



School Improvement Plan 2022 - 2023



Lee County
Lee County Primary School



SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Lee County
School Name	Lee County Primary School
Team Lead	Debbie DeVane
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (all Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input checked="" type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Retention
Root Cause # 1	Low Literacy Skills
Root Cause # 2	Retention rates
Root Cause # 3	Tardiness and Absenteeism
Goal	To decrease the percentage by 3% of students being retained.

Action Step # 1

Action Step	Teachers will monitor student academic progress through the use of running records, common ELA assessments and common math assessments, universal screener data and GKIDS data.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	PLC minutes and agendas, Lesson Plans, Leadership Team Monthly Monitoring, Sign in Sheets
Success Criteria for Impact on Student Achievement	Running Records, Assessment Data, Fastbridge Data, Retention Data
Position/Role Responsible	Administration, Teachers
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Progress monitor MTSS Tier 2 and Tier 3 students being served through EIP and reading interventionists.
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Success Criteria for Implementation	MTSS meetings, agendas and sign in sheets
Success Criteria for Impact on Student Achievement	Progress Monitoring Data, Reading Intervention Data, Assessment Data
Position/Role Responsible	Administration, EIP teachers, Reading Interventionist
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Through the use of reading interventionists, students will improve specific reading skills such as letter ID, initial sounds, phoneme segmentation and comprehension strategies. Specific needs of students will be met through the use of these interventionists. These interventionist will consult with classroom teachers on matters relating to reading instruction for the students. Retired teachers will be used to fill part time positions.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged
Systems	Coherent Instruction Supportive Learning Environment

Action Step # 3

Success Criteria for Implementation	MTSS meetings and sign in sheets
Success Criteria for Impact on Student Achievement	Assessment Data, Progress Monitoring Data
Position/Role Responsible	Administration, Interventionists
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increasing Literacy rates
Root Cause # 1	Absenteeism
Root Cause # 2	ESOL-Second Language in Home
Root Cause # 3	Lacking Language Skills
Root Cause # 4	Language Immersion in the Home
Goal	Reduce percentage of students scoring at level 1 in ELA Priority Standards by 3%.

Action Step # 1

Action Step	ELA academic coach will serve to support teachers by providing meaningful feedback, professional learning, modeling and help with analyzing student data in order to promote student learning.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Success Criteria for Implementation	PLC sign in sheets and agendas, ELA coach feedback, grade level meeting sign in sheets, PL sign in sheets
Success Criteria for Impact on Student Achievement	Student Assessment Data
Position/Role Responsible	Teachers, Academic Coaches
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Provide weekly communication of assessment data with parents through assessment folders. Parent conferences will be held to discuss student progress towards mastery of standards. Additional communication will be provided as needed.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Grade Level meeting agendas and sign in sheets, parent conference sign in sheets, IC contact log
Success Criteria for Impact on Student Achievement	Assessment Data
Position/Role Responsible	administration, teachers
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Focus on services offered to students with 2 or more 1's on quarterly report cards.
Funding Sources	N/A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority
Systems	Coherent Instruction Supportive Learning Environment
Success Criteria for Implementation	EIP rosters, Reading Interventionists Rosters, Leadership Team Monthly Monitoring, MTSS team agenda and sign in
Success Criteria for Impact on Student Achievement	504 Data, assessment data, universal screening data
Position/Role Responsible	Administration
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve PBIS Tier 1 Core Practices
Root Cause # 1	Knowledge of appropriate and acceptable behavior in school.
Goal	Implement proactive and restorative strategies in all classrooms with at least 85% consistency in order to improve classroom behavior.

Action Step # 1

Action Step	Create lesson plans designed to target individual school expectations .
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Success Criteria for Implementation	Lesson Plans
Success Criteria for Impact on Student Achievement	Walk through data
Position/Role Responsible	Administration, PBIS Team, Teachers Counselor
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Create a Professional Learning schedule to train teachers on restorative practices.
Funding Sources	N/A
Subgroups	N/A
Systems	Supportive Learning Environment
Success Criteria for Implementation	Professional Learning Schedule, Agendas, Sign in sheets
Success Criteria for Impact on Student Achievement	Data from classroom observations
Position/Role Responsible	Administration, PBIS Team, Counselor
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Create a walk through schedule to monitor the implementation of restorative practices.
Funding Sources	N/A
Subgroups	N/A
Systems	Supportive Learning Environment
Success Criteria for Implementation	Walk through schedule
Success Criteria for Impact on Student Achievement	Walk through observations to gather information on implementation of restorative practices.
Position/Role Responsible	Administration, PBIS Team
Timeline for Implementation	Monthly

Action Step # 3

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	
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2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase Math Fluency
Root Cause # 1	Students do not have a deep, conceptual understanding and procedural fluency of addition and subtraction facts.
Goal	Increase percentage by 3% of students scoring in the exceeds level in place value, comparison and addition and subtraction on the LCSS standards-based report card.

Action Step # 1

Action Step	Continue to implement "Building Fact Fluency for Addition and Subtraction"- A toolkit
Funding Sources	Title I, Part A
Subgroups	N/A
Systems	Supportive Learning Environment
Success Criteria for Implementation	lesson plans, observations,
Success Criteria for Impact on Student Achievement	Level 4 assessment data
Position/Role Responsible	Teachers/Administration
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>In developing this plan, the school used results from parent and staff surveys administered by the system and school level. All staff participated in CNA/SIP development by reviewing achievement, perception, attendance and discipline data during grade level meetings. The data was used to develop LCPS SIP goals. This information was discussed with other stakeholders in school council meetings and PTO Board meetings. Input sought from parents through survey administered Spring 2022.</p>
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<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>All of the teachers and paras at LCPS are professionally qualified. LCPS works in conjunction with Lee County Pre-K to ensure that students do not have consecutive years with an inexperienced teacher. Teacher rankings are used to monitor the placement of children. We also communicate with Lee County Elementary and Twin Oaks Elementary in placing 3rd graders.</p>
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<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>Reading Interventionist are serving children who meet the qualifications. Leveled Literacy Intervention has been purchased and is being used with students receiving reading intervention through the interventionists. Student progress is being monitored through progress monitoring data. Reading interventionists work extensively with students to improve specific reading skills and comprehension strategies. An interventionist addresses the specific needs of a particular child when regular instruction is not sufficient. Interventionists work with the teacher to design specific methods of learning that are most appropriate for the child.</p>
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<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>N/A</p>
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>Parents and students will be invited to attend Open House at the beginning of the year. This will be at time for the students to meet the teacher and visit the classroom. Pre-K students as well as Head Start students toured the school in May.</p>
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<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>NA</p>
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<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>Teachers will be trained on restorative practices. Behavior plans are implemented with students who need support with discipline. Administration work hand and hand with the guidance counselor to support teachers and students to correct inappropriate behavior without removing students from the classroom.</p>
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ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	
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