



School Improvement Plan 2020 - 2021



**Lee County
Lee County Primary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

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| 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) | |
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| <input checked="" type="checkbox"/> | Traditional funding (all Federal funds budgeted separately) |
| <input type="checkbox"/> | Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY |
| <input type="checkbox"/> | 'FUND 400' - Consolidation of Federal funds only |

| 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

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| Overarching Need as identified in CNA Section 3.2 | Retention |
| Root Cause # 1 | Low Literacy Skills |
| Root Cause # 2 | Retention rates of ECD students |
| Root Cause # 3 | Tardiness and Absenteeism |
| Goal | To decrease the percentage by 3% of students being retained, with a specific focus on economically disadvantaged students. |

Action Step # 1

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| Action Step | Teachers will monitor student academic progress through the use of running records, common ELA assessments and common math assessments In order to focus on ECD, teachers will be given a list of all ECD students in their classroom. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Reading Records, PLC minutes and agendas, Lesson Plans, Assessment Data, FRAM, Fast Bridge, Illuminate Assessment Data, Benchmark Workshop Data |
| Position/Role Responsible | Administration |
| Timeline for Implementation | Quarterly |

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| 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

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| Action Step | Progress monitor MTSS Tier 2 and Tier 3 students in EIP and LLI programs. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Effective Leadership Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Fast Bridge Data, Universal Screener Data, EIP grade sheets |
| Position/Role Responsible | Administration, EIP teachers |
| Timeline for Implementation | Quarterly |

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| 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

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| 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 |
| Method for Monitoring Implementation and Effectiveness | Assessment Data, Progress Monitoring Data |

Action Step # 3

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| Position/Role Responsible | Administration, Interventionists |
| Timeline for Implementation | Weekly |

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| 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

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| 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 | Increase percentage by 3% of students scoring mastery or exceeds level in ELA on the LCSS standards-based report card. |

Action Step # 1

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| Action Step | Implement Benchmark Workshop for phonics, reading and writing |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Professional Capacity |
| Method for Monitoring Implementation and Effectiveness | Assessment analyzed in weekly PLC, Lesson plans, Assessment data, classroom observations, monitor daily schedule |
| Position/Role Responsible | Administration |
| Timeline for Implementation | Weekly |

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| 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

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| Action Step | Communicate assessment data with parents in a timely manner so that parents understand student progress towards mastery of standards. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Assessment Folders |
| Position/Role Responsible | administration |
| Timeline for Implementation | Weekly |

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| 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

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| Action Step | Writing, Speaking and Reading will be the focus areas of need for ESOL students through the implementation of the Lexia Core 5 computer program. |
| Funding Sources | Title III, Part A |
| Subgroups | English Learners |
| Systems | Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Data gathered from Lexia Core 5 |
| Position/Role Responsible | ESOL Teacher |
| Timeline for Implementation | Weekly |

Action Step # 3

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| 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 # 4

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| Action Step | Utilize Ron Clark Academy training for specific strategies and techniques to increase student engagement for all students as well as promote academic culture that leads to success for all. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities |
| Systems | Effective Leadership Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | PLC Minutes, Walkthroughs looking for strategies learned at Ron Clark Academy |
| Position/Role Responsible | Administration |
| Timeline for Implementation | Weekly |

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| 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 # 5

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| Action Step | Purchase Leveled Literacy Intervention(LLI) for grades K-2 to be used by the reading interventionists. |
| Funding Sources | Title I, Part A |
| Subgroups | N/A |
| Systems | Coherent Instruction Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Progress Monitoring Data |
| Position/Role Responsible | Reading Interventionists |
| Timeline for Implementation | Weekly |

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| 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

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| Overarching Need as identified in CNA Section 3.2 | Decrease Discipline/Behavior referrals |
| Root Cause # 1 | Knowledge of appropriate and acceptable behavior in school. |
| Goal | Reduce the number of ODR's by 3% based upon 2019-20 year end data with focus on ECD male students. |

Action Step # 1

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| Action Step | Teach and promote PBIS expectations and 7 Mindsets with fidelity. |
| Funding Sources | Title IV, Part A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Monitor and discuss monthly discipline data in monthly PBIS meetings. Focus Walks and Classroom observations, 7 Mindset Lesson Plans |
| Position/Role Responsible | Administration |
| Timeline for Implementation | Weekly |

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| 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

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| Action Step | Provide remediation through small group counseling for students with inappropriate behavior with specific focus on ECD males. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities |
| Systems | Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Behavior referrals of ECD males |
| Position/Role Responsible | Administration |
| Timeline for Implementation | Monthly |

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| 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)? | RESA Behavior Strategies Workshop Donna Beagle-Working with students in poverty Ron Clark Academy Whiz Kids/Retired Teachers Association |
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Action Step # 3

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| Action Step | Identify students with behavior issues by administering the Fast Bridge behavior screener twice a year. |
| Funding Sources | N/A |
| Subgroups | Economically Disadvantaged Homeless English Learners Migrant Race / Ethnicity / Minority |
| Systems | Supportive Learning Environment |
| Method for Monitoring Implementation and Effectiveness | Analyze Fast Bridge Data Tier 2 and Tier 3 Data |
| Position/Role Responsible | Administration, Counselor |

Action Step # 3

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| Timeline for Implementation | Others : 2 times a year |
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| <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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3. REQUIRED QUESTIONS

3.1 Stakeholders, Serving Children, PQ

Required Questions

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| <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) was accomplished.</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> | |
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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> | |
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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> | |
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

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| <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> | |
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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> | |
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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> | |
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ADDITIONAL RESPONSES

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