Lehigh Elementary School

2021-22 Schoolwide Improvement Plan

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Lehigh Elementary School

200 SCHOOLSIDE DR, Lehigh Acres, FL 33936

http://lhl.leeschools.net

Demographics

Principal: Jackson Morgan

Start Date for this Principal: 8/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: C (49%) 2017-18: C (44%) 2016-17: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Lee County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 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	84%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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SIP Authority

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 that has a school grade of D or F.

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

Through teamwork, innovation, and the power of yet, Lehigh Elementary will provide a passionate pursuit of student excellence.

Provide the school's vision statement.

The vision of Lehigh Elementary is to empower all students to reach their highest potential academically, socially, emotionally, and behaviorally.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Morgan, Jackson	Principal	
Stafford, Jessica	Assistant Principal	
Canino, Cara	Instructional Coach	
Amott, Christine	Dean	
Foster, Brandon	Instructional Coach	
Ledbetter-Smith, Natasha	Instructional Coach	
McStravic, Angela	Instructional Coach	

Demographic Information

Principal start date
Saturday 8/1/2020, Jackson Morgan

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
11

Total number of teacher positions allocated to the school

Total number of students enrolled at the school
1,069

Identify the number of instructional staff who left the school during the 2020-21 school year.

Identify the number of instructional staff who joined the school during the 2021-22 school year.

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	155	190	173	208	158	185	0	0	0	0	0	0	0	1069
Attendance below 90 percent	20	54	32	44	26	32	0	0	0	0	0	0	0	208
One or more suspensions	0	1	1	2	1	1	0	0	0	0	0	0	0	6
Course failure in ELA	3	39	19	62	9	47	0	0	0	0	0	0	0	179
Course failure in Math	3	17	17	46	12	41	0	0	0	0	0	0	0	136
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	22	30	67	0	0	0	0	0	0	0	119
Level 1 on 2019 statewide FSA Math assessment	0	0	0	19	41	62	0	0	0	0	0	0	0	122
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	28	17	60	32	71	0	0	0	0	0	0	0	211

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	4	1	22	0	0	0	0	0	0	0	0	0	30
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 9/21/2021

2020-21 - As Reported

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	
Number of students enrolled	168	154	170	159	175	146	0	0	0	0	0	0	0	972
Attendance below 90 percent	18	25	27	17	31	21	0	0	0	0	0	0	0	139
One or more suspensions	1	4	2	1	1	0	0	0	0	0	0	0	0	9
Course failure in ELA	1	10	1	39	21	7	0	0	0	0	0	0	0	79
Course failure in Math	0	4	1	10	6	4	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide ELA assessment	0	0	0	0	14	21	0	0	0	0	0	0	0	35
Level 1 on 2019 statewide Math assessment	0	0	0	0	7	26	0	0	0	0	0	0	0	33

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	7	1	15	17	23	0	0	0	0	0	0	0	65

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	3	0	3	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

2020-21 - Updated

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	
Number of students enrolled	168	154	170	159	175	146	0	0	0	0	0	0	0	972
Attendance below 90 percent	18	25	27	17	31	21	0	0	0	0	0	0	0	139
One or more suspensions	1	4	2	1	1	0	0	0	0	0	0	0	0	9
Course failure in ELA	1	10	1	39	21	7	0	0	0	0	0	0	0	79
Course failure in Math	0	4	1	10	6	4	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide ELA assessment	0	0	0	0	14	21	0	0	0	0	0	0	0	35
Level 1 on 2019 statewide Math assessment	0	0	0	0	7	26	0	0	0	0	0	0	0	33

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	7	1	15	17	23	0	0	0	0	0	0	0	65

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
						Grade Level								
Retained Students: Current Year	3	3	0	3	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				46%	57%	57%	43%	55%	56%
ELA Learning Gains				53%	56%	58%	48%	53%	55%
ELA Lowest 25th Percentile				47%	50%	53%	44%	47%	48%
Math Achievement				54%	62%	63%	48%	61%	62%
Math Learning Gains				57%	65%	62%	41%	59%	59%
Math Lowest 25th Percentile				43%	54%	51%	33%	46%	47%
Science Achievement				46%	52%	53%	49%	54%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	51%	58%	-7%	58%	-7%
Cohort Comparison						
04	2021					
	2019	45%	55%	-10%	58%	-13%
Cohort Comparison		-51%				
05	2021					
	2019	40%	54%	-14%	56%	-16%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	60%	61%	-1%	62%	-2%
Cohort Comparison						
04	2021					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	49%	62%	-13%	64%	-15%
Cohort Comparison		-60%				
05	2021					
	2019	48%	58%	-10%	60%	-12%
Cohort Comparison		-49%				

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	45%	50%	-5%	53%	-8%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Data was collected through a quarterly progress monitoring cycle, which included instruments such as STAR, iReady. and district-created progress monitoring assessments.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	15/9.6	30/17.4	0/0
	Economically Disadvantaged Students With Disabilities	0/0	1/7.7	0/0
	English Language Learners	0/0	1/2.6	0/0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	10/6.6	26/15.5	0/0
	Economically Disadvantaged Students With Disabilities	1/8.3	1/8.3	0/0
	English Language Learners	1/2.8	0/0	0/0

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	18/11	38/21.6	0/0
	Economically Disadvantaged			
	Students With Disabilities	0/0	2/8.7	1/100
	English Language Learners	2/4	7/13	0/0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	5/3.2	19/10.9	0/0
	Economically Disadvantaged			
	Students With Disabilities	0/0	2/8.7	0/0
	English Language Learners	0/0	4/7.5	0/0

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	27/17.4	59/34.9	81/46.3
	Economically Disadvantaged			
	Students With Disabilities	1/6.3	1/6.7	3/18.8
	English Language Learners	0/0	1/3.6	2/6.5
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	13/8.7	35/21.0	62/37.6
	Economically Disadvantaged			
	Students With Disabilities	0/0	1/6.7	4/25
	English Language Learners	0/0	0/0	3/9.7

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32/24.1	62/48.1	61/45.9
	Economically Disadvantaged			
	Students With Disabilities	2/14.3	4/28.6	2/15.4
	English Language Learners	2/6.3	4/11.8	7/20
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4/3	25/17.5	38/26
	Economically Disadvantaged			
	Students With Disabilities	0/0	2/14.3	2/14.3
	English Language Learners	0/0	2/5.9	6/17.1

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39/32.8	62/48.1	61/45.9
	Economically Disadvantaged			
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	1/5.9	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15/13	31/34.4	43/33.6
	Economically Disadvantaged			
	Students With Disabilities	0/0	2/18.2	0/0
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	31/25.6	46/37.4	53/41.4
	Economically Disadvantaged			
	Students With Disabilities	1/10	0/0	0/0
	English Language Learners	0/0	0/0	0/0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	13	18		17	18	20	11				
ELL	24	31	43	25	33	41	8				
BLK	33	38		33	22		33				
HSP	39	38	39	40	31	26	38				
MUL	42			32							
WHT	45	47		55	44		52				
FRL	32	36	52	36	29	21	35				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	7	21	20	17	40	37	8				
ELL	18	47	51	33	50	35	26				
BLK	38	52	60	42	51	40	30				
HSP	45	52	45	54	57	39	49				
MUL	63	53		79	60						
WHT	53	55	29	59	63	58	54				
FRL	40	48	46	49	53	42	42				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	6	25	31	5	25	32	9				
ELL	24	49	39	27	32	31	14				
BLK	38	45	37	42	40	32	42				
HSP	38	46	42	46	40	29	43				
MUL	63	67		53	33						
WHT	54	54	69	57	43	43	70				
FRL	39	46	46	45	39	32	46				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	311

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	37
Multiracial Students Subgroup Below 41% in the Current Year?	YES

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	49
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

There is a negative trend for the following categories: ELA Proficiency, ELA Gains, Math Proficiency, Math Gains, Math L25 Gains, and Science Proficiency. There was a positive trend for ELA L25 Gains. Trends across our SWD and ELL, hispanic ELA L25, and black math L25 subgroups indicates additional support needs to be provided.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data from 2018-2019 compared to 2020-2021 indicates our greatest areas of need are ELA learning gains, ELA proficiency, and Science proficiency.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors that lead to the negative trajectory were due to distance learning, social distancing protocols, social emotional distress, and lack of attendance and truancy all induced by the ongoing pandemic crisis. The actions Lehigh Elementary will take are providing targeted interventions to the above mentioned subgroups through explicit and systematic instruction with additional support from resource teachers, coaches, and paraprofessionals.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data components that showed the most progress include ELL math learning gains, ELL math L25 gains.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors that led to the improvement in math learning gains was the added support from Curriculum Associates i-Ready trainers and the use of additional support resources found within the curriculum guide.

What strategies will need to be implemented in order to accelerate learning?

The strategies Lehigh Elementary will use to accelerate learning is targeted intervention with a focus on student specific needs.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We provide monthly professional development targeting best practices and instructional strategies, additional support from curriculum associates, and district content specialists.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will maintain sustainability through professional learning communities, ongoing professional developments, and coaching cycles.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Our SWD have been identified as being below the federal index of 41% in two or more consecutive years.
Measurable Outcome:	In 2021-2022 Lehigh elementary will increase the SWD learning gains from 18% to 34% by the end of the school year as measured by FSA data.
Monitoring:	i-Ready diagnostics and standards-based assessments will be used to monitor the evidence based strategies.
Person responsible for monitoring outcome:	Cara Canino (carasc@leeschools.net)
Evidence-based Strategy:	i-Ready is an evidence-based program that assists students with filling learning gaps while providing them with targeted instructions to meet their learning needs.
Rationale for Evidence-based Strategy:	Online and small group instruction allows students the opportunity to receive differentiated instruction.

Action Steps to Implement

1. Admin will meet with special education teachers to review needs and data
2. Special education teachers will work with small groups of students targeting IEP goals
3. Paraprofessionals work with small groups of students providing support on grade level standards
4. Coaches will work with special education team to plan instruction
5. Students are encouraged to independently read and interdisciplinary books to support curricular understanding

Person Responsible   Cara Canino (carasc@leeschools.net)

#2. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale:	ELL ELA learning gains is identified as an area of focus for Lehigh Elementary based on FSA scores and the federal index threshold.
Measurable Outcome:	In the year 2021-2022 our ELL students will go from 30% to 44% learning gains on the ELA FSA.
Monitoring:	i-Ready diagnostics and standards-based assessments will be used to monitor the evidence based strategies.
Person responsible for monitoring outcome:	Cara Canino (carasc@leeschools.net)
Evidence-based Strategy:	i-Ready is an evidence-based program that assists students with filling learning gaps while providing them with targeted instructions to meet their learning needs.
Rationale for Evidence-based Strategy:	Online and small group instruction allows students the opportunity to receive differentiated instruction.

Action Steps to Implement

1. Admin will meet with teachers to review needs and data
2. Teachers will work with small groups of students targeting ELLs
3. ESOL Paraprofessionals work with small groups of students providing support on grade level standards
4. Coaches and the ESOL coordinator will work with PLC's to plan instruction and provide SIOP strategies
5. Students are encouraged to independently read and interdisciplinary books to support curricular understanding

Person Responsible   Cara Canino (carasc@leeschools.net)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	ELA learning gains is identified as an area of focus for Lehigh Elementary based on FSA scores.
Measurable Outcome:	In the year 2021-2022 our students will go from 39% to 51% of students making learning gains on the ELA FSA.
Monitoring:	i-Ready diagnostics and standards-based assessments will be used to monitor the evidence based strategies.
Person responsible for monitoring outcome:	Cara Canino (carasc@leeschools.net)
Evidence-based Strategy:	Comprehensive intervention plan in place includes research based programs such as SRA curriculum, Readwell, Wonders tiered intervention, and RGR phonics program.
Rationale for Evidence-based Strategy:	Based on current ELA data there are significant deficits in our students learning. We used screeners to determine students' needs and implement explicit systematic programs and targeted instructions to fill in learning gaps.

Action Steps to Implement

1. Administration will meet with grade levels weekly to analyze data and discuss instructional needs and best practices
2. Teachers will work with small groups of students targeting goals
3. Paraprofessionals work with small groups of students providing support on grade level standards
4. Coaches will work with PLC's to plan instruction
5. Students are encouraged to independently read and interdisciplinary books to support curricular understanding

Person Responsible [no one identified]

#4. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Math L25 percentile is identified as an area of focus for Lehigh Elementary based on FSA scores. In 2020-2021, 24% of Lehigh Elementary students made gains in math.
Measurable Outcome:	In 2021-2022, Lehigh Elementary will increase math learning gains for L25 from 24% to 39% based on FSA scores.
Monitoring:	Progress monitoring will occur through the use of classroom walkthroughs, PLCs, and grade level data chats.
Person responsible for monitoring outcome:	Natasha Ledbetter-Smith (natashal@leeschools.net)
Evidence-based Strategy:	Teachers at Lehigh Elementary will use a variety of strategies such as mathematical reasoning, mathematical discourse, engage in writing, and teach using try, discuss, and connect routines. Additionally students will receive support and on going professional development from math coaches and content specialist.
Rationale for Evidence-based Strategy:	Number sense strategies allow students to prove their math thinking as teachers focus on instructing math content with the standard and strategy in mind. Additionally, students will engage in discourse to help develop a stronger understanding of mathematical concepts.

Action Steps to Implement

1. Identify math L25 students
2. Collaborative planning in grade level PLCs and specific interventions for identified students
3. Implement math strategies in collaborative student groups to bridge gaps and instruct on-level
4. Utilize i-Ready online program and teacher-led plans in small groups
5. Coaches will work with grade level teams to plan instruction

Person Responsible	Natasha Ledbetter-Smith (natashal@leeschools.net)

#5. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	In 2020- 2021, 132 students were in tier 3 for attendance and had 18 or more unexcused absences. We had 329 students categorized as tier 2 with 9 to 17 unexcused absences.
Measurable Outcome:	Reduction of 20% of the number of students with chronic unexcused absenteeism in tier 3 (132 students to 105 students) and tier 2 (329 students to 263 students).
Monitoring:	School social worker, administration and parent involvement paraprofessional will pull and analyze FOCUS attendance reports.
Person responsible for monitoring outcome:	Sheri Povia (sherilp@leeschools.net)
Evidence-based Strategy:	Lehigh ELementary administration will promote strong communication between family and school. Administration will send home postcards to inform families of open house opportunities and welcome them to the school year. Teachers will be expected to reach out to the families within the first two weeks to introduce themselves and discuss the importance of attendance in school. Information specialists, teachers, social worker, and administration will monitor attendance data. Teachers will report chronic absenteeism to administration and social worker. Parent involvement paraprofessional will call home daily for students who are absent. Social worker will provide strategies to families to promote better attendance. In situations where absenteeism continues, the social worker will create a plan with the family. School will also provide communication regarding attendance in the school newsletter.
Rationale for Evidence-based Strategy:	Using data to track attendance will identify trends. Tracking attendance data also allows responsive actions with the social worker. Studies show that initial communication reduces the number of students with absenteeism by 10%. Research shows that strong communication between the family and school promotes increased attendance.

Action Steps to Implement

1. Admin will send out postcards to families at the start of the year
2. Teachers will communicate with parents within the first two weeks of school to discuss goals and attendance
3. the teachers will discuss importance of attendance
4. administration will explain attendance goals on school news
5. Social worker will communicate in monthly news letter about attendance
6. School will post in social media the importance of attending school
7. Parents will be updated on attendance via the school marquee

Person Responsible [no one identified]

#6. Culture & Environment specifically relating to Discipline	
Area of Focus Description and Rationale:	Lehigh Elementary identified out of school suspension as an area of need due to decreased instructional time leading to student stagnancy. When students are not in school there are missed opportunities for instruction, leveled academic support, social emotional support, and model expectations.
Measurable Outcome:	Lehigh elementary will reduce the number of out of school suspensions by 20% (26 days to 20 days).
Monitoring:	Lehigh Elementary's PBIS team will train staff on restorative practices. Staff and students will identify, model, and explain PAWS expectations. The PBIS team will meet bi-weekly and they will monitor survey data and discipline data to determine additional supports needed. Along with PBIS, the mental health and behavior team meet weekly to identify trends and supports needed.
Person responsible for monitoring outcome:	Jackson Morgan (jacksoncm@leeschools.net)
Evidence-based Strategy:	The school will be offering professional development on best practices for classroom management, student engagement, and disciplinary measures. Additional training will be offered in restorative practices and Kagan Cooperative Structures to reduce behavioral issues.
Rationale for Evidence-based Strategy:	Lehigh Elementary implements PBIS expectations for common language throughout the campus. PAWS is used daily in all areas and grade levels and models appropriate actions for all stakeholders. Collaborative efforts through professional development and strategy-based supports focused on students' needs and improvements.

Action Steps to Implement

1. PBIS team will complete a professional development will all staff members
2. Teachers and staff will introduce PAWS to students with modeled expectations
3. Mental health team meets weekly to identify students' needs
4. PBIS analyze implementation steps and support stakeholders
5. Dean of students and behavior specialists will provide preventative strategies restorative practices, and kagan cooperative structures
6. Special education teachers will provide in class support for behavioral needs

Person Responsible	Christine Amott (christinefa@leeschools.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Lehigh Elementary is ranked 116 out of 1,395 in the state of Florida as well as being ranked second in the county. The primary area of concern is out of school suspensions. Lehigh Elementary's PBIS team will train staff on restorative practices. Staff and students will identify, model, and explain PAWS expectations. The PBIS team will meet bi-weekly and they will monitor survey data and discipline data to determine additional supports needed. Along with PBIS, the mental health and behavior team meet weekly to identify trends and supports needed.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Lehigh Elementary builds positive relationships with parents, families, and the community through a variety of methods: SAC Meetings, Spirit Nights at local businesses such as Three Peppers, McDonalds, Culvers, and partnerships that provide educational opportunities for both students and parents, such as Suncoast Schools Federal Credit Union. Lehigh Elementary hosts a yearly volunteer breakfast to inform families on areas we need volunteers and to assist them with signing up and completing the volunteer application. All of our communication is always produced in both English and Spanish. Lehigh Elementary opened a student run branch of Suncoast Schools Federal Credit Union; however, due to COVID restrictions, we have not yet re-opened at this time. This opportunity provides both students and families a chance to learn about financial literacy, open their own account, and make monthly deposits. Some of the feedback the school received from families during SAC Meetings, is that they appreciate personal, specific communication. Administration further led a positive communication initiative by providing schoolwide professional development for all teachers on how to build relationships with families, then holding them accountable within the first two weeks of school to reach out and make a personal positive connection with the families of all their students. Open discussions during SAC Meetings which includes: parents, teachers, students, community members, and business partners, and are held monthly are an excellent way to receive communication from families. Lehigh Elementary also has a Sunshine Committee that is committed to focusing on the SEL of our staff members. Activities sponsored by the Sunshine Committee include social events that allow staff members an opportunity to get to know each other in a different setting.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Jackson Morgan, Principal
Jessica Stafford, Assistant Principal
Christine Amott, Dean of Student Discipline
Nora Martin, Parent Involvement Paraprofessional
Various employees, Members of SAC
Various employees, Members of Sunshine Committee

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	**Areas of Focus: ESSA Subgroup: Students with Disabilities**	**$0.00**
2	III.A.	**Areas of Focus: ESSA Subgroup: English Language Learners**	**$0.00**
3	III.A.	**Areas of Focus: Instructional Practice: ELA**	**$0.00**
4	III.A.	**Areas of Focus: Instructional Practice: Math**	**$0.00**
5	III.A.	**Areas of Focus: Culture & Environment: Student Attendance**	**$0.00**
6	III.A.	**Areas of Focus: Culture & Environment: Discipline**	**$0.00**
		Total:	**$0.00**