

Lee County School District

Plan of Support

PLAN

Needs Assessment

- **2019 Solution Tree: define proficiency, establish school-wide intervention, collaborative team, and planning among staff, and identify written, viable, taught, assessed curriculum**
- [2018 Lee High School Performance ESSA School Index Scoring Report](#)
- [2018 Anna Strong Learning Academy School Performance ESSA School Index Scoring Report](#)
- [2017 Lee High School Performance ESSA School Index Scoring Report](#)
- [2017 Anna Strong Learning Academy School Performance ESSA School Index Scoring Report](#)

Priorities

1. Building leadership capacity and supporting teachers in improving classroom instruction
2. Enhancing curriculum and staff development across the content areas of Math, Science, and Social Studies
3. Increasing student growth and achievement in Literacy, Math, and Science
4. Building and sustaining effective professional learning communities
5. Fostering an environment of high expectations combined with focused interventions and support that will meet the needs of all learners.
6. Attracting, developing, and retaining staff that will maintain and support a nurturing and safe learning experience for all.
7. Developing and monitoring a system of support to enhance culturally responsive classrooms and work environments.
8. Driving improvement efforts that will effectively engage staff, families, partners, and stakeholders to foster a shared responsibility for student achievement.

Goals

1. To increase the district's overall growth and achievement in reading, science, and math through a challenging and rigorous curriculum, and evidence-based instructional practices in every classroom by 2020.
2. To provide strategic professional development and additional instructional and content support for K-12 staff in Reading Foundational Skills with 100% of staff completing the awareness (7-12) and proficiency (K-6) in the Science of Reading by 2020.
3. To increase student and teacher attendance by ensuring a safe, supportive, and collaborative culture with a focus on administrative support, instructional resources, and collaborative teaming by 2020.

- To establish a shared mission, vision, values, and goals through district and campus-level collaboration focused on building Professional Learning Communities, developing a shared knowledge, and increasing teacher and staff capacity.

THEORY OF ACTION

| If... | Then... |
|---|---|
| <p>If the Lee County School District:</p> <ul style="list-style-type: none"> Invest in the professional learning, development and continuous improvement of instructional leaders, teachers, and staff Establish viable systems of continuous learning for teachers and students Upholds district and building staff accountability through strong performance management Foster a climate conducive to collective commitments Invest in and commit to the continuous professional development of school staff in literacy and scientifically based, early foundational literacy instruction, English Language Arts Instructional Shifts, Science and Math Review district-wide student growth and achievement and employ data-driven decision making | <ul style="list-style-type: none"> Teachers will provide students with consistent opportunities to work on grade-appropriate assignments, strong instruction where students do most of the thinking, and deep engagement with what students are learning. Teachers will hold high expectations for students and believe that they can meet grade-level standards. Teachers will hold high expectations for themselves and their peers and believe that they can grow students one year to one year and a half. Instructional leaders, teachers, and all staff will authentically empower themselves, students, and families in creating paths that honor the aspirations, talents, and needs of each student. Teachers will develop and improve instructional practices in delivering scientifically based, early foundational literacy instruction; thus, improving student learning. Teachers and staff will make informed decisions relative to how to meet individual student needs |
| <p>District Literacy Plan:</p> <ol style="list-style-type: none"> The district will identify and retain a district Science of Reading to Assessor that will provide ongoing support to all schools. The district will work with the K12 literacy specialist at the educational cooperative to provide continuous and strategic support to K12 literacy teachers. All teachers and administrators will receive the appropriate training in the awareness and proficiency in the Science of Reading. Literacy teams will meet weekly in collaborative planning teams with a focus on evidence-based instructional strategies and practices. The district's literacy specialist and Science of Reading Assessor will conduct weekly focus walks, observations and provide immediate feedback to literacy staff. The district will provide collaborative planning opportunities for literacy and social studies teachers focusing on the Arkansas State Literacy Standards. The district will identify, train and retain staff specializing in meeting the needs of students with indicators of dyslexia using Barton Spelling. The district will provide support to engage the school in explicit and systematic literacy instruction of the foundational reading skills; Build knowledge utilizing the English Language Arts Instructional Shifts; The district will train staff to utilize Wilson FUNdations to provide an integrated and comprehensive approach to explicit and systematic literacy instruction in grades; K-3, in addition to providing supplemental support in Response to Intervention Tier 1 and Tier 2 instruction. The district will train staff to utilize the Haggerty Phonemic Awareness Curriculum, a systematic scope and sequence of skills that will focus on eight phonemic awareness skills and language awareness. District and staff collaborative team meetings will meet weekly to provide support, review and evaluate instructional practices and strategies in literacy. | |

13. The district will partner with the Division of Elementary and Secondary Education and the partners at Great Rivers Educational Cooperative to provide additional R.I.S.E and dyslexia support to K-2 teachers.
14. Evidence-based literacy intervention will be provided to all students identified as needing additional support in literacy.

DO

| ACTIONS | PERSON RESPONSIBLE | FUNDING* | MONITORING TIMELINE | EVIDENCE TO BE COLLECTED |
|--|--|-----------------------|--|---|
| Support and ensure the implementation of LCS district's literacy plan across grade levels and content areas at each building. | District Leadership Team | Title I Funding | Monthly | <ul style="list-style-type: none"> ● Administrative focus walks ● Progress Monitoring and feedback forms ● Informal and formal observations |
| Monitor the effectiveness of LCS district's literacy plan in each building. | District Leadership Team | NA | Monthly | <ul style="list-style-type: none"> ● Common assessments ● Administrative Focus walks ● Student/teacher feedback/evaluation monitoring document |
| Provide literacy training and support for K12 Literacy teachers utilizing the district literacy specialist, DESE Learning Specialists, and Great Rivers Cooperative Literacy Specialist. | Building Principals & District Instructional Support Staff | Title I /1003 Funding | Monthly | <ul style="list-style-type: none"> ● Literacy specialist monthly report and feedback form. ● Classroom observation forms. |
| Implement a district-wide instructional approach to literacy, math, and science using evidence-based instructional models and intervention programs to support Response to Intervention (RTI). | Building Principals & District Instructional Support Staff | Title I/1003 Funding | August 2019 - June 2020 | <ul style="list-style-type: none"> ● iReady Progress Monitoring Data ● Focus Walk Feedback Form ● Grade-level Common Assessments ● Arkansas Ideas RTI Completion Certificates |
| Ensure all instructional staff utilizes the appropriate instructional programs implemented by LCSD effectively across all content areas. | Building Principals & District Instructional Support Staff | NA | Weekly | <ul style="list-style-type: none"> ● Administrative Focus Walks ● Progress monitoring Tracking Documents |
| Provide opportunities for vertical and horizontal planning and curriculum alignment for building staff | Building Principals & District Instructional Support Staff | Title I Funding | Quarterly | <ul style="list-style-type: none"> ● Meeting agendas ● Meeting minutes |
| Ensure the implementation of Solution Tree content coaches providing curriculum and PLC support to staff within each building. | Building Principals & District Instructional | 1003 Funds | Aug. 15-16 Sept. 19-20 October 1-2 | <ul style="list-style-type: none"> ● Monthly reports provided by Solution Tree Coaches and ● Monthly Feedback Forms |

| | | | | |
|--|--|-------------|---|---|
| | Support Staff | | Nov.18-19 Dec. 12-13 Jan. 28-29 Feb. 10-11 March 4-5 May 4-5 | |
| Monitor and support curriculum development within each building. | Building Principals & District Instructional Support Staff | NA | | <ul style="list-style-type: none"> • Establishment of essential standards • Complete, well-developed lesson plans. • Collaborative Planning Meeting Documents & Data • Curriculum Evaluation Form |
| Establish collaborative teams focused on the continuous reflection and revision of collaboratively commitments, instructional strategies, and practices, units of study, student work and other data points identified in improving teaching skills and the student performance. | District Leadership Team | 1003 Funds/ | Weekly | <ul style="list-style-type: none"> • Common Assessment Data • Focus Walk Evaluation and Feedback Documents • Data Notebooks • Weekly meeting agenda and minutes |

EVALUATION

| Method used to Evaluate Effectiveness of School Improvement Plans | Person(s) Responsible | Target Date |
|---|--------------------------|---|
| The School Improvement Assessment Plan Rubric will be utilized to measure the effectiveness of the following: <ul style="list-style-type: none"> • Literacy Plan • Content Instruction • Collaborative Teaming | District Leadership Team | October 15, 2019 December 15, 2019 March 15, 2019 May 15, 2019 |

*Federal budget must be uploaded into Indistar

*AESAA Rule 8.03.3 The public school and public-school district shall continuously monitor school-level improvement plans for implementation fidelity and progress throughout the year of implementation.

8.03.3.1 Documentation of the monitoring shall be made available to the public-school district board of directors.

Anna Strong Learning Academy

Lee County School District
School Improvement Plan
2019-2020 School Year



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Literacy Achievement Plan

Data Points

- 2017 and 2018 ESSA School Index Reports
- ACT Aspire Summative by Student Reports
- 2018-19 Renaissance STAR Assessment Data
- 2018-19 iReady Assessment Data
- Solution Tree Needs Assessment Report

Literacy Data Analysis

| Literacy Data Analysis | | | |
|---|---|---|--|
| Data Points | 2017 | 2018 | 2019 |
| ESSA Index <ul style="list-style-type: none"> ● Weighted Achievement | Score: 37.63 <ul style="list-style-type: none"> ○ 158 scholars scored <i>Close or In Need of Support</i> ○ 88% of scholars scored below <i>Ready</i> in ELA with 40% scoring in the lowest category | Score: 30.67 <ul style="list-style-type: none"> ○ 170 scholars scored <i>Close or In Need of Support</i> ○ 85% of scholars scored below <i>Ready</i> in ELA with 68% scoring in the lowest category | <ul style="list-style-type: none"> ● 276 scholars scored <i>Close or In Need of Support</i> |
| ESSA Index <ul style="list-style-type: none"> ● Growth | Score: 72.96 <ul style="list-style-type: none"> ● ELA VAS was 74.4; state avg 80.26 | Score: 72.22 <ul style="list-style-type: none"> ● ELA VAS was 75.1 | NA |
| ESSA Index <ul style="list-style-type: none"> ● SQSS | <ul style="list-style-type: none"> ● Students Reading at Grade Level <ul style="list-style-type: none"> ○ 25/193 | <ul style="list-style-type: none"> ● Students Reading at Grade Level <ul style="list-style-type: none"> ○ 27/197 | NA |
| iReady Ready Data | NA | <ul style="list-style-type: none"> ● 62% reading below grade level ● 29% 1 grade level below ● 33% 2 or more grade level below | NA |
| Renaissance STAR | NA | Renaissance STAR Literacy Data (K-2) | NA |

| | | | |
|--|----|--|----|
| Assessment | | <ul style="list-style-type: none"> ● Early Literacy <ul style="list-style-type: none"> ○ 51/134 (38%) scored Below Benchmark ○ 22% need Intervention or Urgent Intervention ● Star Reading <ul style="list-style-type: none"> ○ 42/82 (51%) scored Below Benchmark ○ 38% need Intervention or Urgent Intervention | |
| Solution Tree Needs Assessment <ul style="list-style-type: none"> ● Conducted May 2019 | NA | <p>The bullets listed below were summary points around the 4 critical questions.</p> <ul style="list-style-type: none"> ● Proficiency had not been defined ● Extension activities had not been provided ● Teachers were not providing in class interventions ● There were no school wide interventions ● Teachers were not creating CFA ● Some educators were inconsistently using Springdale curriculum ● Collaborative team meetings were not occurring | NA |

GOAL I: The Anna Strong Learning Academy will increase foundational reading skills through evidence-based literacy instruction in every classroom by ensuring a safe, supportive, and collaborative culture with a focus on inclusive, systematic and explicit, and differentiated instruction.

| Literacy Achievement Theory of Action | | |
|---------------------------------------|---|--|
| | If the Anna Strong Learning Academy Team will... | Then... |
| | <ul style="list-style-type: none"> ● Engage students in standards-based literacy instruction utilizing an organized framework focused on effective, evidence-based instructional strategies; | The scholars of Anna Strong Learning Academy will show growth on benchmark assessments and |

| | | |
|-------------------|---|--|
| Key Levers | <ul style="list-style-type: none"> Invest in and commit to the continuous professional development of school staff in literacy and scientifically based, early foundational literacy instruction and English Language Arts Instructional Shifts; | <p>proficiency on the ACT Aspire Literacy Assessment;</p> <p style="text-align: center;">&</p> <p>Teachers will develop and improve instructional practices deliver scientifically based, early foundational literacy instruction; thus, improving student learning.</p> |
| | <ul style="list-style-type: none"> Understand, identify, and prioritize essential foundational and literacy standards; | |
| | <ul style="list-style-type: none"> Use formative and summative assessment data to guide instruction; | |
| | <ul style="list-style-type: none"> Review individual student growth and use individual student data to provide intervention and extension activities; | |
| | <ul style="list-style-type: none"> Establish/Identify a viable written, taught and assessed curriculum | |

Literacy Achievement Priorities

- Provide consistent opportunities to work on grade-appropriate assignments
- Provide and lead strong instruction that allows students to facilitate their own learning and think critically about what they are learning
- Support and promote deep engagement in what students are learning
- Develop and cultivate teachers who hold high expectations for students and truly believe that they can meet grade-level standards
- Ensure effective grade-level standards-based reading instruction is occurring in every classroom;
- Develop a continuous framework designed to ensure all students are meeting grade level expectations leading to mastery of college and career focus learning standards in literacy;
- Cultivate collaborative communities of practice that foster input from administrators and classroom teachers on issues related to instructional practices and student achievement;
- Build K-6 classroom libraries to support the units of study;
- Use live binder resources to assist instructional support staff in identifying essential standards and learning expectations;
- Using the ACT Aspire summative reports to assist students in understanding their individual student growth;
- Implement a unified approach of structuring literacy blocks to include whole- and small-group/differentiated instruction through the master schedule; and
- Implement a school-wide approach to literacy using an evidence-based intervention program to support Response to Intervention (RTI).

Literacy Plan: Literacy Achievement Evidence Based Instructional Strategies or Practices

- Engage in explicit and systematic literacy instruction of the foundational reading skills;
- Build knowledge utilizing the English Language Arts Instructional Shifts;
- Employ the district's Gradual Release Instructional Model;
- Utilize the educational cooperative literacy specialist and the district's Science of Reading Assessor to provide teachers with professional learning opportunities based on classroom observations in an effort to increase teacher capacity to teach literacy, with emphasis the Science of Reading;
- Implement the use of a Reading Interventionist to provide small group reading intervention;
- Implement evidence-based instructional strategies utilizing the foundational reading skills;
- Wilson FUNdations will be used to provide an integrated and comprehensive approach to explicit and systematic literacy instruction in grades; K-3, in addition to providing supplemental support in Response to Intervention Tier 1 and Tier 2 instruction;
- Haggerty's Phonemic will be used to promote phonemic awareness in students K-3
- iReady will be used to drive Tier 1, Tier 2, and Tier 3, and differentiated instruction K-6;
- Dyslexia intervention will be provided by trained individuals using the Barton Spelling or Connections 3D;
- Arkansas Department of Education, Lead Regional R.I.S.E Specialist will provide dyslexia training support to K-2 teachers;
- Collaborative team meetings will be used to continually reflect and revise units of study, as well as review student work and other data points pertinent to ensuring that Anna Strong Scholars reach the desired goal;
- Faculty meeting time will be set aside to enable reflect and review of current and upcoming units and instructional practices; and
- Strategies listed below will be utilized in the ongoing professional learning opportunities to support teachers;
 - Monthly Solution Tree Coaches Meetings and Support
 - Weekly collaborative team meetings
 - Instructional support staff will use instructional rounds as a way to collect data and plan necessary steps to support teachers
 - An intentional effort will be optimized to cultivate student partnerships to propel student achievement, growth, and accountability.
 - Monthly collaboration with the educational cooperative literacy specialist

Literacy Achievement Expected Outcomes

- Teachers will provide daily effective core instruction utilizing evidence-based instructional strategies that will be supported with a high level of accountability through professional learning opportunities and instructional support that bolsters rigorous and relevant literacy achievement;
- Teachers will model and articulate effective reading characteristics and instructional strategies identified as contributing to high literacy achievement;
- Student growth, as measured by STAR Renaissance Benchmark, will increase at each benchmark through the use of intervention supports and programs with fidelity;
- Scholars reading and writing ability will improve, as evidenced by formative and summative assessments; and
- Student achievement will increase by 2019-2020 in the categories of in need of support, close, ready, and exceeding as outlined by ACT Aspire Summative Data.

Mathematics Achievement School Improvement Plan

Data Points

- 2017 and 2018 ESSA School Index Reports
- ACT Aspire Summative by Student Reports
- 2018-19 Renaissance STAR Assessment Data
- 2018-19 iReady Assessment Data
- Solution Tree Needs Assessment Report
- EdReflect

Mathematics Achievement Data Analysis

| Data Points | 2017 | 2018 | 2019 |
|---|--|--|--|
| ESSA Index <ul style="list-style-type: none"> ● Weighted Achievement | Score: 37.63 <ul style="list-style-type: none"> ○ 158 scholars scored <i>Close or In Need of Support</i> ○ 79% of students scored below <i>Ready</i> in Math with 28% scoring in the lowest category | Score: 30.67 <ul style="list-style-type: none"> ● 170 scholars scored <i>Close or In Need of Support</i> ● 82% of students scored below ready in ELA with 38% scoring in the lowest category | <ul style="list-style-type: none"> ● 169 scholars scored <i>Close or In Need of Support</i> |
| ESSA Index <ul style="list-style-type: none"> ● Growth | Score: 72.96; state avg 80.26 <ul style="list-style-type: none"> ● Math VAS was 71.95 | Score: 72.22; state avg 80.26 <ul style="list-style-type: none"> ● Math VAS was 69.85 | NA |
| iReady Ready Data | NA | iReady Math Data (K-6) <ul style="list-style-type: none"> ● 70% scoring below grade level ● 44% 1 grade level below ● 26% 2 or more grade level below | NA |
| Renaissance STAR Assessment | NA | Renaissance STAR Math Data (K-2) <ul style="list-style-type: none"> ● 24/79 (30%) scored Below Benchmark ● 19% need Intervention or Urgent Intervention | NA |

GOAL II: The Anna Strong Learning Academy's will increase foundational math skills through evidence-based mathematics instruction in every classroom by ensuring a safe, supportive, and collaborative culture with a focus on inclusive, systematic and explicit, and differentiated instruction.

Mathematics Achievement Theory of Action

| Key Levers | If the Anna Strong Learning Academy Team will... | Then... |
|-------------------|---|---|
| | <ul style="list-style-type: none"> Plan and implement instruction that is aligned with identified essential math standards; | <p>The scholars of Anna Strong Learning Academy will show growth on benchmark assessments and proficiency on the ACT Aspire Mathematics Assessment; and</p> |
| | <ul style="list-style-type: none"> Engage students in standards-based instruction utilizing an organized framework focused on effective, evidence-based instructional strategies in mathematics; | <p>Teachers will develop and improve instructional practices and deliver evidence-based mathematics instruction; thus, improving student learning.</p> |
| | <ul style="list-style-type: none"> Use formative and summative assessment data to guide instruction; | |
| | <ul style="list-style-type: none"> Review individual student growth and use individual student data to provide intervention and extension activities; | |
| | <ul style="list-style-type: none"> Invest in and commit to the continuous professional development of school staff in evidence-based mathematical practices and instructional shifts in mathematics; | |
| | <ul style="list-style-type: none"> Establish/Identify a viable written, taught and assessed curriculum | |

Mathematics Achievement Priorities

- Ensure effective grade-level standards-based math instruction is occurring in every classroom;
- Use live binder resources to assist instructional support staff in identifying essential standards grade level expectations;
- Develop a continuous framework designed to ensure all students are meeting grade level expectations leading to mastery of college and career focus learning standards in mathematics;
- School leaders' and teachers' instructional decisions are driven by extensive review and use of student's math and reading assessment data;
- Educators are knowledgeable and supported in teaching identified essential math standards and employing the instructional shifts in mathematics;
- Educators will receive support and accountability measures in the fidelitous implementation of STAR and iReady Math;
- An intense school wide focus on improving academic outcomes will be fostered and supported through weekly collaborative team meetings;
- Practices such as emphasis on key standards from one grade to the next in each subject area, frequent use of standards-based curricula, teacher collaboration around pacing and benchmarks, and well-defined plans for instructional improvement help ensure coherent implementation of standards-based curricula and instruction;
- All students are engaged in grade-level math at the appropriate depth of knowledge level utilizing instructional strategies that include the gradual release model and differentiated instructional practices;

- Educators set measurable goals for improved student outcomes on standards-based tests and share a mission to prepare students academically for the future;
- Staff is held accountable and take responsibility for improving student outcomes
- Student assessment data are reviewed thoroughly for warning signs of academic vulnerability and need for support.
- Anna Strong Leadership team pay attention to the assessment and placement/support of Tier II and Tier III scholars.

Mathematics Achievement Evidence Based Instructional Strategies or Practices

- Implement a school-wide approach to mathematics using an evidence-based intervention program to support Response to Intervention (RTI) and extension activities;
- Utilize a math consultant to provide teachers with professional learning opportunities based on classroom observations in an effort to increase teacher capacity to provide effective instruction in math and employ evidence-based instructional strategies with emphasis in the mathematical instructional shifts;
- Math Interventionist will provide small group intervention to students who need additional assistance in garnering proficiency on identified mathematics standards, skills, etc.;
- Collaborative team meetings will be used to continually reflect and revise units of study, as well as review student work, teacher instructional practice, and other data points pertinent to ensuring that Anna Strong Scholars reach the desired goal; and
- Varied Strategies listed below will be utilized in the ongoing professional learning opportunities to support teachers
 - Monthly Solution Tree Coaches Meetings and Support
 - Weekly collaborative team meetings
 - Instructional support staff will use instructional rounds as a way to collect data and plan necessary steps to support teachers
 - An intentional effort will be optimized to cultivate student partnerships to propel student achievement, growth, and accountability.

Mathematics Achievement Expected Outcomes

- Teachers will provide daily effective core instruction that will be supported and held accountable through professional learning opportunities to support rigorous and relevant mathematics instruction;
- Student growth, as measured by STAR Renaissance Benchmark, will increase at each benchmark through the use of intervention supports and programs with fidelity; and
- Scholars foundational mathematics skills will improve, as evidenced by formative and summative assessments.

Science Achievement School Improvement Plan

Data Points

- 2017 and 2018 ESSA School Index Reports
- ACT Aspire Summative by Student Reports
- 2018-19 Renaissance STAR Assessment Data
- Solution Tree Needs Assessment Report
- EdReflect

Science Achievement Data Analysis

| Data Points | 2017 | 2018 | 2019 |
|---|---|---|--|
| ESSA Index <ul style="list-style-type: none"> ● Weighted Achievement | Score: 11.92 <ul style="list-style-type: none"> ● 170/193 scholars scored Close or <i>In Need of Support</i> ● 88% of students scored below ready | Score: 10.55 <ul style="list-style-type: none"> ● 178/199 scholars scored Close or <i>In Need of Support</i> ● 89% of students scored below ready | <ul style="list-style-type: none"> ● 185 scholars scored Close or <i>In Need of Support</i> |
| ESSA Index <ul style="list-style-type: none"> ● Growth | Score: 34.87 | Score: 33.81 | |

GOAL III: The Anna Strong Learning Academy's will increase students' understanding of science and the levels of proficiency skills through actual evidence-based science instruction in every classroom. .

Science Achievement Theory of Action

| | If the Anna Strong Learning Academy Team will... | Then... |
|--|---|---|
| | <ul style="list-style-type: none"> ● Plan and implement instruction that is aligned with identified science essential standards; | The scholars of Anna Strong Learning Academy will show growth and proficiency on the ACT Aspire Science Assessment, interim assessments, and common assessments; and Teachers will develop and improve instructional science |
| | <ul style="list-style-type: none"> ● Engage students in standards-based instruction utilizing an organized framework focused on effective, evidence-based instructional strategies in science; | |

| | | |
|-------------------|--|---|
| Key Levers | <ul style="list-style-type: none"> • Use formative and summative assessment data to guide instruction; | practices and deliver evidence-based science instruction; thus, improving student learning. |
| | <ul style="list-style-type: none"> • Review individual student growth and use individual student data to provide intervention and extension activities; and | |
| | <ul style="list-style-type: none"> • Invest in and commit to the continuous professional development of teachers in science concepts. | |
| | <ul style="list-style-type: none"> • Establish/Identify a viable written, taught and assessed curriculum | |

Science Achievement Priorities

- Educators will receive onsite and ongoing professional development in identifying and unpacking next gen science standards (essential standards);
- Invest in the continuous development of the teacher’s knowledge of Science through explicit instructional training;
- Anna Strong Leadership team will ensure that the resources needed to conduct viable science investigations are available for scholars;
- An intense school wide focus on improving academic outcomes will be fostered and supported through weekly collaborative team meetings;
- Practices such as emphasis on key standards that scaffold from one grade to the next in each subject area, frequent use of standards-based curricula, teacher collaboration around pacing and benchmarks, and well-defined plans for instructional improvement help ensure coherent implementation of standards-based curricula and instruction;
- Educators set SMART goals for improved student outcomes on standards-based tests and share a mission to prepare students academically for the future;
- Staff is held accountable and take responsibility for improving student outcomes
- Students assessment data are reviewed weekly for warning signs of academic vulnerability and need for support;
- A comprehensive range of required and voluntary strategies are used to intervene on behalf of students who are two or more years below grade level or at risk of failing; and
-

Science Achievement Evidence Based Instructional Strategies or Practices

- Implement a school-wide approach to science using an evidence-based intervention program to support Response to Intervention (RTI) and extension activities;
- Utilize the Science Lab to provide students with hands-on learning opportunities to increase capacity with an emphasis on high foundational science skills (Interpretation of Data, Evaluation of Models, Inferences, and Experimental Results, Scientific Investigation and Interpretation of Data);
- Collaborative team meetings will be used to continually reflect and revise units of study, as well as review student work and other data points pertinent to ensuring that Anna Strong Scholars reach the desired goal; and
- Varied strategies listed below will be utilized in the ongoing professional learning opportunities to support teachers
 - Monthly Solution Tree Coaches Meetings and Support

- Weekly collaborative team meetings
- Instructional support staff will use instructional rounds as a way to collect data and plan necessary steps to support teachers
- An intentional effort will be optimized to cultivate student partnerships to propel student achievement, growth, and accountability
- 1st,2nd and 3rd year teacher development from Science Specialist (Co-op).

Science Achievement Expected Outcomes

- Educators will provide effective core instruction daily that will be supported and held accountable through professional learning opportunities to support rigorous and relevant science instruction; and
- Scholars foundational science skills will improve, as evidenced by growth formative and summative assessments.

PLAN-DO-CHECK

| Step 2: DO | | |
|--|---|--|
| ACTIONS | TIMELINE | MONITORING/EVIDENCE |
| Create norms, agenda components, roles, and responsibilities of team members for team meetings. | August 2019 to May 2020 | <ul style="list-style-type: none"> ● Pre & Post survey Data from HRS Level 1 ● Norms statements ● Agenda format and components ● Roles and responsibilities designated for team members and noted in team meeting agendas/notes |
| <u>Weekly lesson plans</u> will be written highlighting each component of the Gradual Release Model, essential questions, structured and intentional questions, and tasks that are text-dependent and text-specific. | August 2019 to May, 2020 | <ul style="list-style-type: none"> ● Pre & Post survey Data from HRS Level 1 ● Building schedule ● Team meeting agendas, sign in sheets, and notes ● Principal participation in meetings ● Data from assessments (interim, Dibels, common assessments, summative) |
| Teachers and principal will work with the local education cooperative to determine <u>needed components of the literacy block</u> at each grade level. A <u>schedule</u> will be created for the literacy block. | June-July 2019 | <ul style="list-style-type: none"> ● Components determined for Literacy Block ● Established Schedules |
| Teachers and principal will actively participate in <u>R.I.S.E. training, Instructional Shifts in ELA, and content area integration.</u> | June 6/4-6/6/19 and 7/16-7/18/19 for K-2; *fall date to be added when set | <ul style="list-style-type: none"> ● Sign-in sheets for ESC training sessions |

| | | |
|--|---------------------------------|--|
| <p>Teachers will <u>implement instructional strategies</u> based on evidence-based instructional strategies, the district's instructional model (The Gradual Release Model), RTI, co-teaching, and differentiated instruction.</p> | <p>August 2019 to May, 2020</p> | <ul style="list-style-type: none"> ● PGP's in EdReflect ● Teachers will monitor their instructional practice based on the look-fors provided in R.I.S.E. training. ● Weekly team meeting agendas will note conversations about implementation of literacy strategies. ● Administrators will monitor implementation through walk-throughs, observations, feedback to teachers, and discussion during team meetings. ● Co-op specialists will monitor instructional practices and provide feedback to teachers and principal. |
| <p>Teachers and principal will <u>assess and monitor student learning in literacy, math, and science</u> through the use of a data wall that will be updated quarterly.</p> | <p>August 2019 to May, 2020</p> | <ul style="list-style-type: none"> ● Team meeting agendas will note discussions of assessment and growth of students. ● Administrator will monitor growth on data wall. |

**Step 3: CHECK
(Evaluation)**

| Intervention or Practice to be Evaluated | Person(s) Responsible | Procedure for Evaluation | Target Date | Findings (to be included in SIP following year) |
|--|--|---|-------------------------------|---|
| <p>1. Establish a team structure with specific time for instructional planning and collaborative conversations about student learning.</p> | <p>Principal and Grade Level Team Leader</p> | <p>*Pre- and post- data from HRS Level 1 Surveys *Team meeting agendas that show collaborative work *Data on wall</p> | <p>May, 2020</p> | |
| <p>2. Teachers and administrators will establish a common schedule per grade level for the literacy block</p> | <p>Principal and Grade Level Team Leader</p> | <p>*Established schedule per grade level *Completed <u>matrix</u> for each literacy block</p> | <p>May, 2020</p> | |
| <p>3. Teachers and administrators will conduct focus walks (peer/administrative)</p> | <p>Teachers and Administrative Team</p> | <p>*Focus Walk Observation Checklist</p> | <p>August 2019 - May 2020</p> | |

Anna Strong Learning Academy SLIP One-Pager

| | |
|--------------|---|
| Goals | <p>GOAL I: The Anna Strong Learning Academy will increase foundational reading skills (phonics, phonological and phonemic awareness, fluency, vocabulary, comprehension) through evidence-based literacy instruction in every classroom by ensuring a safe, supportive, and collaborative culture with a focus on inclusive, systematic and explicit, and differentiated instruction.</p> <p>GOAL II: The Anna Strong Learning Academy’s will increase foundational math skills through evidence-based mathematics instruction in every classroom by ensuring a safe, supportive, and collaborative culture with a focus on inclusive, systematic and explicit, and differentiated instruction.</p> <p>GOAL III: The Anna Strong Learning Academy’s will increase students’ understanding of science and levels of science proficiency through effective evidence-based science instruction in every classroom .</p> |
|--------------|---|

Anna Strong Learning Academy Theory of Action

| Key Levers | If the Anna Strong Learning Academy Team will... | Then... |
|-------------------|---|---|
| Key Levers | <ul style="list-style-type: none"> ● Plan and implement instruction that is aligned with identified essential math standards; | <p>The scholars of Anna Strong Learning Academy will show growth and proficiency on the ACT Aspire literacy, mathematics, and science Assessments;</p> <p>and</p> <p>Teachers will develop and improve instructional practices and deliver evidence-based literacy, mathematics, and science instruction; thus, improving student learning.</p> |
| Key Levers | <ul style="list-style-type: none"> ● Engage students in standards-based instruction utilizing an organized framework focused on effective, evidence-based instructional strategies in mathematics; | |
| Key Levers | <ul style="list-style-type: none"> ● Use formative and summative assessment data to guide instruction; | |
| Key Levers | <ul style="list-style-type: none"> ● Review individual student growth and use individual student data to provide intervention and extension activities; | |
| Key Levers | <ul style="list-style-type: none"> ● Invest in and commit to the continuous professional development of school staff in evidence-based mathematical practices and instructional shifts in mathematics; | |
| Key Levers | <ul style="list-style-type: none"> ● Establish/Identify a viable written, taught and assessed curriculum | |

Lee Senior High School

Lee County School District
School Improvement Plan
2019-2020 School Year



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Literacy Achievement Plan

| Data Points |
|--|
| <ul style="list-style-type: none"> ● 2017 and 2018 ESSA School Index Reports ● ACT Aspire Summative by Student Reports ● 2018-19 iReady Assessment Data (grades 7-8) ● Solution Tree Needs Assessment Report |

| Literacy Data Analysis | | | |
|---|---|---|--|
| Data Points | 2017 | 2018 | 2019 |
| ESSA Index <ul style="list-style-type: none"> ● Weighted Achievement | Score: 24.07 <ul style="list-style-type: none"> ○ 155 scholars scored <i>Close or In Need of Support</i> | Score: 17.9 <ul style="list-style-type: none"> ○ 147 scholars scored <i>Close or In Need of Support</i> | Score: NA <ul style="list-style-type: none"> ○ 246 scholars scored <i>Close or In Need of Support (ELA & Reading)</i> |
| ESSA Index <ul style="list-style-type: none"> ● Growth | Score: 72.67 <ul style="list-style-type: none"> ● ELA VAS was 78.6 | Score: 79.22 <ul style="list-style-type: none"> ● ELA VAS was 80 | NA |
| ESSA Index <ul style="list-style-type: none"> ● SQSS | <ul style="list-style-type: none"> ● Students Reading at Grade Level <ul style="list-style-type: none"> ○ 21/184 | <ul style="list-style-type: none"> ● Students Reading at Grade Level <ul style="list-style-type: none"> ○ 21/165 | NA |
| iReady Ready Data | | | NA |
| Solution Tree Needs Assessment <ul style="list-style-type: none"> ● Conducted May 2019 | | The bullets listed below were summary points around the 4 critical questions. <ul style="list-style-type: none"> ● Proficiency had not been defined ● Extension activities had not been | NA |

| | | | |
|--|--|---|--|
| | | <p>provided</p> <ul style="list-style-type: none"> • Teachers were not providing in class interventions • There were no school wide interventions • Teachers were not creating CFA • Some educators were inconsistently using Springdale curriculum • Collaborative team meetings were not occurring | |
|--|--|---|--|

GOAL I: The Lee Senior High School will increase Reading skills through evidence-based literacy instruction in every classroom by ensuring a safe, supportive, and collaborative culture with a focus on inclusive, systematic and explicit, and differentiated instruction.

| Literacy Achievement Theory of Action | | |
|---------------------------------------|---|---|
| | If the LHS Team will... | Then... |
| Key Levers | <ul style="list-style-type: none"> • Engage students in standards-based literacy instruction utilizing an organized framework focused on effective, evidence-based instructional strategies; | <p>The scholars of Lee Senior High School will show growth on benchmark assessments, proficiency on the ACT Aspire Literacy Assessment, and improved ACT scores.</p> <p>Teachers will develop and improve instructional practices and deliver scientifically based, CCR, instruction; thus, improving student learning leading to mastery of the essential standards.</p> |
| | <ul style="list-style-type: none"> • Invest in and commit to the continuous professional development of school staff in literacy and scientifically based literacy instructional practices and English Language Arts Instructional Shifts; | |
| | <ul style="list-style-type: none"> • Understand, identify, and prioritize essential literacy and Career and College Readiness, Reading, Writing, Speaking and Listening standards; | |
| | <ul style="list-style-type: none"> • Use formative and summative assessment data to guide instruction; | |
| | <ul style="list-style-type: none"> • Review individual student growth and use individual student data to provide intervention and extension activities; | |
| | <ul style="list-style-type: none"> • Establish/Identify a viable written, taught and assessed curriculum | |
| | | |

Literacy Achievement Priorities

- Provide consistent opportunities to work on grade-appropriate assignments
- Provide and lead strong instruction that allows students to facilitate their own learning and think critically about what they are learning
- Support and promote deep engagement in what students are learning
- Develop and cultivate teachers who hold high expectations for students and truly believe that they can meet grade-level standards
- Ensure effective grade-level reading instruction is occurring in every classroom;
- Develop a continuous framework designed to ensure all students are meeting grade level expectations leading to mastery of college and career focus anchor and content standards in literacy;
- Cultivate collaborative communities of practice that foster input from administrators and classroom teachers on issues related to instructional practice and student achievement;
- Use live binder resources to assist instructional support staff in identifying essential and career and college readiness standards;
- Use the ACT Aspire summative reports and common assessments to assist students in understanding their individual student growth;
- Implement a unified approach of structuring literacy blocks to include whole and small group/differentiated instruction through the master schedule; and
- Implement a school-wide approach to literacy using an evidence-based intervention program to support Response to Intervention (RTI).

Literacy Achievement Evidence Based Instructional Strategies or Practices

- Engage in explicit and systematic literacy instruction of career and college readiness and content literacy standards;
- Build knowledge utilizing the English Language Arts Instructional Shifts;
- Employ the district's Gradual Release Instructional Model;
- Utilize the educational cooperative literacy specialist and the district's Science of Reading Assessor to provide teachers with professional learning opportunities based on classroom observations in an effort to increase teacher capacity to teach literacy, with emphasis on the career and college readiness anchor standards.
- Implement the use of a Reading Interventionist to provide small group reading intervention;
- Implement evidence-based instructional strategies utilizing the career and college readiness literacy skills
- Dyslexia intervention will be available to individuals in grades 7-12 who qualify for services by trained individuals using the Barton Spelling or Connections 3D;
- Provide additional literacy support by offering and providing students in 7-12 with critical and strategies reading courses.
- Provide various opportunities for teachers to complete the Science of Reading Awareness Training
- Utilize literacy content specialist to provide support in 7-12 literacy classes.
- Collaborative team meetings will be used to continually reflect and revise units of study, as well as review student work and other data points pertinent to ensuring that Lee Senior High Scholars reach the desired goal;
- Faculty meeting time will be set aside to enable reflect and review of current and upcoming units and instructional practices;

Strategies listed below will be utilized in the ongoing professional learning opportunities to support teachers

- Monthly Solution Tree Coaches Meetings and Support

- Weekly collaborative team meetings
- Instructional support staff will use instructional rounds as a way to collect data and plan necessary steps to support teachers
- An intentional effort will be optimized to cultivate student partnerships to propel student achievement, growth, and accountability.
- focus walks
- Educational cooperative's literacy specialist

Literacy Achievement Expected Outcomes

- Teachers will provide effective core instruction utilizing evidence-based instructional strategies daily that will be supported with a high level of accountability through professional learning opportunities and instructional support that bolsters rigorous and relevant literacy achievement;
- Staff is held accountable and take responsibility for improving student outcomes
- Teachers will model and articulate effective reading characteristics and instructional strategies identified as contributing to high literacy achievement;
- Student growth, as measured by interim assessments will increase at each benchmark through the use of intervention supports and programs with fidelity;
- Scholars reading and writing ability will improve, as evidenced by formative and summative assessments; and
- Student achievement will increase by 2019-2020 in the categories of in need of support, close, ready, and exceeding as outlined by ACT Aspire Summative Data

Mathematics Achievement School Improvement Plan

Data Points

- 2017 and 2018 ESSA School Index Reports
- ACT Aspire Summative by Student Reports
- 2018-19 iReady Assessment Data (grades 7-8)
- Solution Tree Needs Assessment Report
- EdReflect

Mathematics Achievement Data Analysis

| Data Points | 2017 | 2018 | 2019 |
|--|---|---|---|
| ESSA Index <ul style="list-style-type: none"> • Weighted Achievement | Score 24.07 <ul style="list-style-type: none"> ○ 162 scholars scored <i>Close or In Need of Support</i> | Score: 17.9 <ul style="list-style-type: none"> • 156 scholars scored <i>Close or In Need of Support</i> | Score: NA <ul style="list-style-type: none"> • 165 scholars scored <i>Close or In Need of Support</i> |
| ESSA Index <ul style="list-style-type: none"> • Growth | Score: 72.96; state avg 80.26 <ul style="list-style-type: none"> • Math VAS was 71.95 | Score: 79.22; state avg 79.24 <ul style="list-style-type: none"> • Math VAS was 78.25 | NA |
| iReady Ready Data | | | NA |

GOAL II: The Lee Senior High will increase math skills through effective instruction in every classroom by ensuring a safe, supportive, and collaborative culture with a focus on inclusive math practices by establishing a viable and guaranteed curriculum.

Mathematics Achievement Theory of Action

| | If the LHS Team will... | Then... |
|--|--|--|
| | <ul style="list-style-type: none"> • Plan and implement instruction that is aligned with identified essential math standards; | The scholars of Lee Senior High School will show growth on benchmark assessments, proficiency on the ACT Aspire Mathematics Assessment, and improved ACT scores; and |
| | <ul style="list-style-type: none"> • Engage students in standards-based instruction utilizing an organized framework | |

| | | |
|-------------------|---|---|
| Key Levers | focused on effective, evidence-based instructional strategies in mathematics; | Teachers will develop and improve instructional practices and deliver evidence-based mathematics instruction; thus, improving student learning. |
| | <ul style="list-style-type: none"> • Use formative and summative assessment data to guide instruction; | |
| | <ul style="list-style-type: none"> • Review individual student growth and use individual student data to provide intervention and extension activities; and | |
| | <ul style="list-style-type: none"> • Invest in and commit to the continuous professional development of school staff in evidence-based mathematical practices and instructional shifts in mathematics; | |
| | <ul style="list-style-type: none"> • Establish/Identify a viable written, taught and assessed curriculum | |

Mathematics Achievement Priorities

- Ensure effective grade-level math instruction is occurring in every classroom;
- Use live binder resources to assist instructional support staff in identifying essential standards
- Develop a continuous framework designed to ensure all students are meeting grade level expectations leading to mastery of college and career focus learning standards in mathematics;
- School leaders' and teachers' instructional decisions are driven by extensive review and use of student's math and reading assessment data;
- Educators are knowledgeable and supported in teaching identified essential math standards and employing the instructional shifts in mathematics;
- Educators will receive support and accountability measures in the faithful implementation of STAR and iReady Math;
- An intense school wide focus on improving academic outcomes will be fostered and supported through weekly collaborative team meetings;
- Practices such as emphasis on key standards from one grade to the next in each subject area, frequent use of standards-based curricula, teacher collaboration around pacing and benchmarks, and well-defined plans for instructional improvement help ensure coherent implementation of standards-based curricula and instruction;
- All students are engaged in grade-level math at the appropriate depth of knowledge level utilizing instructional strategies that include the gradual release model and differentiated instructional practices
- Educators set measurable goals for improved student outcomes on standards-based tests and share a mission to prepare students academically for the future. Adults are held accountable and take responsibility for improving student outcomes, and students and parents are expected to share responsibility for student learning;
- Student assessment data are reviewed thoroughly for warning signs of academic vulnerability and need for support. LHS team pay attention to the assessment and placement/support of Tier II and Tier III scholars.

Mathematics Achievement Evidence Based Instructional Strategies or Practices

- Implement a school-wide approach to mathematics using an evidence-based intervention program to support Response to Intervention (RTI) and extension activities;
- Utilize a math consultant to provide teachers with professional learning opportunities based on classroom observations in an effort to increase teacher capacity to provide effective instruction in math and employ evidence-based instructional strategies with emphasis in the mathematical instructional shifts;
- Math Interventionist will provide small group intervention to students who need additional assistance in garnering proficiency on identified mathematics standards, skills, etc.;
- Collaborative team meetings will be used to continually reflect and revise units of study, as well as review student work, teacher instructional practice, and other data points pertinent to ensuring that LHS Scholars reach the desired goal; and
- Varied Strategies listed below will be utilized in the ongoing professional learning opportunities to support teachers
 - Monthly Solution Tree Coaches Meetings and Support
 - Weekly collaborative team meetings
 - Instructional support staff will use instructional rounds as a way to collect data and plan necessary steps to support teachers
 - An intentional effort will be optimized to cultivate student partnerships to propel student achievement, growth, and accountability.

Mathematics Achievement Expected Outcomes

- Teachers will provide effective core instruction daily that will be supported and held accountable through professional learning opportunities to support rigorous and relevant mathematics instruction.
- Student growth, as measured by interim assessments, will increase by 5% through the use of intervention program with fidelity; and
- Scholars mathematics skills will improve, as evidenced by formative and summative assessments.

Science Achievement School Improvement Plan

Data Points

- 2017 and 2018 ESSA School Index Reports
- ACT Aspire Summative by Student Reports
- 2017 & 2018 ACT Composite and Readiness
- Solution Tree Needs Assessment Report
- EdReflect

Science Achievement Data Analysis

| Data Points | 2017 | 2018 | 2019 |
|---|---|---|--|
| ESSA Index <ul style="list-style-type: none"> • Weighted Achievement | Score: 6.38 <ul style="list-style-type: none"> • 176/188 scholars scored Close or <i>In Need of Support</i> • 93% of students scored below ready | Score: 11.76 <ul style="list-style-type: none"> • 150/170 scholars scored Close or <i>In Need of Support</i> • 88% of students scored below ready | <ul style="list-style-type: none"> • 139 scholars scored Close or <i>In Need of Support</i> |
| ESSA Index <ul style="list-style-type: none"> • Growth | Score: 43.27 | Score: 55.18 | NA |
| ACT <ul style="list-style-type: none"> • Composite of 19 or Greater • Readiness Benchmark | <ul style="list-style-type: none"> • Score: 25.42 = or greater than 19 • 44/59 or 74% scored below 19 • Score: 14.41= or Above Readiness • 50.5/59 or 85% scored below Readiness | <ul style="list-style-type: none"> • Score 21.43= or Greater than 19 • 44/56 78% scored below 19 • Score 10.71= or Greater than 19 • 50/56 or 89% scored below Readiness | NA |

GOAL III: Lee High School will increase students' understanding of science and the levels of proficiency skills through actual evidence-based science instruction in every classroom.

Science Achievement Theory of Action

| Key Levers | If the LHS Team will... | Then... |
|------------|--|--|
| | <ul style="list-style-type: none"> Plan and implement instruction that is aligned with identified Science essential standards; | The scholars of LHS will show growth and proficiency on the ACT & ACT Aspire Science Assessment. |
| | <ul style="list-style-type: none"> Engage students in standards-based instruction utilizing an organized framework focused on effective, evidence-based instructional strategies; | |
| | <ul style="list-style-type: none"> Use formative and summative assessment data to guide instruction; | |
| | <ul style="list-style-type: none"> Review individual student growth and use individual student data to provide intervention and extension activities; | |
| | <ul style="list-style-type: none"> Invest in and commit to the continuous professional development of teachers in science concepts. | |
| | <ul style="list-style-type: none"> Establish/Identify a viable written, taught and assessed curriculum | |

Science Achievement Priorities

- Educators will receive onsite and ongoing professional development in identifying and unpacking next gen science standards (essential standards);
- Invest in the continuous development of the teacher's knowledge of Science through explicit instructional training;
- LHS Leadership team will ensure that the resources needed to conduct viable science investigations are available for scholars;
- An intense school wide focus on improving academic outcomes will be fostered and supported through weekly collaborative team meetings;
- Practices such as emphasis on key standards that scaffold from one grade to the next in each subject area, frequent use of standards-based curricula, teacher collaboration around pacing and benchmarks, and well-defined plans for instructional improvement help ensure coherent implementation of standards-based curricula and instruction;
- Educators set SMART goals for improved student outcomes on standards-based tests and share a mission to prepare students academically for the future;
- Staff is held accountable and take responsibility for improving student outcomes

- Students assessment data are reviewed weekly for warning signs of academic vulnerability and need for support;
- A comprehensive range of required and voluntary strategies are used to intervene on behalf of students who are two or more years below grade level or at risk of failing; and

Science Achievement Evidence Based Instructional Strategies or Practices

- Implement a school-wide approach to science using an evidence-based intervention program to support Response to Intervention (RTI) and extension activities;
- Utilize the Science Lab to provide students with hands-on learning opportunities to increase capacity with an emphasis on high foundational science skills (Interpretation of Data, Evaluation of Models, Inferences, and Experimental Results, Scientific Investigation and Interpretation of Data);
- Collaborative team meetings will be used to continually reflect and revise units of study, as well as review student work and other data points pertinent to ensuring that LHS Scholars reach the desired Science goal; and
- Varied strategies listed below will be utilized in the ongoing professional learning opportunities to support teachers
 - Monthly Solution Tree Coaches Meetings and Support
 - Weekly collaborative team meetings
 - Instructional support staff will use instructional rounds as a way to collect data and plan necessary steps to support teachers
 - 1st,2nd and 3rd year teacher development from Science Specialist (Co-op)An intentional effort will be optimized to cultivate student partnerships to propel student achievement, growth, and accountability
 -

Science Achievement Expected Outcomes

- Educators will provide effective core instruction daily that will be supported and held accountable through professional learning opportunities to support rigorous and relevant science instruction; and
- Scholars foundational science skills will improve, as evidenced by growth on formative and summative assessments.

PLAN-DO-CHECK

Step 2: DO

| ACTIONS | TIMELINE | MONITORING/EVIDENCE |
|--|--|--|
| Create norms, agenda components, roles, and responsibilities of team members for team meetings. | August 2019 to May 2020 | <ul style="list-style-type: none"> ● Pre & Post survey Data from HRS Level 1 ● Norms statements ● Agenda format and components ● Roles and responsibilities designated for team members and noted in team meeting agendas/notes |
| Teacher teams will <u>meet weekly</u> for collaborative strategy and data discussions of student literacy, mathematics, and science growth. | August 2019 to May, 2020 | <ul style="list-style-type: none"> ● Pre & Post survey Data from HRS Level 1 ● Building schedule ● Team meeting agendas, sign in sheets, and notes ● Principal participation in meetings ● Data from assessments (interim, Dibels, common assessments, summative) |
| <u>Weekly lesson plans</u> will be written highlighting each component of the Gradual Release Model, essential questions, structured and intentional questions, and tasks that are text-dependent and text-specific. | August 2019-May 2020 | <ul style="list-style-type: none"> ● Weekly lessons plans completed for each literacy component, monitored by administrators in team meetings |
| Teachers and principal will actively participate in <u>R.I.S.E. training</u> . | June 6/4-6/6/19 and 7/16-7/18/19 for K-2; *fall date to be added when set | <ul style="list-style-type: none"> ● Sign-in sheets for ESC training sessions |

| | | |
|--|---------------------------------|--|
| <p>Teachers will <u>implement instructional strategies</u> based on evidence-based instructional strategies, the district's instructional model (The Gradual Release Model), RTI, co-teaching, and differentiated instruction.</p> | <p>August 2019 to May, 2020</p> | <ul style="list-style-type: none"> ● PGP's in EdReflect ● Weekly team meeting agendas will note conversations about implementation of evidence based instructional strategies. ● Administrators will monitor implementation through walk-throughs, observations, feedback to teachers, and discussion during team meetings. ● Co-op specialists will monitor instructional practices and provide feedback to teachers and principal. |
| <p>Teachers and principal will <u>assess and monitor student learning in literacy, math, and science</u> through the use of a data wall that will be updated quarterly.</p> | <p>August 2019 to May, 2020</p> | <ul style="list-style-type: none"> ● Team meeting agendas will note discussions of assessment and growth of students. ● Administrator will monitor growth on data wall. |

Step 3: CHECK
(Evaluation)

| Intervention or Practice to be Evaluated | Person(s) Responsible | Procedure for Evaluation | Target Date | Findings (to be included in SIP following year) |
|---|---------------------------------------|--|------------------------|---|
| 1. Establish a team structure with specific time for instructional planning and collaborative conversations about student learning. | Principal and Grade Level Team Leader | *Pre- and post- data from HRS Level 1 Surveys *Team meeting agendas that show collaborative work *Data on wall | May, 2020 | |
| 2. Teachers and administrators will establish a common schedule per grade level for the literacy block | Principal and Grade Level Team Leader | *Established schedule per grade level *Completed <u>matrix</u> for each literacy block | May, 2020 | |
| 3. Teachers and administrators will conduct focus walks (peer/administrative) | Teachers and Administrative Team | *Focus Walk Observation Checklist | August 2019 - May 2020 | |

LHS SLIP One-Pager

| | |
|-------|---|
| Goals | <p>GOAL I: The Lee Senior High School will increase Reading skills through evidence-based literacy instruction in every classroom by ensuring a safe, supportive, and collaborative culture with a focus on inclusive, systematic and explicit, and differentiated instruction.</p> <p>GOAL II: The Lee Senior High will increase math skills through effective instruction in every classroom by ensuring a safe, supportive, and collaborative culture with a focus on inclusive math practices by establishing a viable and guaranteed curriculum.</p> <p>GOAL III: Lee High School will increase students' understanding of science and the levels of proficiency skills through actual evidence-based science instruction in every classroom.</p> |
|-------|---|

LHS Theory of Action

| | If the LHS Team will... | Then... |
|------------|--|---|
| Key Levers | <ul style="list-style-type: none"> ● Engage students in standards-based instruction utilizing an organized framework focused on effective, evidence-based instructional strategies; | <p>The scholars of LHS Academy will show growth and proficiency on the ACT Aspire Literacy, Mathematics, and Science Assessments.</p> |
| | <ul style="list-style-type: none"> ● Plan and implement instruction that is aligned with identified essential standards; | |
| | <ul style="list-style-type: none"> ● Engage students in standards-based instruction utilizing an organized framework focused on effective, evidence-based instructional strategies; | |
| | <ul style="list-style-type: none"> ● Use formative and summative assessment data to guide instruction; | |
| | <ul style="list-style-type: none"> ● Review individual student growth and use individual student data to provide intervention and extension activities; | |
| | <ul style="list-style-type: none"> ● Invest in and commit to the continuous professional development of school staff; | |
| | <ul style="list-style-type: none"> ● Invest in and commit to the continuous professional development of school staff; | |
| | <ul style="list-style-type: none"> ● Understand, identify, and prioritize essential standards; | |
| | <ul style="list-style-type: none"> ● Establish/Identify a viable written, taught and assessed curriculum | |

