Business/Community
Nora Martin	Education Support Employee
Nuryveth Torrijos	Education Support Employee
Karyna Sandin	Teacher
Sherri Wipf	Principal
Jennifer Lusk	Teacher
Canderas Thomas	Parent
Yaherhy Lugone	Parent
Yosimar Sontos	Parent
Hildelisa Junio	Parent
Valarie Miller	Teacher
Gelsis Pirez	Parent
Amy Depauw	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

Goal 1: Ms. Wipf presented last year's plan to SAC. The end-of-year STAR report for 2015-2016 indicated an overall proficiency level in grades three through five of 54% (the goal was 56%).

Goal 2: Due to limited professional development available for CASTLE, the program was not utilized with fidelity.

Goal 3: The district discontinued the use of the Gallup Teacher Engagement Survey.

b. Development of this school improvement plan

Members of the School Advisory Council will meet as a group on September 26, 2016 to review the working document. Those present will be given the opportunity to ask questions, make recommendations, and approve revisions prior to voting and reaching consensus on the SIP.

c. 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.

2. 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.

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

Yes

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

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Wipf, Sherri	Principal
Morgan, Jackson	Assistant Principal
Elswick, Diane	Instructional Coach
Amott, Christine	Instructional Coach
Lusk, Jennifer	Assistant Principal
Depauw, Amy	Instructional Coach
Schmidt, Kimberly	Instructional Coach
Weich, April	Instructional Coach
Sell, Deanna	Instructional Coach

b. Duties

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

The initiative of the LLT will be to discuss and plan ELA activities correlated to the Florida Standards that will increase the classroom teacher's depth of knowledge as well as provide engaging activities that are differentiated for students during the ELA and intervention blocks. This team will also plan and host a Family Reading Night for our students and their families in March.

D. Public and Collaborative Teaching

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

1. 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
- *Monthly faculty meetings
- *Monthly professional development
- *Weekly PLC meetings for data analysis and instructional planning
- *School-wide use of OnCourse to allow for collaboration
- *Vertical alignment team 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

2. 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. Monthly professional development to target school-wide initiatives. New teachers to the district are assigned an APPLS mentor to assist in acclimating to district expectations and requirements. Teachers Leaders and coaches work to increase the number of effective and highly effective teachers. The Sunshine Committee plans social events to increase staff morale and build positive relationships between staff members.

3. 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 highly 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. The academic coaches are providing collegial coaching and we are working on having a 10% increase in faculty with a clinical educator endorsement by the end of 2017.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The 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.

b. Instructional Strategies

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

The master schedule has been designed so that each grade level has an intervention block (WINN 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 is used to determine individual student needs and design instructions. ESE, ELL, and MTSS students receive push-in and pull-out support, based on need.

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

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

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

NA

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

NA

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

NA

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

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** The school will implement a Universal Design for Learning (UDL) infrastructure to support effective Tier 1 instruction to ensure access for all.
- G2.** The school will implement a comprehensive behavior system to include restorative justice practices.

Strategic Goals Detail

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

G1. The school will implement a Universal Design for Learning (UDL) infrastructure to support effective Tier 1 instruction to ensure access for all. 1a

G082818

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	5.0
ELA/Reading Lowest 25% Gains	7.0
Math Gains	5.0
Math Lowest 25% Gains	7.0

Targeted Barriers to Achieving the Goal 3

- Inefficient/ineffective utilization of resources

Resources Available to Help Reduce or Eliminate the Barriers 2

- Paraprofessional support
- Teacher leaders
- Coaches (ESE and academic)
- Targeted professional development opportunities for all levels of support
- Supplemental and technological resources

Plan to Monitor Progress Toward G1. 8

STAR growth data (reading and math)

Person Responsible

Amy Depauw

Schedule

Quarterly, from 10/3/2016 to 5/15/2017

Evidence of Completion

STAR growth reports

G2. The school will implement a comprehensive behavior system to include restorative justice practices.

1a

 G082819

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	-3.0

Targeted Barriers to Achieving the Goal 3

- Lack of social skills

Resources Available to Help Reduce or Eliminate the Barriers 2

- Kagan Cooperative Learning
- Second Step
- Leader in Me
- Restorative Justice

Plan to Monitor Progress Toward G2. 8

Administration will monitor district support application data

Person Responsible

Jackson Morgan

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

District support application reports

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. The school will implement a Universal Design for Learning (UDL) infrastructure to support effective Tier 1 instruction to ensure access for all. **1**

 **G082818**

G1.B1 Inefficient/ineffective utilization of resources **2**

 **B219500**

G1.B1.S1 Use all available staff and volunteers (Watch D.O.G.S., FGCU interns, and Piper Center grandparents) in classrooms during WINN time (intervention time). **4**

 **S231846**

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Sherri Wipf

Schedule

Daily, from 8/15/2016 to 5/22/2017

Evidence of Completion

Master schedule and classroom walk-throughs

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

Teacher Leaders and coaches pull data to collaborate during Professional Learning Communities to guide instructional decisions.

Person Responsible

Sherri Wipf

Schedule

Weekly, from 8/15/2016 to 5/22/2017

Evidence of Completion

PLC meeting minutes, lesson plans, STAR reports, performance matters reports, classroom walk-throughs

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

Meetings with administration to discuss progress and plans

Person Responsible

Sherri Wipf

Schedule

Quarterly, from 8/15/2016 to 5/22/2017

Evidence of Completion

STAR Reading, SEL, STAR Math growth reports

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

PLC meetings and Lighthouse action team meetings

Person Responsible

Sherri Wipf

Schedule

Weekly, from 8/15/2016 to 5/22/2017


Evidence of Completion

Meeting agendas and minutes

G2. The school will implement a comprehensive behavior system to include restorative justice practices. 1

 G082819

G2.B1 Lack of social skills 2

 B219501

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

 S231847

Strategy Rationale

Training and ongoing support will increase teacher effectiveness and confidence in promoting social skills.

Action Step 1 5

Creation of opportunity room

Person Responsible

Diane Elswick

Schedule

Monthly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Existence of opportunity room

Action Step 2 5

School-wide professional development focusing on the 7 Habits/Leader in Me curriculum

Person Responsible

Christine Amott

Schedule

Monthly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Meeting minutes and/or in-service record

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

Classroom walk-throughs, lesson plans

Person Responsible

Jennifer Lusk

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Walk-throughs, lesson plans

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

Administration will review behavior reports

Person Responsible

Jackson Morgan











Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

PLC minutes, behavior reports, referrals

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1  M299761	STAR growth data (reading and math)	Depauw, Amy	10/3/2016	STAR growth reports	5/15/2017 quarterly
G1.B1.S1.MA1  M299758	Meetings with administration to discuss progress and plans	Wipf, Sherri	8/15/2016	STAR Reading, SEL, STAR Math growth reports	5/22/2017 quarterly
G1.B1.S1.MA3  M299759	PLC meetings and Lighthouse action team meetings	Wipf, Sherri	8/15/2016	Meeting agendas and minutes	5/22/2017 weekly
G1.B1.S1.MA1  M299760	Teacher Leaders and coaches pull data to collaborate during Professional Learning Communities to...	Wipf, Sherri	8/15/2016	PLC meeting minutes, lesson plans, STAR reports, performance matters reports, classroom walk-throughs	5/22/2017 weekly
G1.B1.S1.A1  A296454	Teachers will use extra adults in classrooms to help students during intervention time (WINN).	Wipf, Sherri	8/15/2016	Master schedule and classroom walk-throughs	5/22/2017 daily
G2.MA1  M299764	Administration will monitor district support application data	Morgan, Jackson	8/10/2016	District support application reports	5/26/2017 monthly
G2.B1.S1.MA1  M299762	Administration will review behavior reports	Morgan, Jackson	8/10/2016	PLC minutes, behavior reports, referrals	5/26/2017 monthly
G2.B1.S1.MA1  M299763	Classroom walk-throughs, lesson plans	Lusk, Jennifer	8/10/2016	Walk-throughs, lesson plans	5/26/2017 monthly
G2.B1.S1.A1  A296455	Creation of opportunity room	Elswick, Diane	9/12/2016	Existence of opportunity room	5/26/2017 monthly
G2.B1.S1.A2  A296456	School-wide professional development focusing on the 7 Habits/Leader in Me curriculum	Amott, Christine	8/8/2016	Meeting minutes and/or in-service record	5/26/2017 monthly

V. Professional Development Opportunities

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

G1. The school will implement a Universal Design for Learning (UDL) infrastructure to support effective Tier 1 instruction to ensure access for all.

G1.B1 Inefficient/ineffective utilization of resources

G1.B1.S1 Use all available staff and volunteers (Watch D.O.G.S., FGCU interns, and Piper Center grandparents) in classrooms during WINN time (intervention time).

PD Opportunity 1

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

Facilitator

Administration, Teacher Leaders, Coaches

Participants

All staff and volunteers working with students

Schedule

Daily, from 8/15/2016 to 5/22/2017

G2. The school will implement a comprehensive behavior system to include restorative justice practices.

G2.B1 Lack of social skills

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

PD Opportunity 1

Creation of opportunity room

Facilitator

Diane Elswick

Participants

School counselor and paraprofessional

Schedule

Monthly, from 9/12/2016 to 5/26/2017

PD Opportunity 2

School-wide professional development focusing on the 7 Habits/Leader in Me curriculum

Facilitator

Christine Amott

Participants

Staff

Schedule

Monthly, from 8/8/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will use extra adults in classrooms to help students during intervention time (WINN).	\$0.00
2	G2.B1.S1.A1	Creation of opportunity room	\$0.00
3	G2.B1.S1.A2	School-wide professional development focusing on the 7 Habits/Leader in Me curriculum	\$0.00
Total:			\$0.00