

Lee Elementary School

7731 US 90, Lee, FL 32059

<http://les.madison.k12.fl.us/>

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-6	Yes	89%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	A*	B	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 was approved by the Madison County School Board on 10/4/2016.

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 Lee Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	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.

Inspired Learning! We believe if we inspire our students, all of them will learn. Inspiration comes through establishing a warm, creative environment where students feel not only physically safe and secure, but confident enough to aim for high expectations. All staff members participate in the cultivation of our positive atmosphere with encouraging words and constant support for our students.

b. Provide the school's vision statement.

We want students to leave Lee Elementary with the academic skills as well as the character traits that will make them successful in life.

2. School Environment

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

Before the school year even begins, teachers have the opportunity to meet their students. We host an open house where students visit with their new teachers while parents participate in an informational seminar. Teachers take the opportunity to survey their students' interests and lay the foundation for building rapport with their students.

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

LES has developed school-wide expectations based on Respect, Responsibility, and Reliability. Each teacher, with students' input, develops classroom rules. Those rules and consequences are posted in a visible location for students to see.

All LES teachers participate in our school-wide positive behavior program. Students who exhibit targeted behaviors, are rewarded. Some behaviors are rewarded weekly while others are rewarded each nine weeks at our "brag tag assemblies."

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.

The teachers at LES have developed school-wide, as well as some individual classroom expectations. We have tried to increase consistency as much as possible. The expectations are posted in visible areas of the hallways, cafeteria, playground, and even the restrooms. All of the expectations relate back to being Respectful, Responsible, and Reliable.

During pre-planning, all teachers participate in training that included a review of the expectations and the protocol for disciplinary incidents.

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.

During the 2016 pre-planning week, Trauma Informed Care training will be provided to all staff. Trauma Informed Care emphasizes physical, psychological and emotional safety for both consumers and providers, and helps survivors rebuild a sense of control and empowerment. Teachers and staff will be able to recognize signs of trauma in the students they teach. The goal is to provide support and understanding for those students.

Teachers refer students who may need mentoring or counseling to the MTSS team. The team meets with parents and the teacher to determine possible solutions. If parents are in agreement, the team refers the students to the appropriate entity for support.

3. Early Warning Systems

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

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

LES has an early warning system which includes the following:

1. 10 or more absences from school in a 90 day period.
2. Failure of ELA or math
3. Scoring a level 1 on the ELA or math state assessment
4. One or more out of school suspensions

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	12	8	5	10	7	2	0	0	0	0	0	0	0	44
One or more suspensions	0	0	2	2	4	0	0	0	0	0	0	0	0	8
Course failure in ELA or Math	2	0	7	2	1	0	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	4	11	5	0	0	0	0	0	0	0	20

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

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

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

1. Students received differentiated instruction through daily small groups and/or as individuals.
2. The school provided limited after school tutoring.
3. Supplemental instructional materials were used with these students.
4. The MTSS team met with parents regularly to provide progress updates, as well as to provide strategies parents could use to help their children.

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 available at the school site.

2. Description

LES had over 200 parent and community volunteers in 2015-16. We want to increase that number, especially focusing on the number of volunteers helping students with academic needs.

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.

The principal at LES accepts opportunities to speak at local civic organizations. These speaking engagements serve as opportunities to promote the school and seek community support. LES also has a very active PTO. Our PTO works with many organizations and businesses to address needs around the school. Additionally, every teacher at LES brings in community presenters as a way of helping students connect their learning to real life.

Community Partnerships

1. University of Florida Extension Office in Madison
2. Nestle Waters
3. Madison County Education Foundation
4. Lee Public Library
5. Madison County Sheriff's Dept.
6. North Florida Community College
7. City of Lee
8. Lee Volunteer Fire Department
9. Madison County Forestry Dept.
10. Florida Fish and Wildlife Commission
11. Madison County Clerk's Office
12. Farmers' Coop of Madison
13. Gordon Tractor
14. Madison County Road Department
15. Madison County Emergency Management
16. Junior Auxiliary Organization
17. Seminole Boosters of Madison County
18. Madison County Elections Office
19. Tri-County Electric Company
20. Madison County Farm Bureau

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
Hill, Robin	Principal
Phillips, Susan	School Counselor
Gonzalez, Rebecca	Teacher, K-12
Maultsby, Susan	Teacher, ESE

b. Duties

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

The team meets monthly to check progress on identified students. If parent conferences are needed, the teacher is notified to set up a conference. If further testing is needed, the recommendation goes to the teacher and the procedures for further testing are implemented.

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.

Teachers use a "Class Snapshot" sheet at the beginning of the year to identify students in their classroom who may already have, or need special services (ELL, 504, etc.)

Our MTSS/RTI packet begins with a "Request for Assistance" when the teacher realizes a student is not being successful. A parent conference is held and a plan is outlined for small group, individualized and/or after school help for the student. Progress is monitored monthly.

Title 1 - Our school uses Title 1 funds for Instructional supplementary materials, after school tutoring, and parental involvement activities.

Part C Migrant - Migrant funds are used for instructional materials such as bi-lingual library books, after school tutoring, and extended year summer program for migrant students.

Title X Homeless - Homeless funds are used for assisting students needing school supplies, school clothes, and tutoring.

Supplemental Academic Instruction - SAI Funds have been used to provide extended school year activities for students not meeting expectations.

Nutrition - Our school receives funds for universal breakfast and lunch for all students. Both meals are available for any and every student. The school also works with the local extension office to provide nutrition education to students in PreK, Kindergarten, and 1st grade. Once a year, the school hosts the Madison Farm Bureau for Ag Literacy Day. Volunteers come in and go to each class to teach the students about farm raised food that provide good nutrition.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Susan Phillips	Education Support Employee
Heather Douglas	Teacher
Rebecca Gonzalez	Teacher
Ruth Anderson	Parent
Tracy Wallace	Teacher
Jackie Akers	Parent
Lauren Churchwell	Parent
Shannon Wirick	Parent
Nora Beth Carpenter	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC reviewed the completed data and made suggestion for changes needed for 2016-17.

b. Development of this school improvement plan

The school leadership team analyzed data from the 2015-16 school year. From that data and information available about the 2015-16 assessments, the team selected 3 smart goals to focus on this coming year. Strategic plans were then developed to help us reach our goals.

At the first SAC/PTO meeting, the team presents the goals. Parents are encouraged to discuss the goals and strategies in place to meet the goals. Feedback from parents helps us refine our strategies.

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

At the first SAC/PTO meeting, the annual budget will be presented with direct correlations to our Smart goals and strategies. Parents will be asked to give input.

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

SAC funds are used to purchase communication folders for Pre-K to 2nd Grades. Funds are also used to purchase communication agendas for Grades 3 to 5.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Hill, Robin	Principal
Phillips, Susan	Teacher, K-12
Smith, Lisa	Teacher, K-12
Maultsby, Susan	Teacher, ESE

b. Duties

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

The Literacy Team will assist and remind all teachers throughout the school year, to be sure they are including Literacy strategies in all subject areas. Ideas will be shared in the team meetings. Resources and best practices will be shared once per month at the Wednesday faculty meetings. Our students will participate in several community writing contests, including the Agriculture Essay contest, Grandparent contest, and others.

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.

Grade level teams meet weekly to discuss lesson plans and assessments for the upcoming week. One of the weekly meetings also involves multi-grade levels so that articulation can be addressed. Each grade level will participate in lesson study as well as a book study.

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

Principal Robin Hill works diligently to recruit highly qualified, certified, effective teachers for Lee Elementary School. She checks the Panhandle Area Education Consortium database for candidates, as well as checking with our local Saint Leo University satellite campus for Elementary Education graduates. The school environment remains very positive, and retention has not been a problem.

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

New teachers are paired with highly effective experienced teachers for mentoring throughout the school year. The mentor will meet with the mentee at least twice per week to check lessons plans, discuss academic performance, student needs, and other pertinent needs.

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.

Purchased instructional materials align to Florida's standards. Each teacher has participated in unwrapping the standards training and has mapped out the standards for their courses.

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.

Data from weekly assessments along with i-Ready progress monitoring is reviewed monthly among grade level teams in conjunction with the principal. Teachers share their interventions with each other and discuss progress their students are making. If progress is not being made, they seek help from their colleagues for different strategies to use.

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: After School Program

Minutes added to school year: 3,600

iReady usage during Boys and Girls Club

Strategy Rationale

iReady differentiates it's program for each student. Students complete 15 minutes of reading and 15 minutes of math each day.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hill, Robin, robin.hill@mcsbfl.us

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

Progress monitoring data is reviewed by the instructor over the program. That data is discussed with the school administration.

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.

Lee Elementary School serves 18 Pre-K students. Pre-K teacher, Heather Douglas, has been a Pre-K teacher for 14 years, and keeps well informed on procedures and changes in Pre-K instruction. Our community has a local Pre-K which also stays in regular communication with our school, especially at the end of the school year and beginning of the school year, helping with transitions for specific students into our kindergarten program.

b. College and Career Readiness

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

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

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

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

II. Needs Assessment

The school's completion of this 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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** LES will provide appropriate services for students who exhibit two or more Early Warning Systems indicators.
- G2.** Lee Elementary School students will demonstrate adequate progress on the FSA reading.
- G3.** Students will demonstrate adequate progress on the FSA Math.

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. LES will provide appropriate services for students who exhibit two or more Early Warning Systems indicators. 1a

G086992

Targets Supported 1b

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	10.0

Targeted Barriers to Achieving the Goal 3

- Students have home situations that negatively impact their academic performance.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Trauma Informed Care Kits and training

Plan to Monitor Progress Toward G1. 8

SIT team data and classroom discipline data

Person Responsible

Robin Hill

Schedule

Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion

SIT team minutes and monthly data team minutes

G2. Lee Elementary School students will demonstrate adequate progress on the FSA reading. 1a

G086993

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	70.0

Targeted Barriers to Achieving the Goal 3

- Less than 50% demonstrated adequate progress in 2015-16.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Be a Better Writer curriculum
- Text Dependent Question (Book)

Plan to Monitor Progress Toward G2. 8

District Progress Monitoring Data

Person Responsible

Susan Phillips

Schedule

Quarterly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Score Reports

G3. Students will demonstrate adequate progress on the FSA Math. 1a

G086994

Targets Supported 1b

Indicator	Annual Target
Math Gains	70.0

Targeted Barriers to Achieving the Goal 3

- Go Math curriculum does not completely align to the FSA tested standards.
- FSA will be tested on computer.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Go Math Curriculum, i-Ready Supplemental math program

Plan to Monitor Progress Toward G3. 8

Progress Monitoring Reports

Person Responsible

Robin Hill

Schedule

Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Data meeting notes

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. LES will provide appropriate services for students who exhibit two or more Early Warning Systems indicators. **1**

 G086992

G1.B1 Students have home situations that negatively impact their academic performance. **2**

 B231269

G1.B1.S1 All teachers and paraprofessionals will participate in Trauma Informed Care Training. **4**

 S243987

Strategy Rationale

Trauma is experienced by school age children who come from single parent homes (due to divorce, death, or incarcerated parents), situations involving some type of abuse, or sudden change in the child's life circumstances. Trauma affects the student by disrupting healthy development, adversely affecting relationships, and contributing to mental health issues. Students struggling with mental health issues frequently struggle academically, as well. Students who have been traumatized need support and understanding from those around them. Studies have shown that trauma survivors can be re-traumatized by well-meaning care-givers as well as teachers.

Action Step 1 **5**

All teachers and paraprofessionals will participate in Trauma Informed Care Training.

Person Responsible

Robin Hill

Schedule

On 8/3/2016

Evidence of Completion

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

Classroom Observations and SIT meeting reviews

Person Responsible

Robin Hill

Schedule

Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Observation data related to student/teacher interactions and SIT meeting data

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

SIT team data and classroom discipline data

Person Responsible

Robin Hill

Schedule

On 5/31/2017

Evidence of Completion

The principal will compare SIT team and discipline data from the 2015-16 and the 2016-17 school year.

G2. Lee Elementary School students will demonstrate adequate progress on the FSA reading. 1

G086993

G2.B1 Less than 50% demonstrated adequate progress in 2015-16. 2

B231270

G2.B1.S1 All students in the school will respond to texts weekly. 4

S243988

Strategy Rationale

Students need to receive a strong foundation for writing and responding to text.

Action Step 1 5

All LES teachers will participate in a book study on writing in response to reading.

Person Responsible

Robin Hill

Schedule

Quarterly, from 9/7/2016 to 12/14/2016

Evidence of Completion

In grade level team meetings, teachers will share examples of their rubrics and assignment examples.

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

Writing notebooks from each class will be reviewed regularly.

Person Responsible

Robin Hill

Schedule

Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Logs will be reviewed by the principal.

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

Time at data meetings will be set for review of writing data.

Person Responsible

Robin Hill


Schedule

Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Writing progress monitoring scores

G2.B1.S2 4th and 5th grades will be departmentalized for 2016-17. 4

 S243989

Strategy Rationale

Departmentalization allowed all students to receive instruction from a teacher designated as highly effective.

Action Step 1 5

Each subject area will be taught by a subject area expert for 4th and 5th graders.

Person Responsible

Robin Hill

Schedule

Daily, from 8/10/2016 to 5/19/2017

Evidence of Completion

Master Schedule

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Classroom walkthroughs will be conducted weekly to monitor instruction. Lesson plans will also be reviewed.

Person Responsible

Robin Hill

Schedule

Weekly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Classroom walkthrough data

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Monthly data reviews

Person Responsible

Robin Hill

Schedule

Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Student performance data from weekly tests and progress monitoring data will be reviewed.

G2.B1.S3 Classes will be heterogeneously grouped. 4

S243990

Strategy Rationale

Placing all lower level students together creates a less challenging environment.

Action Step 1 5

Previous year's teachers will place students in the next grade level groups heterogeneously.

Person Responsible

Robin Hill

Schedule

On 5/31/2016

Evidence of Completion

Student performance data

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Class lists will be reviewed by the principal.

Person Responsible

Robin Hill

Schedule

On 6/1/2016

Evidence of Completion

Class lists

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Monthly data meetings will be held to review student performance.

Person Responsible

Robin Hill

Schedule

Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Student performance data

G3. Students will demonstrate adequate progress on the FSA Math. 1

G086994

G3.B1 Go Math curriculum does not completely align to the FSA tested standards. 2

B231271

G3.B1.S1 FSA math standards will be unpacked and used to develop a pacing calendar. 4

S243991

Strategy Rationale

Using the unpacked standards will allow the teacher to put more focus on strategies that will be tested.

Action Step 1 5

Math teachers will unpack the math standards for 4th and 5th grade math.

Person Responsible

Robin Hill

Schedule

Daily, from 7/8/2016 to 8/10/2016

Evidence of Completion

Unpacked standards and pacing guide

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

Lesson Plan checks and walk throughs

Person Responsible

Robin Hill

Schedule

Weekly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Walk-through data

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

Review of i-Ready and classroom data

Person Responsible

Robin Hill

Schedule

Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Data Notebooks

G3.B2 FSA will be tested on computer. 2

B231272

G3.B2.S1 Weekly tests in math will be computer based. 4

S243992

Strategy Rationale

Students will become comfortable taking tests on computer

Action Step 1 5

Weekly tests will be taken on computer.

Person Responsible

Susan Phillips

Schedule

Weekly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Weekly score reports

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

Mrs. Phillips will pull weekly score reports and review.

Person Responsible

Susan Phillips

Schedule

Weekly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Record of score reports

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

Math scores will be monitored by the principal monthly and discussed at data meetings.

Person Responsible

Robin Hill

Schedule

Monthly, from 8/10/2016 to 5/19/2017


Evidence of Completion

Weekly score reports

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					
G2.B1.S3.A1 A315887	Previous year's teachers will place students in the next grade level groups heterogeneously.	Hill, Robin	5/31/2016	Student performance data	5/31/2016 one-time
G2.B1.S3.MA1 M327566	Class lists will be reviewed by the principal.	Hill, Robin	6/1/2016	Class lists	6/1/2016 one-time
G1.B1.S1.A1 A315884	All teachers and paraprofessionals will participate in Trauma Informed Care Training.	Hill, Robin	8/3/2016		8/3/2016 one-time
G3.B1.S1.A1 A315888	Math teachers will unpack the math standards for 4th and 5th grade math.	Hill, Robin	7/8/2016	Unpacked standards and pacing guide	8/10/2016 daily
G2.B1.S1.A1 A315885	All LES teachers will participate in a book study on writing in response to reading.	Hill, Robin	9/7/2016	In grade level team meetings, teachers will share examples of their rubrics and assignment examples.	12/14/2016 quarterly
G1.MA1 M327560	SIT team data and classroom discipline data	Hill, Robin	8/10/2016	SIT team minutes and monthly data team minutes	5/19/2017 monthly
G2.MA1 M327567	District Progress Monitoring Data	Phillips, Susan	8/10/2016	Score Reports	5/19/2017 quarterly
G3.MA1 M327572	Progress Monitoring Reports	Hill, Robin	8/10/2016	Data meeting notes	5/19/2017 monthly
G1.B1.S1.MA1 M327559	Classroom Observations and SIT meeting reviews	Hill, Robin	8/10/2016	Observation data related to student/ teacher interactions and SIT meeting data	5/19/2017 monthly
G2.B1.S1.MA1 M327561	Time at data meetings will be set for review of writing data.	Hill, Robin	8/10/2016	Writing progress monitoring scores	5/19/2017 monthly
G2.B1.S1.MA1 M327562	Writing notebooks from each class will be reviewed regularly.	Hill, Robin	8/10/2016	Logs will be reviewed by the principal.	5/19/2017 monthly
G3.B1.S1.MA1 M327568	Review of i-Ready and classroom data	Hill, Robin	8/10/2016	Data Notebooks	5/19/2017 monthly
G3.B1.S1.MA1 M327569	Lesson Plan checks and walk throughs	Hill, Robin	8/10/2016	Walk-through data	5/19/2017 weekly
G3.B2.S1.MA1 M327570	Math scores will be monitored by the principal monthly and discussed at data meetings.	Hill, Robin	8/10/2016	Weekly score reports	5/19/2017 monthly
G3.B2.S1.MA1 M327571	Mrs. Phillips will pull weekly score reports and review.	Phillips, Susan	8/10/2016	Record of score reports	5/19/2017 weekly
G3.B2.S1.A1 A315889	Weekly tests will be taken on computer.	Phillips, Susan	8/10/2016	Weekly score reports	5/19/2017 weekly
G2.B1.S2.MA1 M327563	Monthly data reviews	Hill, Robin	8/10/2016	Student performance data from weekly tests and progress monitoring data will be reviewed.	5/19/2017 monthly
G2.B1.S2.MA1 M327564	Classroom walkthroughs will be conducted weekly to monitor instruction. Lesson plans will also be...	Hill, Robin	8/10/2016	Classroom walkthrough data	5/19/2017 weekly
G2.B1.S2.A1 A315886	Each subject area will be taught by a subject area expert for 4th and 5th graders.	Hill, Robin	8/10/2016	Master Schedule	5/19/2017 daily
G2.B1.S3.MA1 M327565	Monthly data meetings will be held to review student performance.	Hill, Robin	8/10/2016	Student performance data	5/19/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1  M327558	SIT team data and classroom discipline data	Hill, Robin	5/31/2017	The principal will compare SIT team and discipline data from the 2015-16 and the 2016-17 school year.	5/31/2017 one-time

V. Professional Development Opportunities

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

G1. LES will provide appropriate services for students who exhibit two or more Early Warning Systems indicators.

G1.B1 Students have home situations that negatively impact their academic performance.

G1.B1.S1 All teachers and paraprofessionals will participate in Trauma Informed Care Training.

PD Opportunity 1

All teachers and paraprofessionals will participate in Trauma Informed Care Training.

Facilitator

SEDNET / Lori Newman

Participants

Teachers and Paraprofessionals

Schedule

On 8/3/2016

G2. Lee Elementary School students will demonstrate adequate progress on the FSA reading.

G2.B1 Less than 50% demonstrated adequate progress in 2015-16.

G2.B1.S1 All students in the school will respond to texts weekly.

PD Opportunity 1

All LES teachers will participate in a book study on writing in response to reading.

Facilitator

Robin Hill / Lisa Smith

Participants

LES teachers

Schedule

Quarterly, from 9/7/2016 to 12/14/2016

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	All teachers and paraprofessionals will participate in Trauma Informed Care Training.				\$0.00
2	G2.B1.S1.A1	All LES teachers will participate in a book study on writing in response to reading.				\$0.00
3	G2.B1.S2.A1	Each subject area will be taught by a subject area expert for 4th and 5th graders.				\$0.00
4	G2.B1.S3.A1	Previous year's teachers will place students in the next grade level groups heterogeneously.				\$0.00
5	G3.B1.S1.A1	Math teachers will unpack the math standards for 4th and 5th grade math.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	General Fund		\$0.00
			<i>Notes: Early Morning Duty Supervision</i>			
6	G3.B2.S1.A1	Weekly tests will be taken on computer.				\$0.00
					Total:	\$0.00