

# Lehigh Elementary School



2014-15 School Improvement Plan

## Lehigh Elementary School

200 SCHOOLSIDE DR, Lehigh Acres, FL 33936

<http://lhl.leeschools.net>

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

85%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

69%

### School Grades History

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

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Lehigh Elementary is dedicated to building life-long learners through a safe, nurturing, and respectful environment driven by high expectations, school wide collaboration, community and family involvement.

##### **Provide the school's vision statement**

To be a world class school

#### School Environment

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

The District provides a school climate survey to all parents, both electronically and paper. The data from the survey is used in planning classroom team building activities as well as parent involvement nights. Through our Leader in Me initiative, our staff, students, and families are developing interpersonal and leadership qualities that build positive relationships.

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

Our school uses a schoolwide Leader in Me initiative that teaches students foundational skills for interacting with oneself and others. Additionally, teachers use Kagan team building, class building, and cooperative learning structures, which promotes positive interdependence. Faculty and staff monitor high traffic areas during arrival and dismissal times to help direct students and proactively decrease problematic behaviors. Further, clear school and classroom expectations are posted in all areas around campus.

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

Clear expectations and consequences

Schoolwide behavior plan that outlines protocols for dealing with classroom discipline from minor to major incidents.

Students are taught the Leader in Me 7 Habits that include responding proactively, beginning with the end in mind, putting first things first, and thinking win-win.

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

Full time school counselor

Mentoring program between staff and students

MTSS referrals

Vision and other health screenings

Social Worker



Leader in Me self-awareness activities  
Kagan multi-intelligence inventory to highlight strengths

## 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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/185044>.

#### **Description**

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

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

Lehigh Elementary provides information to stakeholders regarding school functions, volunteer opportunities, and current progress and successes. Lehigh Elementary continues to establish business partnerships to enhance student experiences and achievement by highlighting opportunities in our school newsletter, attendance at community group meetings, and open invitations to school functions.

## 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
Walker, Toni	Principal
Wagner, Barbara	Assistant Principal
Morgan, Jackson	Assistant Principal
Sharp, Melinda	Administrative Support
Pincoski, Tim	Guidance Counselor
Elswick, Diane	Instructional Coach

#### **Duties**

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

The function and responsibility of each school-based leadership team member as related to the school's MTSS and SIP are as follows:

#### Classroom Teacher

- Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- Attend MTSS Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
- Deliver instructional interventions with fidelity

#### Reading or Math Coach/Specialist

- Attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement supplemental and intensive interventions
- Keep progress monitoring notes & anecdotes of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students

#### Speech-Language Pathologist

- Attend MTSS Team meetings for students receiving supplemental and intensive supports.
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
- Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

#### Principal/Assistant Principal

- Facilitate implementation of the MTSS problem-solving process in your building
- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support MTSS implementation when possible
- Attend MTSS Team meetings to be active in the MTSS change process
- Conduct classroom Walk-Throughs to monitor fidelity

#### Guidance Counselor/Curriculum Specialist

- Often MTSS Team facilitators
- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent invites
- Complete necessary MTSS forms
- Conduct social-developmental history interviews when requested

#### School Psychologist

- Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
- Monitor data collection process for fidelity
- Review & interpret progress monitoring data
- Collaborate with MTSS Team on effective instruction & specific interventions
- Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions

#### ESE Teacher/Staffing Specialist

- Consult with MTSS Team regarding intensive interventions
- Incorporate MTSS data when making eligibility decisions

#### Specialist (Behavior, OT, PT, ASD)

- Consult with MTSS Team
- Provide staff trainings

#### Social Worker

- Attend MTSS Team meetings when requested
- Conduct social-developmental history interviews and share with MTSS Team

#### ESOL/ELL Representative

- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP

paperwork

- Conduct language screenings and assessments
- Provide ELL interventions at all tiers

The MTSS Leadership team at Lehigh Elementary meets on an as needed basis to analyze school and/or student progress data in order to monitor the progress of students receiving interventions and to identify students in need of more support. The team uses the five-step problem solving process as outlined in the district's Response to Intervention Manual. The roles of each member are as follows:

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

The MTSS Problem-Solving team at Lehigh Elementary meets weekly, monthly, and as needed to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process that is outlined in the District's MTSS manual.

Title I, Part A

Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

Title I, Part C- Migrant

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part D

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title II

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services

and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

#### Title III

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

#### Title X- Homeless

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

#### Supplemental Academic Instruction (SAI)

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

#### Violence Prevention Programs

The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

#### Nutrition Programs

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

#### Housing Programs

#### Head Start

Blended Head Start/Title 1/VPK/Migrant early childhood classrooms will be located on the school's campus. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by meeting the

federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness Screening (FLKRS).

**Adult Education**

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

**Career and Technical Education**

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

**Job Training**

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

**Other**

Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Futch, Kathy	Parent
Trani, Barbara	Teacher
Walker, Toni	Principal
Woolverton, Cynthia	Business/Community
Camina, Guillermo	Business/Community
Fecko, Judy	Teacher
Davis, Achim	Education Support Employee
Juarez, Monica	Education Support Employee
Rivera, Jennifer	Parent
Walker, Rev. Malcom	Business/Community
Robinson, Laura	Parent
Bozzi, Stephanie	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*

Members of the school advisory council met to review last year's school improvement plan and discuss the data leading to present proficiency levels.

*Development of this school improvement plan*

Members of the School Advisory Council met as a group to go over and review the working document. The body will meet in September to continue discussion of the plan, make suggestions, and adjustments. The plan will be officially approved by the School Advisory Council on September 9, 2014.

*Preparation of the school's annual budget and plan*

School improvement dollars will be allocated to schoolwide initiatives related to student learning. Before dollars are spent, the Principal will bring the suggestion to the School Advisory Council for approval.

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

The School Improvement budget will be used to provide resources to enhance instruction and improve student achievement.

***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
Walker, Toni	Principal
Wagner, Barbara	Assistant Principal
Morgan, Jackson	Assistant Principal
Pincoski, Tim	Guidance Counselor
Sharp, Melinda	Administrative Support
Elswick, Diane	Instructional Coach
Amott, Christine	Instructional Coach
Bryant, Tammy	Teacher, K-12
DuBose, Gina	Teacher, K-12
Estrada, Angela	Teacher, K-12
Fecko, Judy	Teacher, K-12
Herrera, Samantha	Teacher, K-12
Hirt, Kathleen	Teacher, K-12
Johnson, Amelia	Teacher, K-12
Lewis, Michelle	Teacher, K-12
Morin, Lisa	Teacher, ESE
Morrison, Hannah	Teacher, K-12
Morrison, Robert	Teacher, K-12
Moskall, Jennifer	Teacher, ESE
Rodriguez, Andres	Teacher, K-12
Trani, Barbara	Instructional Coach
Stephens, Melissa	Other

### Duties

#### ***Describe how the LLT promotes literacy within the school***

The LLT'S major initiative this year will be to keep consistent data on students and to ensure that we are making

adequate gains toward meeting our SIP goals in READING. Our data will come from pre, mid, and post

tests, Oral Reading Fluency, Concept tests, Weekly progress monitoring, and Compass Odyssey data. The team will assist with the design of the Title II professional development plan for reading training opportunities. The team will also monitor STAR and STAR Early Literacy data;

In addition, the team will:

Provide support and training on the newly adopted reading program to ensure implementation, fidelity, and success.

Increase reading achievement levels across all grade levels;

Family Literacy Night

School-wide participation in independent reading initiatives;

Media Center Themes and coordinating programs within reading curriculum

Provide professional development strategies for use during differentiated instruction/ enrichment times

Monitor literacy data school-wide

Monitor WIN/ Small group instruction

## 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**

Provided common planning and lunch for all grade levels  
Bi-weekly faculty trainings  
Weekly PLC meetings for data analysis and instructional planning  
Schoolwide use of OnCourse to allow for collaboration  
Vertical alignment teams to establish rapport between grade levels  
Accountability buddies to encourage practice with the 7 Habits

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

Lehigh Elementary uses the District's PeopleSoft application to screen candidates for instructional positions. The application identifies eligible candidates who can be interviewed based on certification, veteran preference, highly qualified status, and experience. Once candidates are selected for an interview, the school leadership team interviews and scores each candidate using a rubric. The top 3 finalists are recommended to the administrative team and they make final hiring decisions.

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

The administrative team at Lehigh Elementary pairs new teachers with effective teacher mentors who have successfully obtained the Clinical Educator Endorsement and who have the knowledge, skill-set, and grade level expertise to effectively coach a new teacher.

## 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***

The core instructional programs at Lehigh Elementary follow the District's Academic Plans which are aligned to Florida Standards. Through the PLC process of utilizing Backward Design, grade level teams ensure teachers deliver standards based instruction.

#### **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***

***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

All teachers incorporate intervention time for all students who require assistance to become proficient with grade level standards or demonstrate adequate learning gains. Teachers will use data to drive instruction, to enrich or remediate students based on individual needs.

**Strategy Rationale**

Lehigh Elementary is in the bottom 300 elementary schools for reading proficiency and learning gains. In order to improve achievement the extended day is dedicated to literacy instruction.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Walker, Toni, tonimw@leeschools.net

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

Standards based progress monitoring data that include pre and post assessments

**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**

- Orientation meetings will be held prior to the start of the school year for kindergarten students and their families to familiarize them with the school and expectations for the coming year.
- All students are assessed prior to or upon entering within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction.

**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**

NA

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

NA

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

NA

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

NA

## 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.**                      Increase student achievement gains school-wide by focusing on teaching and learning.

## 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. Increase student achievement gains school-wide by focusing on teaching and learning. 1a**

G040425

**Targets Supported 1b**

Indicator	Annual Target
Math Gains	64.0
Math Lowest 25% Gains	61.0
ELA/Reading Gains	58.0
ELA/Reading Lowest 25% Gains	55.0

**Resources Available to Support the Goal 2**

- Teacher Leaders
- Peer/ Mentor Teachers
- Academic Coaches
- PLC Trained Administrators and Coaches
- District Support for new Common Core Based Curriculum in Reading and Math
- PLC Training Materials
- Performance Matters Data Management System and on-going support
- New Common Core Based Curriculum in Reading and Math

**Targeted Barriers to Achieving the Goal 3**

- Teachers need for additional professional development in research based high yield educational strategies and best practices
- Staff needs professional development in the implementation of The Professional Learning Community Framework
- Teachers need additional training on accessing and analyzing meaningful data and using data to guide the instructional process

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

Use data to determine percentage of students showing increased achievement toward school improvement goals.

**Person Responsible**

Toni Walker

**Schedule**

Every 6 Weeks, from 10/1/2014 to 4/30/2015

**Evidence of Completion**

Grade level tracking sheets

## 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.** Increase student achievement gains school-wide by focusing on teaching and learning. **1**

 G040425

**G1.B1** Teachers need for additional professional development in research based high yield educational strategies and best practices **2**

 B097716

**G1.B1.S1** Provide teachers with professional develop focusing on higher level thinking skills, rigor and relevance, high yield questioning techniques, and effective small group lesson planning through the PLC process. **4**

 S108987

### Strategy Rationale

#### Action Step 1 **5**

Create a Professional Development calendar for the year

#### Person Responsible

Toni Walker

#### Schedule

On 9/30/2014

#### Evidence of Completion

Completed Calendar on Sharepoint, Inservice records

**Action Step 2** 5

Provide teacher training in higher level thinking skills, rigor and relevance, high yield questioning techniques, the use of thinking maps, and effective small group lesson planning.

**Person Responsible**

Jackson Morgan

**Schedule**

Weekly, from 8/28/2014 to 5/15/2015

**Evidence of Completion**

Agenda and training materials

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

Administration and Leadership Team members will monitor the implementation and meet monthly with grade levels. Additionally, administration will check for fidelity through classroom walkthroughs and observations.

**Person Responsible**

**Schedule**

**Evidence of Completion**

Teacher lessons reflecting implementation. Created products related to modules; for example, agendas, meeting protocols, list of norms, and reflection documents, lesson plans

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

Administration and Leadership Team members will monitor the implementation and meet monthly with grade levels. Additionally, administration will check for fidelity through classroom walkthroughs and observations

**Person Responsible**


**Schedule**

**Evidence of Completion**

VAM data, teacher evaluations, student data based on common assessments, FCAT data

**G1.B1.S2** Implement Lesson Study, Learning Labs, and coaching opportunities using Teacher Leaders.

4

 S108988

**Strategy Rationale**

**Action Step 1** 5

Train teachers on the PLC process, Backward Design, and Standards Based instruction

**Person Responsible**

Toni Walker

**Schedule**

Weekly, from 8/4/2014 to 5/29/2015

**Evidence of Completion**

Training materials, agenda, schedule

**Action Step 2** 5

Provide ongoing support and development in the use of data to differentiate instruction for core and intervention blocks

**Person Responsible**

Toni Walker

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Agendas and minutes, presenter notes and PowerPoints, pre/post survey

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Ensure that teams are implementing lesson study and attending learning labs to increase teacher skill-set.

**Person Responsible**

**Schedule**

**Evidence of Completion**

Agenda, training material, sign-in sheets

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Teachers will implement the skills learned through Lesson Study, Learning Labs, and coaching opportunities.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Classroom walkthroughs and observations

**G1.B1.S3** Provide teachers with ongoing professional development in the Seven Habits of Highly Effective People as well as The Leader in Me program 4

 S113456

**Strategy Rationale**

**Action Step 2 5**

Seven Habits Training and Implementation Day

**Person Responsible**

Tim Pincoski

**Schedule**

On 8/6/2014

***Evidence of Completion***

Sign in sheets, teacher created materials

**Action Step 2 5**

Lighthouse Team Training

**Person Responsible**

Toni Walker

**Schedule**

On 9/13/2014

***Evidence of Completion***

Sign in sheets, teacher created documents for LIM implementation



**Action Step 3** 5

Ongoing planning for continuation of Leader in Me program

**Person Responsible**

Toni Walker


**Schedule**

On 6/5/2015


**Evidence of Completion**

Evaluate leadership day and develop a plan for the upcoming school year

**G1.B10** Staff needs professional development in the implementation of The Professional Learning Community Framework 2

 B097725

**G1.B10.S1** Provide Performance Matters training for easy access to student data and progress monitoring. 4

 S108989

**Strategy Rationale**

**Action Step 1** 5

Teachers will receive continued training in the use of Performance Matters to disaggregate student data to guide instructional decision making

**Person Responsible**

Toni Walker

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Data binders, differentiated instruction as indicated in lesson plans, administrative observations

**Plan to Monitor Fidelity of Implementation of G1.B10.S1** 6

**Person Responsible**

**Schedule**

***Evidence of Completion***


**Plan to Monitor Effectiveness of Implementation of G1.B10.S1** 7

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G1.B10.S2** Use the PLC process to determine essential learning at each grade level and model best practices of instruction. 4

 S108990

**Strategy Rationale**

**Action Step 1** 5

Teachers will receive continued training and professional development in Professional Learning Community structures to work collaboratively with colleagues in developing targeted lessons to increase student proficiency levels

**Person Responsible**

Toni Walker

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

PLC agendas and minutes, administrative observations, student data

**Plan to Monitor Fidelity of Implementation of G1.B10.S2** 6

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Plan to Monitor Effectiveness of Implementation of G1.B10.S2** 7

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G1.B11** Teachers need additional training on accessing and analyzing meaningful data and using data to guide the instructional process 2

 B097726

**G1.B11.S1** Provide ongoing Performance Matters training that will enable teachers to access, gather, and analyze meaningful data to increase student learning outcomes. 4

 S108992

**Strategy Rationale**

**Action Step 1** 5

Train teachers to analyze meaningful data and develop a prescriptive plan designed to increase student proficiency levels.

**Person Responsible**

Diane Elswick

**Schedule**

Monthly, from 8/4/2014 to 5/29/2015

***Evidence of Completion***

Student prescriptive plans, handouts, agendas

**Action Step 2** 5

Provide trainings for Performance Matters based on teacher needs assessment.

**Person Responsible**

Diane Elswick

**Schedule**

Monthly, from 8/4/2014 to 5/25/2015

**Evidence of Completion**

Agenda, handouts, schedule, teacher performance task.

**Action Step 3** 5

Develop a PLC training schedule.

**Person Responsible**

Toni Walker

**Schedule**

On 8/28/2014

**Evidence of Completion**

Training Schedule

**Action Step 4** 5

The Leader in Me Training

**Person Responsible**

Tim Pincoski

**Schedule**

Monthly, from 8/4/2014 to 5/25/2015

**Evidence of Completion**

Sign-in sheets, training materials, agendas

**Plan to Monitor Fidelity of Implementation of G1.B11.S1** 6

Administrative team and coaches will meet with grade levels during common planning time to ensure that data is being used effectively to meet the specific needs of each student.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Student achievement data, prescriptive reports, meeting schedule, minutes

**Plan to Monitor Effectiveness of Implementation of G1.B11.S1** 7

Monitor data and student achievement levels as indicated in prescriptive plan process.


**Person Responsible**

**Schedule**

***Evidence of Completion***

Student achievement data will reflect improvement in specific areas of need.

**G1.B11.S2** Train teachers to collaboratively identify Essential Learning and effectively use formative assessments to drive instruction. 4

 S108993

**Strategy Rationale**

**Action Step 1** 5

Provide ongoing support in the development and use of formative assessments

**Person Responsible**

Jackson Morgan

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

Formative assessments, lesson plans, administrative observations

**Plan to Monitor Fidelity of Implementation of G1.B11.S2 6**

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Plan to Monitor Effectiveness of Implementation of G1.B11.S2 7**

**Person Responsible**

**Schedule**

***Evidence of Completion***

**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	Create a Professional Development calendar for the year	Walker, Toni	8/1/2014	Completed Calendar on Sharepoint, Inservice records	9/30/2014 one-time
G1.B1.S2.A1	Train teachers on the PLC process, Backward Design, and Standards Based instruction	Walker, Toni	8/4/2014	Training materials, agenda, schedule	5/29/2015 weekly
G1.B11.S1.A1	Train teachers to analyze meaningful data and develop a prescriptive plan designed to increase student proficiency levels.	Elswick, Diane	8/4/2014	Student prescriptive plans, handouts, agendas	5/29/2015 monthly
G1.B10.S1.A1	Teachers will receive continued training in the use of Performance Matters to disaggregate student data to guide instructional decision making	Walker, Toni	9/1/2014	Data binders, differentiated instruction as indicated in lesson plans, administrative observations	5/29/2015 monthly
G1.B10.S2.A1	Teachers will receive continued training and professional development in Professional Learning Community structures to work collaboratively with colleagues in developing targeted lessons to increase student proficiency levels	Walker, Toni	9/1/2014	PLC agendas and minutes, administrative observations, student data	5/29/2015 monthly
G1.B11.S2.A1	Provide ongoing support in the development and use of formative assessments	Morgan, Jackson	9/1/2014	Formative assessments, lesson plans, administrative observations	5/29/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A2	Provide teacher training in higher level thinking skills, rigor and relevance, high yield questioning techniques, the use of thinking maps, and effective small group lesson planning.	Morgan, Jackson	8/28/2014	Agenda and training materials	5/15/2015 weekly
G1.B11.S1.A2	Provide trainings for Performance Matters based on teacher needs assessment.	Elswick, Diane	8/4/2014	Agenda, handouts, schedule, teacher performance task.	5/25/2015 monthly
G1.B1.S3.A2	Seven Habits Training and Implementation Day	Pincoski, Tim	8/4/2014	Sign in sheets, teacher created materials	8/6/2014 one-time
G1.B1.S3.A2	Lighthouse Team Training	Walker, Toni	9/13/2014	Sign in sheets, teacher created documents for LIM implementation	9/13/2014 one-time
G1.B1.S2.A2	Provide ongoing support and development in the use of data to differentiate instruction for core and intervention blocks	Walker, Toni	9/1/2014	Agendas and minutes, presenter notes and PowerPoints, pre/post survey	5/29/2015 monthly
G1.B11.S1.A3	Develop a PLC training schedule.	Walker, Toni	8/4/2014	Training Schedule	8/28/2014 one-time
G1.B1.S3.A3	Ongoing planning for continuation of Leader in Me program	Walker, Toni	6/1/2015	Evaluate leadership day and develop a plan for the upcoming school year	6/5/2015 one-time
G1.B11.S1.A4	The Leader in Me Training	Pincoski, Tim	8/4/2014	Sign-in sheets, training materials, agendas	5/25/2015 monthly
G1.MA1	Use data to determine percentage of students showing increased achievement toward school improvement goals.	Walker, Toni	10/1/2014	Grade level tracking sheets	4/30/2015 every-6-weeks
G1.B1.S1.MA1	Administration and Leadership Team members will monitor the implementation and meet monthly with grade levels. Additionally, administration will check for fidelity through classroom walkthroughs and observations		VAM data, teacher evaluations, student data based on common assessments, FCAT data	once	
G1.B1.S1.MA1	Administration and Leadership Team members will monitor the implementation and meet monthly with grade levels. Additionally, administration will check for fidelity through classroom walkthroughs and observations.		Teacher lessons reflecting implementation. Created products related to modules; for example, agendas, meeting protocols, list of norms, and reflection documents, lesson plans	once	
G1.B10.S1.MA1	[no content entered]			once	
G1.B10.S1.MA1	[no content entered]			once	
G1.B11.S1.MA1	Monitor data and student achievement levels as indicated in prescriptive plan process.		Student achievement data will reflect improvement in specific areas of need.	once	
G1.B11.S1.MA1	Administrative team and coaches will meet with grade levels during common planning time to ensure that		Student achievement data,	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	data is being used effectively to meet the specific needs of each student.		prescriptive reports, meeting schedule, minutes		
G1.B1.S2.MA1	Teachers will implement the skills learned through Lesson Study, Learning Labs, and coaching opportunities.		Classroom walkthroughs and observations	once	
G1.B1.S2.MA1	Ensure that teams are implementing lesson study and attending learning labs to increase teacher skill-set.		Agenda, training material, sign-in sheets	once	
G1.B10.S2.MA1	[no content entered]			once	
G1.B10.S2.MA1	[no content entered]			once	
G1.B11.S2.MA1	[no content entered]			once	
G1.B11.S2.MA1	[no content entered]			once	

## 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.** Increase student achievement gains school-wide by focusing on teaching and learning.

**G1.B1** Teachers need for additional professional development in research based high yield educational strategies and best practices

**G1.B1.S1** Provide teachers with professional develop focusing on higher level thinking skills, rigor and relevance, high yield questioning techniques, and effective small group lesson planning through the PLC process.

#### **PD Opportunity 1**

Provide teacher training in higher level thinking skills, rigor and relevance, high yield questioning techniques, the use of thinking maps, and effective small group lesson planning.

##### **Facilitator**

Administrative team, District trainers, teacher leaders, leadership team

##### **Participants**

All instructional staff

##### **Schedule**

Weekly, from 8/28/2014 to 5/15/2015

**G1.B1.S2** Implement Lesson Study, Learning Labs, and coaching opportunities using Teacher Leaders.

#### **PD Opportunity 1**

Train teachers on the PLC process, Backward Design, and Standards Based instruction

##### **Facilitator**

Administrative team, teacher leaders, leadership team

##### **Participants**

All instructional staff

##### **Schedule**

Weekly, from 8/4/2014 to 5/29/2015

## PD Opportunity 2

Provide ongoing support and development in the use of data to differentiate instruction for core and intervention blocks

### Facilitator

Administrative/School Leadership Teams, Teacher Leaders

### Participants

All instructional staff

### Schedule

Monthly, from 9/1/2014 to 5/29/2015

**G1.B1.S3** Provide teachers with ongoing professional development in the Seven Habits of Highly Effective People as well as The Leader in Me program

## PD Opportunity 1

Seven Habits Training and Implementation Day

### Facilitator

Lonnie Moore/FranklinCovey

### Participants

All instructional staff

### Schedule

On 8/6/2014

## PD Opportunity 2

Lighthouse Team Training

### Facilitator

Lonnie Moore/FranklinCovey

### Participants

Lighthouse Team Members

### Schedule

On 9/13/2014

### **PD Opportunity 3**

Ongoing planning for continuation of Leader in Me program

#### **Facilitator**

Lonnie Moore/FranklinCovey

#### **Participants**

All instructional staff

#### **Schedule**

On 6/5/2015

**G1.B10** Staff needs professional development in the implementation of The Professional Learning Community Framework

**G1.B10.S1** Provide Performance Matters training for easy access to student data and progress monitoring.

### **PD Opportunity 1**

Teachers will receive continued training in the use of Performance Matters to disaggregate student data to guide instructional decision making

#### **Facilitator**

Administrative/School Leadership Team

#### **Participants**

All instructional staff

#### **Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**G1.B10.S2** Use the PLC process to determine essential learning at each grade level and model best practices of instruction.

**PD Opportunity 1**

Teachers will receive continued training and professional development in Professional Learning Community structures to work collaboratively with colleagues in developing targeted lessons to increase student proficiency levels

**Facilitator**

Administrative/School Leadership Team

**Participants**

All instructional staff

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**G1.B11** Teachers need additional training on accessing and analyzing meaningful data and using data to guide the instructional process

**G1.B11.S1** Provide ongoing Performance Matters training that will enable teachers to access, gather, and analyze meaningful data to increase student learning outcomes.

**PD Opportunity 1**

Train teachers to analyze meaningful data and develop a prescriptive plan designed to increase student proficiency levels.

**Facilitator**

Administrative Team, Leadership Team, Performance Matters Team

**Participants**

All instructional staff.

**Schedule**

Monthly, from 8/4/2014 to 5/29/2015

## PD Opportunity 2

Provide trainings for Performance Matters based on teacher needs assessment.

### Facilitator

Performance Matters Team

### Participants

All instructional staff.

### Schedule

Monthly, from 8/4/2014 to 5/25/2015

## PD Opportunity 3

The Leader in Me Training

### Facilitator

Franklin Covey

### Participants

All instructional staff and administration

### Schedule

Monthly, from 8/4/2014 to 5/25/2015

**G1.B11.S2** Train teachers to collaboratively identify Essential Learning and effectively use formative assessments to drive instruction.

## PD Opportunity 1

Provide ongoing support in the development and use of formative assessments

### Facilitator

Administrative/School Leadership Teams, Teacher Leaders

### Participants

All instructional staff

### Schedule

Monthly, from 9/1/2014 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
<b>Goal 1:</b> Increase student achievement gains school-wide by focusing on teaching and learning.	10,200
<b>Grand Total</b>	<b>10,200</b>

### Goal 1: Increase student achievement gains school-wide by focusing on teaching and learning.

Description	Source	Total
<b>B1.S1.A2</b> - Thinking Maps Conference	Title I Part A	3,700
<b>B1.S1.A2</b> - Model Schools Conference	Title I Part A	4,500
<b>B11.S1.A4</b> - Lighthouse Team Training	Title II	2,000
<b>Total Goal 1</b>		<b>10,200</b>