

Lee Elementary School



2014-15 School Improvement Plan

Lee Elementary School

7731 E US HIGHWAY 90, Lee, FL 32059

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
40%

Alternative/ESE Center
No

Charter School
No

Minority
26%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	B	A	B

School Board Approval

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

SIP Authority and Template

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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

School Environment

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.

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 student 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."

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 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 participated in training that included a review of the expectations and the protocol for disciplinary incidents.

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

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

Early Warning Systems

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

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
2. Failure of ELA or math
3. Scoring a level 1 on the ELA or math state assessment

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

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

Indicator	Grade Level					Total
	K	2	3	4	5	
Attendance below 90 percent	0	0	2	0	0	2
One or more suspensions	0	1	0	1	0	2
Course failure in ELA or Math	2	4	1	0	0	7
Level 1 on statewide assessment	0	0	4	5	8	17

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

Indicator	Grade Level		Total
	3		
Students exhibiting two or more indicators	2		2

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 daily in small groups.
2. Students participated in after school tutoring.
3. Students were given an opportunity to work on Successmaker for an extra 30 minutes in the morning before school.
4. Supplemental instructional materials were used with these students.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

LES had close to 100 parent and community volunteers in 2012-23. We want to increase that number, especially focusing on the number of volunteers helping students with academic needs.

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.

LES has enjoyed Longstanding partnerships with the following community partners:

1. Madison Garden Club
2. Nestle Waters
3. Renfroe Concrete Company
4. Lee Public Library
5. Madison County Sheriff's Dept.
6. North Florida Community College
7. Florida Center for Reading Research
8. Lee Volunteer Fire Department
9. Madison County Forestry Dept.
10. University of Florida Extension Office in Madison

Effective Leadership

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

School Leadership Team

Membership

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

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

Duties

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 one up. If further testing is needed, the recommendation goes to the teacher and the procedures for further testing are implemented.

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 MTSSS packet begins with a "Request for Assistance" when the teacher realizes a student is not 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.
 Part C Migrant - Migrant funds are used for instructional materials such as bi-lingual library books, laptop computers, 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 are used for after school tutoring in Reading and Math.
 Violence Prevention - Safe Schools funds are used for the "Positive Action" behavior program, as well as, the Back To School Fair, and various assemblies throughout the school year focused on Violence and bullying prevention.
 Nutrition - Our school receives funds for universal breakfast and lunch for all students. Both meals are available for any and every student.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Robin Hill	Principal
Jennifer Blesy	Parent
Susan Phillips	Education Support Employee
Heather Douglas	Teacher
Rebecca Gonzalez	Teacher
Shelley Renfroe	Parent
Ruth Anderson	Parent
Maude Pickles	Parent
Teryn Hovland	Parent

Duties

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

Evaluation of last year's school improvement plan

The SAC reviewed the completed data and gave input on changes needed for 2014-15.

Development of this school improvement plan

The school leadership team analyzed data from the 2013-14 school year. From that data and information available about the 2014-15 assessments, the team selected 2 smart goals to focus on this coming year. Strategic plans were then developed to help us reach our goals.

At the first SAC/PTO mtg., the team presented the goals. Parents were encouraged to discuss the goals and strategies in place to meet the goals. Feedback from parents helped us refine our strategies.

Preparation of the school's annual budget and plan

At the first SAC/PTO mtg., the annual budget was presented with direct correlations to our Smart goals and strategies. Parents were allowed to give input.

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

The council provides materials and supplies requested by teachers.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

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

Duties

Describe how the LLT promotes literacy within the school

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 will be shared once per month at the Wednesday faculty meetings, as well as, Best Practices.

Our students will participate in several community writing contests, including the Agriculture Essay contest, Forestry contest, Grandparent contest, and others.

Public and Collaborative Teaching

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

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

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.

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 in field, 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.

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

One new teacher, Nancy Varn, will be paired with Delores Mabardy for mentoring throughout the 2014-15 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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Purchased instructional materials align to Florida's standards. Teachers document the standards for each assignment in their electronic gradebook. Tracking sheets are then kept to make sure all standards have been assessed.

Instructional Strategies

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

Data from weekly assessments along with i-Ready progress monitoring is reviewed monthly among grade level teams in conjunction with the principal. Teacher 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.

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

Strategy: Extended School Day

Minutes added to school year: 4,500

Students who ride the bus will have 30 minutes each afternoon to work on homework while they wait for the bus. Their teacher will assist with any problems they are having.

Strategy Rationale

Research shows that when students complete homework assignments, it reinforces what they learned in school as long as the assignment was a followup from the content covered.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hill, Robin, robin.hill@madison.k12.fl.us

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

Bus rider grades will be compared with those students who are parent pick-up.

Strategy: Extended School Day

Minutes added to school year: 2,160

After School Academic Interventions

All tier 2 and 3 students will be given the opportunity to receive after school academic interventions. The goal is to help the students get back on grade level.

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

Teachers keep track of interventions as well as student performance on a weekly basis. Data is analyzed monthly.

Student Transition and Readiness

PreK-12 Transition

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

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

Lee Elementary School serves 18 Pre-K students. Pre-K teacher, Heather Douglas, has been a Pre-K teacher for 13 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 adjustments for specific students into our Kindergarten program. This year we are implementing a new emerging literacy program across the district which should improve the readiness of students transitioning from our Pre-k to kindergarten.

College and Career Readiness

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

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

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

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

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. Lee Elementary School students will learn to adequately to respond to given text.

G2. Students will receive immediate intervention for math skills not mastered.

Strategic Goals Detail

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

G1. Lee Elementary School students will learn to adequately to respond to given text. **1a**

 G039636

Targets Supported **1b**

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	

Resources Available to Support the Goal **2**

- Common core writing rubrics

Targeted Barriers to Achieving the Goal **3**

- Very little information about the new state assessment

Plan to Monitor Progress Toward G1. **8**

District Text Dependent Writing Test

Person Responsible

Susan Phillips

Schedule

Quarterly, from 10/16/2014 to 2/10/2015

Evidence of Completion

Score Reports

G2. Students will receive immediate intervention for math skills not mastered. 1a

G039639

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	80.0

Resources Available to Support the Goal 2

- Go Math Curriculum, i-Ready Supplemental math program

Targeted Barriers to Achieving the Goal 3

- Adding science and social studies back to the K-2 curriculum has limited the amount of time needed for math interventions.

Plan to Monitor Progress Toward G2. 8

Progress Monitoring Reports

Person Responsible

Robin Hill

Schedule

Every 2 Months, from 11/10/2014 to 5/29/2015

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. Lee Elementary School students will learn to adequately to respond to given text. **1**

 G039636

G1.B1 Very little information about the new state assessment **2**

 B095774

G1.B1.S1 The ELA is new this year. Teacher need training on what to expect. **4**

 S106943

Strategy Rationale

Information about writing in response to reading will help teachers better prepare students for the new ELA.

Action Step 1 **5**

All LES teachers will participate in training on writing in response to reading.

Person Responsible

Robin Hill

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

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 G1.B1.S1 6

Writing notebooks from each class will be reviewed regularly.

Person Responsible

Robin Hill

Schedule

Monthly, from 10/1/2014 to 6/1/2015

Evidence of Completion

Logs will be reviewed by the principal.

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

Literacy team will review school writing plan

Person Responsible

Robin Hill

Schedule

On 6/5/2015

Evidence of Completion

ELA writing test data along with locally administered writing test data.

G2. Students will receive immediate intervention for math skills not mastered. 1

G039639

G2.B1 Adding science and social studies back to the K-2 curriculum has limited the amount of time needed for math interventions. 2

B095777

G2.B1.S1 Teachers will allow students to begin their i-Ready assignments at 7:30 each morning. 4

S106946

Strategy Rationale

If students complete their i-Ready assignments before school, that will free up extra minutes for math interventions during the school day.

Action Step 1 5

Cafeteria monitors will send students who have eaten breakfast to their classrooms to do i-Ready.

Person Responsible

Robin Hill

Schedule

Daily, from 9/2/2014 to 5/29/2015

Evidence of Completion

Time logs for i-Ready

Action Step 2 5

Teachers will participate in i-Ready intervention training.

Person Responsible

Robin Hill

Schedule

Quarterly, from 8/5/2014 to 5/29/2015

Evidence of Completion

Training sign-in sheets

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

Review Lesson Plans and Classroom Walkthroughs

Person Responsible

Robin Hill

Schedule

Weekly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Walk-through data

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

Review of i-Ready and classroom data

Person Responsible

Robin Hill

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Data Notebooks

G2.B1.S2 Each classroom will be given a class set up Chrome books. 4

S139870

Strategy Rationale

If all students have access to i-Ready at one time, it will be easier to schedule daily.

Action Step 1 5

The principal will work with district staff to secure funding for classroom Chromebooks.

Person Responsible

Robin Hill

Schedule

On 9/2/2014

Evidence of Completion

Delivery of Chromebooks

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

Classroom Walk-throughs

Person Responsible

Robin Hill

Schedule

Weekly, from 11/10/2014 to 5/29/2015

Evidence of Completion

Walk-through data

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

Classroom i-Ready progress reports will be reviewed.

Person Responsible

Robin Hill

Schedule

Monthly, from 12/1/2014 to 5/29/2015

Evidence of Completion

Data Notebooks

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	All LES teachers will participate in training on writing in response to reading.	Hill, Robin	8/18/2014	In grade level team meetings, teachers will share examples of their rubrics and assignment examples.	5/29/2015 quarterly
G2.B1.S1.A1	Cafeteria monitors will send students who have eaten breakfast to their classrooms to do i-Ready.	Hill, Robin	9/2/2014	Time logs for i-Ready	5/29/2015 daily
G2.B1.S2.A1	The principal will work with district staff to secure funding for classroom Chromebooks.	Hill, Robin	9/2/2014	Delivery of Chromebooks	9/2/2014 one-time
G2.B1.S1.A2	Teachers will participate in i-Ready intervention training.	Hill, Robin	8/5/2014	Training sign-in sheets	5/29/2015 quarterly
G1.MA1	District Text Dependent Writing Test	Phillips, Susan	10/16/2014	Score Reports	2/10/2015 quarterly
G1.B1.S1.MA1	Literacy team will review school writing plan	Hill, Robin	6/1/2015	ELA writing test data along with locally administered writing test data.	6/5/2015 one-time
G1.B1.S1.MA1	Writing notebooks from each class will be reviewed regularly.	Hill, Robin	10/1/2014	Logs will be reviewed by the principal.	6/1/2015 monthly
G2.MA1	Progress Monitoring Reports	Hill, Robin	11/10/2014	Data meeting notes	5/29/2015 every-2-months
G2.B1.S1.MA1	Review of i-Ready and classroom data	Hill, Robin	10/1/2014	Data Notebooks	5/29/2015 monthly
G2.B1.S1.MA1	Review Lesson Plans and Classroom Walkthroughs	Hill, Robin	10/1/2014	Walk-through data	5/29/2015 weekly
G2.B1.S2.MA1	Classroom i-Ready progress reports will be reviewed.	Hill, Robin	12/1/2014	Data Notebooks	5/29/2015 monthly
G2.B1.S2.MA1	Classroom Walk-throughs	Hill, Robin	11/10/2014	Walk-through data	5/29/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Lee Elementary School students will learn to adequately to respond to given text.

G1.B1 Very little information about the new state assessment

G1.B1.S1 The ELA is new this year. Teacher need training on what to expect.

PD Opportunity 1

All LES teachers will participate in training on writing in response to reading.

Facilitator

Robin Hill / Lisa Smith

Participants

All teachers

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

G2. Students will receive immediate intervention for math skills not mastered.

G2.B1 Adding science and social studies back to the K-2 curriculum has limited the amount of time needed for math interventions.

G2.B1.S1 Teachers will allow students to begin their i-Ready assignments at 7:30 each morning.

PD Opportunity 1

Teachers will participate in i-Ready intervention training.

Facilitator

Consultant

Participants

All Teachers

Schedule

Quarterly, from 8/5/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 2: Students will receive immediate intervention for math skills not mastered.	0
Grand Total	0

Goal 2: Students will receive immediate intervention for math skills not mastered.

Description	Source	Total
B1.S1.A1 - Early Morning Duty Supervision	General Fund	0
B1.S2.A1 - Digital Classroom Fund	Other	0
Total Goal 2		0