



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Lehigh Elementary School

200 SCHOOLSIDE DR

Lehigh Acres, FL 33936

239-369-2477

<http://lhl.leeschools.net>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 85%
Alternative/ESE Center No	Charter School No	Minority Rate 69%

School Grades History

2013-14 C	2012-13 B	2011-12 A	2010-11 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Lehigh Elementary School

Principal

Toni M. Walker

School Advisory Council chair

Kathy Futch

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Francheska Cuza-Tablada	Assistant Principal
Barbara Wagner	Assistant Principal
Diane Elswick	RTI Specialist
Melinda Sharp	Curriculum Specialist
Erin Hundley	Academic Coach
Anita McCullers	Academic Coach
Barbara Trani	Academic Coach
Dr. Wendy Colla	ESE Resource Teacher

District-Level Information

District

Lee

Superintendent

Dr. Nancy J Graham

Date of school board approval of SIP

10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Futch, Kathy SAC Chair Parent

Adorno, Anna Committee Member Parent

Bozzi, Stephanie Committee Member Parent

Davis, Achim Committee Member Support Staff

Deng, Wan Committee Member Parent

Elswick, Virginia SAC Co-Chair Teacher
Fecko, Judy Committee Member Teacher
Gittings, John Committee Member Parent
Gonzalez, Sandy Committee Member Support Staff
Lane, Sherri DAC Alt. Parent
Lewis, Mike Committee Member Business
Pineda, Sheila Committee Member Teacher
Rivera, Jennifer Committee Member Parent
Robinson, Laura Committee Member Parent
Robinson, Stephen Committee Member Teacher
Sites, Amanda Committee Member Parent
Tablada, Luis Committee Member Business
Teston, Susan Secretary Support Staff
Trani, Barbara DAC Teacher
Wagner, Barbara Committee Member Administration
Walker, Rev. Malcom Committee Member Community
Walker, Toni Committee Member Administration

Involvement of the SAC in the development of the SIP

The School Improvement Plan is presented to the SAC for input and final approval.

Activities of the SAC for the upcoming school year

The SAC will review progress monitoring data, receive updates on instructional strategies being implemented in the classroom, and be community liasions to share information on the implementation of Common Core Standards. The purpose of the SAC is to perform the functions that are prescribed by the regulations of the School Board. The SAC will give advice concerning the annual school budget, and will approve the use of School Improvement funds. We will advertise our SAC Meetings via newsletters, parent link, and school marquee signs.

Projected use of school improvement funds, including the amount allocated to each project

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

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Toni M. Walker		
Principal	Years as Administrator: 9	Years at Current School: 1
Credentials	Degrees Associate of Arts Bachelor of Science Master of Education - Educational Leadership Certification Elementary Education (Grades 1-6) Primary Education (Grades K-3) Music Education (Grades K-12) School Principal (All Levels)	
Performance Record	12/13 Principal of Lehigh Elementary School Grade: B 11/12 Assistant Principal of J. Colin English Elementary School Grade: A 10/11 Assistant Principal of J. Colin English Elementary School Grade: A 09/10 Assistant Principal of J. Colin English Elementary School Grade: A 08/09 Assistant Principal of J. Colin English Elementary School Grade: A 07/08 Assistant Principal of J. Colin English Elementary School Grade: A 06/07 Assistant Principal of J. Colin English Elementary School Grade: C 05/06 Assistant Principal of J. Colin English Elementary School Grade: A	

Francheska Cuza-Tablada		
Asst Principal	Years as Administrator: 6	Years at Current School: 1
Credentials	Degrees Bachelor of Science Master of Educational Leadership Certification Elementary Education (1-6) ESOL Endorsed	
Performance Record	2012-2013 Lehigh Elementary - School Grade B 2007 - 2012 Gulf Elementary - School Grade A	

Barbara Wagner		
Asst Principal	Years as Administrator: 0	Years at Current School: 0

Credentials	Degrees Bachelor of Science Master of Educational Leadership Certification Elementary Education (1-6) Music Education (K-12) ESOL Endorsement
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Performance Record

Instructional Coaches

# of instructional coaches	3
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# receiving effective rating or higher (not entered because basis is < 10)	
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Instructional Coach Information:

Barbara Trani		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Reading/Literacy
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Credentials	Master in Education - Reading Bachelor of Science - Primary Education (PK - 3) Exceptional Student Education Certification ESOL Endorsement
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Performance Record	12/13 School Grade B
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Anita McCullers		
Full-time / School-based	Years as Coach: 5	Years at Current School: 7

Areas	Reading/Literacy
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Credentials	Bachelor of Science - Elementary Education (1-6) Primary Education (K-3) ESOL Endorsement Reading Endorsement
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Performance Record	12/13 School Grade B 11/12 School Grade A
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Erin Hundley

Full-time / School-based

Years as Coach: 0

Years at Current School: 0

Areas

Reading/Literacy

Credentials

Bachelor of Science in Elementary Education

Performance Record

2012-2013 Highly Effective Teacher Rating

Classroom Teachers**# of classroom teachers**

61

receiving effective rating or higher

61, 100%

Highly Qualified Teachers

100%

certified in-field

60, 98%

ESOL endorsed

53, 87%

reading endorsed

11, 18%

with advanced degrees

19, 31%

National Board Certified

1, 2%

first-year teachers

12, 20%

with 1-5 years of experience

15, 25%

with 6-14 years of experience

21, 34%

with 15 or more years of experience

13, 21%

Education Paraprofessionals**# of paraprofessionals**

21

Highly Qualified

21, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

6

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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:

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Lehigh Elementary has developed a comprehensive training plan for faculty and staff. School based MTSS

contacts and administrators provide on-going staff development training regarding the MTSS problem-solving process throughout the school year in the areas of problem identification, instructional best practices, curriculum supports, data analysis, implementation of supplemental and intensive interventions, and behavior

management techniques. Additionally, coaching and modeling are provided to assist teachers with strategies

that are designed to improve the educational outcomes for students with academic and behavioral needs within a multitiered system of student supports. In addition, tracking sheets are used to monitor the effectiveness of the MTSS process at Lehigh Elementary.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Lehigh Elementary utilizes the district adopted data management system, Performance Matters. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions. In addition Lehigh uses data from STAR/ STAR Early Lit, FAIR, and quarterly teacher progress monitoring sheets.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

At Lehigh Elementary, the leadership team under the direction of the MTSS school coordinator offers support to school-based personnel and parents to sustain the implementation of the MTSS problem-solving process. These personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, curriculum resources, behavior management techniques, research based practices, and problem solving processes to support academic and behavioral needs of students within a multi-tiered student support system. They provide training, coaching, modeling, data analysis, and guidance to assist teachers with strategies designed to improved student educational outcomes. Resources are also provided to parents to aid in their understanding of the MTSS data-based problem solving process.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year:

Strategy Purpose(s)

""

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Toni M. Walker	Principal
Francheska Cuza-Tablada	Assistant Principal
Barbara Wagner	Assistant Principal
Melinda Sharp	Curriculum Specialist
Diane Elswick	MTSS Specialist
Barbara Trani	Reading Coach
Anita McCullers	Reading Coach
Erin Hundley	Reading Coach
Melissa Turbeville	Teacher Leader
Samantha Colla	Teacher Leader
Wendy Colla	Resource Teacher - ESE
Melissa Stephens	Speech Pathologist

How the school-based LLT functions

The LLT meets bi-monthly to review grade level data, PLC information, progress monitoring data, and intervention strategies. Additionally, the team works to problem solve barriers to progress and determine course corrections to instructional and intervention plans, discuss issues, and plan schoolwide literacy events. The members are responsible for implementation of strategic grade-level plans and goal setting in Reading.

Major initiatives of the LLT

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, Pearson Weekly Tests, 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 and work to find data that aligns with FCAT.

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 Accelerated Reader Program

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 Lehigh Learns/ Small group instruction

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

- 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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	69%	57%	No	72%
American Indian				
Asian				
Black/African American	62%	48%	No	66%
Hispanic	66%	53%	No	69%
White	78%	66%	No	80%
English language learners	53%	41%	No	57%
Students with disabilities	58%	17%	No	62%
Economically disadvantaged	67%	54%	No	70%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	122	26%	30%
Students scoring at or above Achievement Level 4	141	29%	32%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	196	64%	67%
Students in lowest 25% making learning gains (FCAT 2.0)	50	65%	68%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	24	39%	42%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		12%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		4%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	76	52%	55%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	69%	52%	No	72%
American Indian				
Asian				
Black/African American	55%	42%	No	60%
Hispanic	68%	47%	No	72%
White	76%	60%	No	78%
English language learners	53%	48%	No	57%
Students with disabilities	59%	15%	No	63%
Economically disadvantaged	65%	48%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	137	29%	32%
Students scoring at or above Achievement Level 4	106	22%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	160	52%	57%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	41	54%	57%

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	42	28%	35%
Students scoring at or above Achievement Level 4	46	30%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		7
Participation in STEM-related experiences provided for students	300	62%	70%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	5	1%	3%
Students retained, pursuant to s. 1008.25, F.S.	4	2%	1%
Students who are not proficient in reading by third grade	77	45%	25%
Students who receive two or more behavior referrals	37	4%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	12	1%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Increase participation in Family Involvement opportunities designed to build the capacity of parents to help their children academically.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Participation in Family Involvement Opportunities	250	25%	30%

Area 10: Additional Targets**Additional targets for the school**

Full implementation of The Leader in Me Program, a leadership program that will improve academic performance, decrease behavioral problems, and increase parent involvement through the development of leadership qualities in students, staff, and families.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
In 2013-14, 100% of all instructional staff will begin phase I of The Leader in Me Training.	0	0%	100%

Goals Summary

- G1.** Increase student achievement gains school-wide by focusing on teaching and learning.

Goals Detail

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- 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

- 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 the Goal

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

Person or Persons Responsible

Teachers, A+ Team, LLT, Administration

Target Dates or Schedule:

September 2013 - meet quarterly - May 2014

Evidence of Completion:

Quarterly Progress Monitoring Form per grade level per sub group toward AMOs.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

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.

Action Step 1

Create a Professional Development calendar for the year

Person or Persons Responsible

Adminstration, Leadership Team, Teacher Leaders

Target Dates or Schedule

September 2013

Evidence of Completion

Completed Calendar on Sharepoint, Inservice records

Action Step 2

Develop teacher training in higher level thinking skills, rigor and relevance, high yield questioning techniques, and effective small group lesson planning.

Person or Persons Responsible

Adminstration, Leadership Team

Target Dates or Schedule

September 2013

Evidence of Completion

Agenda and training materials

Facilitator:

Administrative team, District trainers, teacher leaders, leadership team

Participants:

All instructional staff.

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

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 or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

September 2013 - May 2014

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 G1.B1.S1

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 or Persons Responsible

Administrative team

Target Dates or Schedule

September 2013 - May 2014

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.

Action Step 1

Train teachers on the Lesson Study process and Learning Labs.

Person or Persons Responsible

Administrative team, teacher leaders, leadership team

Target Dates or Schedule

November 2013

Evidence of Completion

Training materials, agenda, schedule

Facilitator:

Administrative team, teacher leaders, leadership team

Participants:

All instructional staff

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

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

Person or Persons Responsible

Administrative team, leadership team,

Target Dates or Schedule

January 2014

Evidence of Completion

Agenda, training material, sign-in sheets

Plan to Monitor Effectiveness of G1.B1.S2

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

Person or Persons Responsible

Administrative team

Target Dates or Schedule

January 2014 - May 2014 Ongoing

Evidence of Completion

Classroom walkthroughs and observations

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B10.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B10.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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.

Action Step 1

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

Person or Persons Responsible

Administrative Team, Leadership Team, Performance Matters Team

Target Dates or Schedule

September 2013 - May 2014

Evidence of Completion

Student prescriptive plans, handouts, agendas

Facilitator:

Administrative Team, Leadership Team, Performance Matters Team

Participants:

All instructional staff.

Action Step 2

Provide trainings for Performance Matters based on teacher needs assessment.

Person or Persons Responsible

Administrative and Leadership team

Target Dates or Schedule

August 2013 - October 2013

Evidence of Completion

Agenda, handouts, schedule, teacher performance task.

Facilitator:

Performance Matters Team

Participants:

All instructional staff.

Action Step 3

Develop a PLC training schedule.

Person or Persons Responsible

Administrative and Leadership team

Target Dates or Schedule

August 2013

Evidence of Completion

Training Schedule

Action Step 4

The Leader in Me Training - Phase I

Person or Persons Responsible

Administration, Leadership Team

Target Dates or Schedule

December, 2013

Evidence of Completion

Sign-in sheets, training materials, agendas

Facilitator:

Franklin Covey

Participants:

All instructional staff and administration

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

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 or Persons Responsible

Reading coaches, administrative team, LLT, teachers

Target Dates or Schedule

September 2013 - May 2014

Evidence of Completion

Student achievement data, prescriptive reports, meeting schedule, minutes

Plan to Monitor Effectiveness of G1.B11.S1

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

Person or Persons Responsible

Reading coaches, administrative team, LLT, teachers

Target Dates or Schedule

September 2013 - May 2014

Evidence of Completion

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

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B11.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B11.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B11.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

Develop teacher training in higher level thinking skills, rigor and relevance, high yield questioning techniques, and effective small group lesson planning.

Facilitator

Administrative team, District trainers, teacher leaders, leadership team

Participants

All instructional staff.

Target Dates or Schedule

September 2013

Evidence of Completion

Agenda and training materials

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

PD Opportunity 1

Train teachers on the Lesson Study process and Learning Labs.

Facilitator

Administrative team, teacher leaders, leadership team

Participants

All instructional staff

Target Dates or Schedule

November 2013

Evidence of Completion

Training materials, agenda, schedule

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.

Target Dates or Schedule

September 2013 - May 2014

Evidence of Completion

Student prescriptive plans, handouts, agendas

PD Opportunity 2

Provide trainings for Performance Matters based on teacher needs assessment.

Facilitator

Performance Matters Team

Participants

All instructional staff.

Target Dates or Schedule

August 2013 - October 2013

Evidence of Completion

Agenda, handouts, schedule, teacher performance task.

PD Opportunity 3

The Leader in Me Training - Phase I

Facilitator

Franklin Covey

Participants

All instructional staff and administration

Target Dates or Schedule

December, 2013

Evidence of Completion

Sign-in sheets, training materials, agendas

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student achievement gains school-wide by focusing on teaching and learning.	\$12,500
Total		\$12,500

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Professional Development	Total
	\$0	\$0	\$0
Title I funds	\$0	\$12,500	\$12,500
Total	\$0	\$12,500	\$12,500

Budget Details

Budget items identified in the SIP as necessary 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.

Action Step 2

Develop teacher training in higher level thinking skills, rigor and relevance, high yield questioning techniques, and effective small group lesson planning.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

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

Action Step 1

Train teachers on the Lesson Study process and Learning Labs.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

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.

Action Step 4

The Leader in Me Training - Phase I

Resource Type

Professional Development

Resource

Consultant Fees, materials, fees and registration

Funding Source

Title I funds

Amount Needed

\$12,500