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Lee Elementary School

7731 US 90, Lee, FL 32059

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

Demographics

Principal: Christi Minor

Start Date for this Principal: 7/6/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (60%) 2018-19: B (57%) 2017-18: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* 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 Madison 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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Lee Elementary School

7731 US 90, Lee, FL 32059

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-6</p>	<p>2021-22 Title I School</p> <p style="font-size: 1.2em;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 1.2em;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 1.2em;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 1.2em;">35%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://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.

Part I: School Information

School Mission and Vision

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.

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.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Bean, Keri	Principal	Morning Supervision (campus) Lunch Duty Afternoon Duty Duty Assignments Leave Approval Lesson Plans Supervision Monitor Classroom interventions Progress Monitoring Classroom Walkthroughs Master Schedule Teacher Class Assignments Student Class Assignments Employee Evaluations School Improvement Plan Discipline Referrals Teacher Handbook Parent/Student Handbook Facilities Supervision Bullying Documentation PTO Liaison School Social Media School-Wide Calendar PBIS Team Member
Maultsby, Susan	Other	Morning Supervision (campus) Lunch Duty Afternoon Duty Guidance Activities MTSS (Intervention Team) 504 Documentation ELL Testing / Plans Assessment Coordinator FSA ELL Testing Language Assessments Progress Monitoring School Homeless Aid Coordinator Honor Roll Awards Day Instructional Materials Professional Development PTO Liaison Parent Involvement Plan PBIS Team Member
Smith, Lisa	Teacher, K-12	PBIS Team Member, Lead Teacher

Name	Position Title	Job Duties and Responsibilities
Gurley, Kimberly	Teacher, K-12	PBIS Team Member, Lead Teacher
Turner, Samantha	Teacher, K-12	PBIS Team Member, Lead Teacher
Keller, Diana	Teacher, PreK	PBIS Team Member, Lead Teacher

Demographic Information

Principal start date

Wednesday 7/6/2022, Christi Minor

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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.*

4

Total number of teacher positions allocated to the school

14

Total number of students enrolled at the school

206

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

9

Identify the number of instructional staff who joined the school during the 2022-23 school year.

9

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	30	31	32	33	21	23	20	0	0	0	0	0	0	190
Attendance below 90 percent	0	20	12	12	4	5	7	0	0	0	0	0	0	60
One or more suspensions	0	0	0	3	0	1	4	0	0	0	0	0	0	8
Course failure in ELA	0	0	0	1	1	0	1	0	0	0	0	0	0	3
Course failure in Math	0	0	0	1	0	0	1	0	0	0	0	0	0	2
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	3	4	5	0	0	0	0	0	0	12
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	2	4	4	0	0	0	0	0	0	10
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level who have 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	0	0	0	2	0	1	2	0	0	0	0	0	0	5

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Friday 8/26/2022

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	39	33	32	22	29	21	0	0	0	0	0	0	0	176
Attendance below 90 percent	15	8	3	1	3	7	0	0	0	0	0	0	0	37
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	0	2	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	1	2	0	0	0	0	0	0	0	4
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	0	3	1	2	2	3	0	0	0	0	0	0	0	11

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	9	2	7	1	0	1	0	0	0	0	0	0	0	20
Students retained two or more times	0	1	2	2	3	2	0	0	0	0	0	0	0	10

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	39	33	32	22	29	21	0	0	0	0	0	0	0	176
Attendance below 90 percent	15	8	3	1	3	7	0	0	0	0	0	0	0	37
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	0	2	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	1	2	0	0	0	0	0	0	0	4
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	0	3	1	2	2	3	0	0	0	0	0	0	0	11

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	9	2	7	1	0	1	0	0	0	0	0	0	0	20
Students retained two or more times	0	1	2	2	3	2	0	0	0	0	0	0	0	10

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	58%	43%	56%				60%	52%	57%
ELA Learning Gains	49%						64%	50%	58%
ELA Lowest 25th Percentile	40%						65%	49%	53%
Math Achievement	80%	39%	50%				65%	57%	63%
Math Learning Gains	63%						50%	49%	62%
Math Lowest 25th Percentile							33%	43%	51%
Science Achievement	70%	53%	59%				60%	56%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	64%	40%	24%	58%	6%
Cohort Comparison		0%				
04	2022					
	2019	56%	50%	6%	58%	-2%
Cohort Comparison		-64%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	60%	46%	14%	56%	4%
Cohort Comparison		-56%				
06	2022					
	2019					
Cohort Comparison		-60%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	75%	45%	30%	62%	13%
Cohort Comparison		0%				
04	2022					
	2019	79%	51%	28%	64%	15%
Cohort Comparison		-75%				
05	2022					
	2019	34%	44%	-10%	60%	-26%
Cohort Comparison		-79%				
06	2022					
	2019					
Cohort Comparison		-34%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	57%	42%	15%	53%	4%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-57%				

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	60			90							
BLK	60	50		80	67						
HSP	45			82							
WHT	64	48		81	62		82				
FRL	54	55		77	75		67				
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	40										
BLK	45			64							
WHT	75	64		80	50		64				
FRL	53	57		66	62		50				
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	57	50		57	60						
BLK	29	64		41	27						
HSP	55			64							
WHT	68	59	60	71	54		62				
FRL	54	53	50	58	40		47				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	360
Total Components for the Federal Index	6
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	75
Students With Disabilities Subgroup Below 41% in the Current Year?	NO

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	64
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0

White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	66
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

The percentage of our students achieving a Level 3 or above in ELA increased from 2019 to 2021, but decreased from 2021 to 2022. Our ELA learning gains decreased consistently from 2019 to 2022. Our Grade 5 Science achievement decreased from 2019 to 2021, but increased significantly (27 points) in 2022. In Math, our achievement and learning gains have consistently increased from 2019 to 2022.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on 2022 state assessments, our greatest need for improvement is our FSA ELA achievement and learning gains. In 2022, our FSA ELA achievement was 58 percent, down from 65 percent in 2021. Our learning gains decreased from 59 percent in 2021 to 49 percent in 2022. Our Bottom Quartile learning gains was 40 percent in 2022.

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

Contributing factors to this need for improvement include transitioning to the B.E.S.T. standards, newly adopted curriculum resources, and lack of training for effective utilization of the new curriculum resources. To address this need for improvement, we will ensure that our ELA teachers receive ongoing training and support with the new standards and curriculum.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our NGSSS Grade 5 Science achievement increased 27 percentage points (53 percent to 80 percent) from 2021 to 2022. Our FSA Math achievement increased from 75 percent in 2021 to 80 percent in 2022.

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

The contributing factors to this improvement include the fourth and fifth grade teachers being subject specific and receiving support from the district instructional coach.

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

To sustain our Math and Science achievement levels, we will continue work with district instructional coaches. Our MTSS/Reading Coach will also provide support to our teachers. Our new teachers will receive training on the B.E.S.T. standards and the newly adopted curriculum resources. Our seasoned teachers will collaborate with new teachers to assist them in implementing standards and curriculum.

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.

Kagan, MTSS Behavior Training (Automatic RtI), Phonics (K-2), Youth Mental Health First Aid, ELA Curriculum Unit Planning (K-6)

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

Vertical Planning

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus

Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on 2022 state assessments, our greatest need for improvement is our FSA ELA achievement and learning gains. In 2022, our FSA ELA achievement was 58 percent, down from 65 percent in 2021. Our learning gains decreased from 59 percent in 2021 to 49 percent in 2022. Our Bottom Quartile learning gains was 40 percent in 2022.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Based on the 2023 FAST ELA PM3, we will increase our ELA achievement from 58 percent to at least 63 percent. Our learning gains will increase from 49 percent to at least 54 percent, and our Bottom Quartile learning gains will increase from 40 percent to at least 50 percent.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This Area of Focus will be monitored by analyzing data from FAST ELA PM1 and PM2, PLCs, data reviews, classroom assessment data, and classroom walkthroughs and observations.

Person responsible for monitoring outcome:

Susan Maultsby (susan.maultsby@mcsbfl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

We will implement bi-weekly Professional Learning Communities (PLCs).

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

PLCs will be implemented to assist teachers in lesson planning, vertical planning, creating classroom assessments, and using classroom assessment data to drive instruction. There will be at least two grade levels of teachers collaborating in each PLC. The four pillars of a PLC will be discussed: What do we want students to learn?; How will we know if they learned it?; What will we do for the students who have not learned it?; What will we do for the students who have already learned it?.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

We will implement monthly data reviews to discuss intervention data, progress monitoring data, classroom assessment data, grades, and student behavior.

Person Responsible Keri Bean (keri.bean@mcsbfl.us)

#2. Transformational Leadership specifically relating to Teacher Recruitment and Retention

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

This school year, eight (8) of our fourteen (14) instructional staff are new to Lee Elementary School (LES). There is only one (1) teacher teaching the same subjects she taught last school year. Three (3) teachers are first year teachers. All four (4) of our paraprofessionals are new to LES. In addition, the Principal and MTSS/Reading Coach are new to the school

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

LES will retain at least 14 out of 16 instructional staff, and at least 3 out of 4 paraprofessionals for the 2023-2024 school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This Area of Focus will be monitored by teacher feedback during Start With Success new teacher mentor program. In addition, the Letters of Intention from teachers will be used to guide conversations about placement teacher retention.

Person responsible for monitoring outcome:

Keri Bean (keri.bean@mcsbfl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

In order to meet our goal of returning 14 out of 16 instructional we will use the following evidence-based strategy: Create a supportive school climate.

Rationale for Evidence-based Strategy:

Research shows that creating a supportive school climate impacts teacher retention just as much and in often cases more than financial incentives. The school climate addresses many aspects that are paramount to teacher retention such as the sociological factors, cultural features, the physical features, the psychosocial components, organizational and

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

etc. All of these areas can contribute to a teacher's workplace contentment. School climates in which teachers feel supported is conducive to teachers' overall satisfaction with the career of education. We believe developing a climate in which teachers feel supported they will choose to continue their careers at Lee Elementary School.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

First year teachers will participate in Start with Success new teacher year long mentorship established by Madison County School District.

Person Responsible Keri Bean (keri.bean@mcsbfl.us)

Teachers will participate in Culturally Responsive training held by District.

Person Responsible Keri Bean (keri.bean@mcsbfl.us)

MTSS/Reading Coach will provide teachers with feedback and classroom support and interventions developed by Student Intervention Team to assist with students who maybe struggling behaviorally or academically.

Person Responsible Susan Maultsby (susan.maultsby@mcsbfl.us)

Teachers will participate in development of school vision, mission, and expectations.

Person Responsible Keri Bean (keri.bean@mcsbfl.us)

Teachers will receive feedback during informal walk-throughs by administration; followed up with support by district instructional coaches if needed.

Person Responsible Keri Bean (keri.bean@mcsbfl.us)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

We use Positive Behavioral Interventions and Supports (PBIS) at Lee Elementary School to reinforce and facilitate positive behavior. PBIS is an evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day. It is a way to support everyone – to create the kinds of schools where all students are successful.

At Lee Elementary School, we work as a team to reward students who are doing their very best to follow rules and strive to be good citizens both in classrooms and at other campus locations. We reward students by giving them DOJO points and sending home DOJO messages that parents can read and further reward the students at home. Each year, the Principal plans a DOJO celebration and rewards students who have earned at least 80% of their DOJO points for the year. Students are also rewarded each nine weeks if they have earned at least 80% of their DOJO points during the nine weeks. Parents are kept up-to-date via DOJO messages regarding students' behavior. This is a great incentive for many of the students to try hard at keeping all of their earned points at school. Students are also rewarded each nine weeks for making the A/B honor roll and for good attendance.

In addition, students who exhibit an understanding of the monthly character trait or being a model student have the opportunity to earn a Positive Referral. A Student of the Month from each grade level is chosen from the Positive referrals submitted each month. Teachers incorporate the character trait of the month into their lessons, newsletters, and DOJO posts throughout the month.

Staff members are included in decisions whenever possible. This provides a purpose for the staff members and gives them buy-in. Shared decision making also helps ensure that all staff members know that they are valued and that they play a crucial role in every aspect of the school and in the lives of ALL of our students.

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

We work as a team (Principal, Teachers, Support Staff, and Parents) to reward students who are doing their very best to follow rules and strive to be good citizens both in classrooms and at other campus locations. We reward students by giving them DOJO points and sending home DOJO messages that parents can read and further reward the students at home. Parents are kept up-to-date via DOJO messages regarding students' behavior and are able to message the Principal and staff members at any time via DOJO. Parents are also informed of important events that are happening at the school via school-wide DOJO messages, while parents and the community are apprised of what's happening at the school through Facebook posts.