

The School District of Lee County

East Lee County High School



2015-16 School Improvement Plan

East Lee County High School

715 THOMAS SHERWIN AVE S, Lehigh Acres, FL 33974

<http://elc.leeschools.net/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	66%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	82%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	C	D	D

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To provide a learning environment which prepares all students to be successful adults.

Provide the school's vision statement

To be a world-class provider of academic, career, and technical education.

School Environment

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

Teachers are being trained in Choosing Excellence. This training provides support for effective student-centered data chats, creates an understanding of the questioning process using DOK stems, supports a structure of class team building and decision-making, and encourages the development of goals and mission statements. Additionally, a cadre of teachers have been trained in Kagan structures for collaboration which supports cooperative learning and team building in the classroom, enhancing student engagement.

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

There are policies and procedures in place to ensure safety for staff and students. These include staff name badges, a clearly defined process for visitors on campus to be signed in and cleared, and a full time SRO who is part of a 6-person security team. Students are escorted through hallways to rest rooms or provided a distinct pass to a specified location. Security is visible and roving throughout the day to minimize student movement. Lunches are monitored by support, administration and security to provide a safe environment. Students are supervised during all after-school activities and adult staff members must be with them at all times. The East Lee Way is "Be Responsible, Be Respectful and Be Safe."

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

To reinforce East Lee County High's focus on academics, we have implemented a PBS (Positive Behavior Support) plan to assist in fostering citizenship, responsibility, and value in our students. The school's PBS Program, which recognizes and rewards our students' positive choices, was founded on the following principles: J - Just be prompt! A - Act Respectfully! G - Get focused! S - Stay Proud! In the classrooms, teachers have a common daily agenda board and clearly stated rules/expectations. They incorporate higher-order questioning, thinking, and problem-solving skills. Kagan structures are used to support increased student engagement. Clear protocols for interacting with students, using positive discipline strategies, and the advent of clearly published procedural guides fosters consistent application of school expectations.

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

To provide students a well-rounded education and develop talents and interests outside of the classroom, East Lee County High School offers a varied program of sports and extra-curricular clubs/organizations. The extra-curricular activities listed below are some of the activities currently available at East Lee County High School:

- Athletics: Basketball, Baseball, Golf, Bowling, Cheerleading, Cross Country, Football, Soccer, Softball, Track, Volleyball, Swimming, and Wrestling.
- Performing Arts: Band, Chorus
- Clubs: Debate, Fellowship of Christian Athletes, Future Educators of America, Interact Club, National Honor Society, Key Club, Student Government, Take Stock in Children, Yearbook, Health Occupation Students of America, Scholar's Club, and JAGS 21.

There are two graduation resource teachers, and four counselors to provide mentoring and counseling services to all students (as needed), as well as AVID tutors and an after-school tutoring program available to all students.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/183378>.

Description

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

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

The school reaches out to many business and community partners for support of the academic and athletic programs. The Lehigh Gazette is an online newspaper that provides journalism students a forum for their writing and supports them with in-kind resources to help them hone their craft through real-time feedback. A Community Liaison works with community and business leaders to identify ways that the school and its stakeholders in the local community can create mutually beneficial partnerships. East Lee also reaches out to its local elementary schools to provide student mentors, reading buddies, and collaborative assistance for specialized programs (i.e. Blessings In a Backpack).

Recognition programs for staff and students are being created and support solicited to provide community awareness and support for achievements occurring every month.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Zellers, Susan	Principal
Hall, Deadra	Assistant Principal
Scoville, Catherine	Assistant Principal
Gutierrez, Vivian	Assistant Principal
Sowers, Milagros	Teacher, K-12
Castellano, Jill	Teacher, K-12
Hutto, Carolyn	Teacher, K-12
Smith, Jennifer	Teacher, K-12
Trelease, Donald	Assistant Principal
Martin, Yolaine	Instructional Technology
Woods, Tamika	Other

Duties

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

Administration – oversee the MTSS and SIP process

Teacher Leaders/Instructional Technology/Other – collect and analyze data, train teachers, assist with professional development implementation and its fidelity

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

Each teacher is assigned to a professional learning community (PLC). The master schedule allows for common planning. During common planning, teachers collaboratively develop lesson plans, design assessments, analyze assessment results, and develop strategies to meet the needs of all students. The PLC also monitors the effectiveness of core instruction through the use of data retrieved from the common assessments. A professional development plan is generated to accommodate the needs of the PLC. The PLC also reports findings to administration and/or department chair.

Classroom walk-throughs are conducted on a regular basis to monitor the effectiveness of core instruction. Data retrieved from classroom walk-throughs is used to determine needed professional development. Each department is allocated a teacher leader or coach. The primary duty of the teacher leader or coach is to improve teaching practices through the analysis of data.

Title I funds will be used to secure highly qualified teachers, increase parent involvement, and provide tutoring and professional development to improve instruction and increase student achievement.

Title II funds will be used to provide professional development that directly aligned to our SIP and the district's strategic plan.

Title III funds (if available) will be used to provide services to ELL students as per the SIP goals.

SAI will be used to secure HQ teachers, provide focused instruction, and increase student achievement in the lowest quartile.

CAPE funds will be used to enhance CTE programs on campus.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Susan Zellers	Principal
Tamika Woods	Teacher
Nora Martin	Parent
Ernesto Gonzalez	Education Support Employee
Robert Anderson	Business/Community
Marisia Barrientos	Business/Community
Angelica Pabon	Parent
Katie Scoville	Principal
Larry Hammond	Business/Community
Ron Davis	Business/Community
Nora Martin	Parent
Monique Hamilton	Parent
Robert Anderson	Business/Community
Jahana Peaks	Parent
Joline Louis	Parent
Dean Martin	Parent
Joe Walker	Student
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

SAC has the opportunity to evaluate progress monitoring data for the school quarterly. Each significant goal area is reviewed and discussed. Suggestions for improvement and areas of concern are noted and action plans are created for future consideration.

Development of this school improvement plan

All staff were involved in the planning around the two identified goals for the FY16 school year. Engagement of staff and students in order to support increased student achievement was the focus of the first staff meetings of the year. Data was collected in order to inform the development of action steps.

Data collected was shared with the Leadership Team, the SIP planning team, and community stakeholders. Planning happened in tandem with our stakeholder groups. Surveys were also used to collect anonymous data that will be used to inform the decision-making and action step planning process.

A draft was created and disseminated for further input to the entire school community, and the final document will be sent to the local school board for adoption.

Preparation of the school's annual budget and plan

During SAC meetings, stakeholders will be given budget information, and suggestions will be gathered for potential action. Staff input regarding priorities for the school and individual departments

will also be collected and reviewed so that all stakeholders have the same information for decision-making.

The data collected regarding priorities and student curricular needs will be considered by the Leadership Team during the budgeting process for FY17 during the second semester. Stakeholder input regarding support positions and school needs will be discussed.

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

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Zellers, Susan	Principal
Castellano, Jill	Teacher, K-12
Gobran, Linda	Instructional Coach
Hutto, Carolyn	Teacher, K-12
Sowers, Milagros	Teacher, K-12
Hall, Deadra	Assistant Principal
Gutierrez, Vivian	Assistant Principal
Alfaro, Julie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team meets monthly to review how each department is supporting literacy instruction on a daily basis. Every department is charged with the task of teaching writing within their content area and teaching students how to closely read and analyze multiple texts. TIF Teachers and instructional coaches support the teaching staff in these endeavors through modeling, discussion, and data analysis.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The school's strategies to encourage positive working relationships include common strategic planning in subject area professional learning communities, common lesson plans, and common assessments. During common planning, teachers collaboratively develop lesson plans, design assessments, analyze assessment results, and develop strategies to meet the needs of all students. The PLC team members also monitor the effectiveness of core instruction through the use of data retrieved from the common assessments.

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

East Lee utilizes the following strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers:

- 1) Use of Gallup Fit questions during the interview process.
- 2) Highlighting positive news about the students, staff, and school as a whole via available social media outlets.
- 3) Pairing new teachers with experienced teachers as part of a formal mentoring process.
- 4) Hard to Staff school status provides additional financial incentive to a teacher rated Effective or Highly Effective on the district teacher evaluation instrument
- 5) An teacher specific series of PD experiences, some required (classroom management) some optional (students engagement through Kagan) provides support and tools for all teachers.
- 6) East Lee is a Title I school and as such, is required to only hire Highly Qualified in-field teachers..
- 7) The provision of a safe, engaging, supportive and professional work environment will lead to increased staff satisfaction and impact staff retention.

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

All teachers new to the school district and new to teaching are paired with a teacher mentor that has at least 4 years of experience and has been rated Effective or Highly Effective on the teacher evaluation system. The program referred to by the acronym A.P.P.L.E.S.

New teachers are paired with teachers in their same or similar discipline, for example a math teacher is paired with a math teacher. The rationale for pairing the teachers is to offer as much support to new teachers in their chosen fields.

In order to successfully complete the requirements, new teachers are required to complete professional development in Code of Ethics, Protecting Florida's Children, High Yield Strategies, and Curriculum. The mentor teachers will conduct a minimum of three classroom observations. Administration will also conduct a minimum of 3 observations. The new teacher will also develop an individual professional development plan. They also attend monthly meetings/professional development.

The new teacher is exited from the APPLS program upon successful completion of all school district requirements and also must receive a minimum rating of Effective on the LCSD teacher evaluation tool.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

As the only comprehensive high school in the East Zone, East Lee County High School is a Title I school that offers students access to traditional academic programs, along with the unique opportunity to enroll in one of several career academies. Career Academies currently offered at East Lee County High School include: Building Construction, Automotive Technology, Welding, Digital Design and Information Technology (MOS and Adobe Certification), Health Sciences (CNA Certification; EKG Certification), and Public Service (Journalism; Criminal Justice; Firefighting). Additionally, a Leadership Academy under the auspices of a cadre of JROTC instructors provides a unique opportunity for students to develop teaming, discipline and service concepts embedded in the structure of traditional high school coursework.

The academies are designed to introduce students to a variety of career choices that will allow them to master basic skills required for success within those fields. In conjunction with our signature academies, East Lee County High School offers students the opportunity to become involved in two

additional programs. The first, our Advancement Via Individual Determination Program (AVID), is a nationally recognized program that prepares students for college readiness and success in a global society. The second, our East Lee Leadership Academy (ELLA), incorporates the JROTC principles of leadership, discipline, patriotism, community, service, and honor to develop future leaders. Supported through a multi-million dollar federal grant, the ELLA program has added a 65-foot rappel/rock wall/zip-line tower that includes an adjacent, 10-point firing range and pavilion. Student learning is contextual and integrates academic subjects with real-world applications. We offer a very unique and diversified curriculum that will challenge any student. The pupil progression plan of the Lee County School District and the Academic Plan provide the scope and sequence for the instructional experience offered at East Lee County High School, all of which is aligned with the State of Florida Standards.

To supplement our unique Career Academies and programs, students at East Lee County High School may also enroll in honors, Advanced Placement, Dual Enrollment, and virtual school courses.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers access specific formative and summative data to analyze mastery of standards, plan instruction and differentiate as necessary. Teachers meet weekly in PLC groupings to discuss progress, monitor mastery of standards, develop common assessments and review efficacy of instruction. Instruction is differentiated through interventions delivered by resource teachers, rotations within the classroom during the block, differentiation of assignments based on student need, and the use of in-school and after-school tutors.

Available data is monitored by both the teacher and students; the expectation is that students take responsibility for their progress and advocate for their needs. Progress monitoring is school-wide and access to data is provided electronically to all instructional personnel.

Counselors and graduation coaches also provide a layer of support for students, and the MTSS process is used as part of the EWS to identify and support those students who are not reaching or maintaining proficiency.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 4,500

Students will have the opportunity for additional support in the core academic subjects while in tutoring after school.

Strategy Rationale

Students exhibiting a need through EWS will be targeted for tutoring or enrichment opportunities. Progress monitoring data will be the basis of determining the need to intervene, as well as student self-selection or staff recommendation.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Scoville, Catherine, catherinehsc@leeschools.net

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

Instructors will collect relevant data to be used for progress monitoring. These data will include (but not be limited to) attendance, task completion with mastery, informal formative assessment, time on task, classroom performance.

Strategy: Extended School Day

Minutes added to school year: 23,400

The 21st Century Community Learning centers grant has two components. One is offering a credit retrieval opportunity to all students in need of meeting graduation requirements and the other one is offering enrichment opportunities to students who will like to be part of the project based learning team with an emphasis in reading, science, math and science.

Strategy Rationale

Excellent opportunity for students to get on track for graduation or to participate on hands-on activities which will provide academic enrichment.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Martin, Yolaine, yolainem@leeschools.net

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

Teachers from both groups will be collecting data, progress on e2020 classes and pre, mid, and post assessments, as well as progress towards meeting the goals.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Administrators and school counselors use all available data to determine levels, placement in classes/programs, eligibility for honors classes, and the need for academic support. Juniors and seniors are encouraged to take Advanced Placement courses to improve student readiness for post secondary study, to acquire college credits, and to increase their exposure to a rigorous, college level curriculum.

Freshman success is supported through the use of a series of academic experiences designed to connect them to the high school environment while transitioning them to the independence of high school. As students transition within the school from one grade level to another, students are supported by the caring and informed staff. Progress monitoring allows students who are at-risk to be tracked and counseled, with interventions available as needed to provide a safety net for all learners to succeed.

As students approach graduation status, graduation coaches and college/career support staff work with students to identify the next step for them in terms of matriculation. Post-secondary options and counseling are available. Exit interviews are completed for each student and additional follow up for completion of high school diploma credit is available as needed.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

School counselors meet with students twice before selecting courses. First, collectively to present information about course offerings, graduation requirements, and college and career information. Then, counselors meet with each student individually. Students select their courses for the upcoming year with the guidance of the school counselors.

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

Each student is encouraged to take a CTE course. CTE teachers are required to implement reading and writing strategies into their lessons along with the core teachers. Teachers receive monthly professional development to help incorporate these strategies into their lessons. This helps students to see the relationship between the subject and their future. Ninth graders visit the different academies to get a first-hand experience of what they entail. A promotional video showcasing the academies is shown in 9th grade classes, and during Choice Open House, parents and students have the opportunity to talk with the instructors and get a feel for what the academies are all about.

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

Each teacher is charged with increasing the rigor in his/her classroom to prepare students for post-secondary study and required assessments. Teachers are provided monthly professional development focusing on increasing instructional rigor. Also, students are encouraged to take Advanced Placement courses to improve student readiness for post-secondary study and to acquire college credits.

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

To improve student readiness for the post-secondary level, we offer Math for College Readiness classes, opportunities to meet the online course requirement, AVID, clinical rotations and practicums, and OJT. College, career, vocational and military recruiters are also invited to present information to seniors.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

East Lee County HS has identified several major areas of concern: Tardiness, absenteeism and high number of ISS/OSS in 9th and 10th grade.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Root causes identified and to be considered are: lack of parental support for school attendance, a lackadaisical attitude in students regarding the need to on-time to school and class, lack of personal responsibility and respect by students of the processes and procedures needed to create a safe and successful school environment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By Spring 2016 student proficiency as measured by the attainment of a level 3-5 on the Biology EOC (2016 administration) will increase from the 14-15 level of 34% to a level of 55% in 15-16, an increase of 21%.

- G2.** By Spring, 2016, teacher engagement at East Lee County High School will increase .2% as measured by the Gallup Employee Engagement Survey.

- G3.** By Spring of 2016, 100% of East Lee County HS teachers will be using Castle to access classroom data and progress monitor student mastery of course standards.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. By Spring 2016 student proficiency as measured by the attainment of a level 3-5 on the Biology EOC (2016 administration) will increase from the 14-15 level of 34% to a level of 55% in 15-16, an increase of 21%. **1a**

 G074336

Targets Supported **1b**

Indicator	Annual Target
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Resources Available to Support the Goal **2**

Targeted Barriers to Achieving the Goal **3**

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

Checkpoint data will be used to monitor progress toward mastery of assessed standards during the school year.

Person Responsible

Tamika Woods

Schedule

Monthly, from 11/20/2015 to 5/27/2016

Evidence of Completion

Data will be used to document to progress of all students in Biology I courses. Percent of students mastering targets that are heavily assessed will also be parsed and students who need additional support will be offered targeted tutoring opportunities.

G2. By Spring, 2016, teacher engagement at East Lee County High School will increase .2% as measured by the Gallup Employee Engagement Survey. 1a

G074337

Targets Supported 1b

Indicator	Annual Target
5Es Score: Teacher-Teacher Trust	100.0

Resources Available to Support the Goal 2

- Teacher trust in Our Team survey
- Kagan teambuilding structure development
- Book study - leadership and teaming and creating positive school culture
- Use teacher leader suggestions garnered from survey to create actionable training and experiences that promote trust and collaboration

Targeted Barriers to Achieving the Goal 3

- Teachers do not feel comfortable that everyone is "in this together" and sharing responsibility for learning.
- Staff trust in the ability of the team to be successful needs to be developed and facilitated

Plan to Monitor Progress Toward G2. 8

Implementation of structures and relationship to positive survey data will support teacher trust in each other toward common goals.

Person Responsible

Schedule

Evidence of Completion

Correlation of increased use of team building and class building and increasingly positive checkpoint survey data indicating increased trust in owning the work and support all learners together.

G3. By Spring of 2016, 100% of East Lee County HS teachers will be using Castle to access classroom data and progress monitor student mastery of course standards. 1a

G074338

Targets Supported 1b

Indicator	Annual Target
5Es Score: Instructional Leadership	100.0

Resources Available to Support the Goal 2

- Castle Champions for training
- PD during contract hours
- Optional additional PD time for troubleshooting and one-on-one assistance
- Creation of cheat sheets and weekly Tips & Techniques FAQ's

Targeted Barriers to Achieving the Goal 3

- Access to and understanding of Castle standards tracker system

Plan to Monitor Progress Toward G3. 8

Standards mastery data for each discipline

Person Responsible

Susan Zellers

Schedule

On 5/24/2017

Evidence of Completion

Data war room and documentation of its use

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G2. By Spring, 2016, teacher engagement at East Lee County High School will increase .2% as measured by the Gallup Employee Engagement Survey. **1**

 G074337

G2.B1 Teachers do not feel comfortable that everyone is "in this together" and sharing responsibility for learning. **2**

 B194059

G2.B1.S1 Gather teacher perceptions and attitudes through survey Trust in Our Team (Solution Tree)

4

 S205566

Strategy Rationale

This is totally anonymous and will provide leadership with honest teacher perceptions about their team and how they function.

Action Step 1 **5**

Deliver survey via Survey Monkey collect and review responses with Leadership Team

Person Responsible

Deadra Hall

Schedule

Quarterly, from 9/14/2015 to 9/25/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Selected Kagan structures will be used as models during staff facilitated conversation regarding perception data. Give One Get One is the first structure used to gather staff input regarding ideas to foster trust and engagement.

Person Responsible

Susan Zellers

Schedule

On 12/16/2015

Evidence of Completion

Survey results will be collated into themes and shared during quarterly checkpoints to document improvement in perception of the collaborative environment.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Kagan team building and class building structures will be evident in classrooms indicating an increased level of comfort and acceptance of collaboration.

Person Responsible

Susan Zellers

Schedule

Weekly, from 9/16/2015 to 5/25/2016

Evidence of Completion

During CWT's administrative staff will document structures observed

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

As Kagan structures are introduced, key structures will be related and observed with increased frequency.

Person Responsible

Susan Zellers

Schedule

Weekly, from 9/23/2015 to 5/25/2016

Evidence of Completion

Documentation from observations, CWT, PLC meetings minutes

G3. By Spring of 2016, 100% of East Lee County HS teachers will be using Castle to access classroom data and progress monitor student mastery of course standards. 1

G074338

G3.B1 Access to and understanding of Castle standards tracker system 2

B194061

G3.B1.S1 Provide just in time training on site 4

S205567

Strategy Rationale

Teachers will learn and practice new skill in small chunks with support.

Action Step 1 5

Castle champions provide large, small group training on-site as well as job embedded coaching

Person Responsible

Catherine Scoville

Schedule

On 5/27/2016

Evidence of Completion

Use of Castle to track standards to mastery will be evidenced in PLC data sets and classroom data walls

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Data war room will consolidate standard mastery data by discipline and be used for instructional decision making

Person Responsible

Susan Zellers

Schedule

On 5/25/2016

Evidence of Completion

Data displaying the mastery of standards by course over time

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Castle champions will provide a variety of supports and opportunities for coaching throughout the implementation

Person Responsible

Catherine Scoville

Schedule

On 5/25/2016

Evidence of Completion

The evolution of the data war room with each discipline's standards mastery data displayed for review and input.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Deliver survey via Survey Monkey collect and review responses with Leadership Team	Hall, Deadra	9/14/2015		9/25/2015 quarterly
G3.B1.S1.A1	Castle champions provide large, small group training on-site as well as job embedded coaching	Scoville, Catherine	10/7/2015	Use of Castle to track standards to mastery will be evidenced in PLC data sets and classroom data walls	5/27/2016 one-time
G1.MA1	Checkpoint data will be used to monitor progress toward mastery of assessed standards during the school year.	Woods, Tamika	11/20/2015	Data will be used to document to progress of all students in Biology I courses. Percent of students mastering targets that are heavily assessed will also be parsed and students who need additional support will be offered targeted tutoring opportunities.	5/27/2016 monthly
G2.MA1	Implementation of structures and relationship to positive survey data will support teacher trust in each other toward common goals.		5/25/2016	Correlation of increased use of team building and class building and increasingly positive checkpoint survey data indicating increased trust in owning the work and support all learners together.	every-3-weeks
G2.B1.S1.MA1	As Kagan structures are introduced, key structures will be related and observed with increased frequency.	Zellers, Susan	9/23/2015	Documentation from observations, CWT, PLC meetings minutes	5/25/2016 weekly
G2.B1.S1.MA1	Selected Kagan structures will be used as models during staff facilitated conversation regarding perception data. Give One Get One is the first structure used to gather staff input regarding ideas to foster trust and engagement.	Zellers, Susan	9/16/2015	Survey results will be collated into themes and shared during quarterly checkpoints to document improvement in perception of the collaborative environment.	12/16/2015 one-time
G2.B1.S1.MA2	Kagan team building and class building structures will be evident in classrooms indicating an increased level of comfort and acceptance of collaboration.	Zellers, Susan	9/16/2015	During CWT's administrative staff will document structures observed	5/25/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.MA1	Standards mastery data for each discipline	Zellers, Susan	10/7/2015	Data war room and documentation of its use	5/24/2017 one-time
G3.B1.S1.MA1	Castle champions will provide a variety of supports and opportunities for coaching throughout the implementation	Scoville, Catherine	10/7/2015	The evolution of the data war room with each discipline's standards mastery data displayed for review and input.	5/25/2016 one-time
G3.B1.S1.MA1	Data war room will consolidate standard mastery data by discipline and be used for instructional decision making	Zellers, Susan	10/7/2015	Data displaying the mastery of standards by course over time	5/25/2016 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. By Spring, 2016, teacher engagement at East Lee County High School will increase .2% as measured by the Gallup Employee Engagement Survey.

G2.B1 Teachers do not feel comfortable that everyone is "in this together" and sharing responsibility for learning.

G2.B1.S1 Gather teacher perceptions and attitudes through survey Trust in Our Team (Solution Tree)

PD Opportunity 1

Deliver survey via Survey Monkey collect and review responses with Leadership Team

Facilitator

Leadership Team

Participants

Teaching faculty

Schedule

Quarterly, from 9/14/2015 to 9/25/2015

G3. By Spring of 2016, 100% of East Lee County HS teachers will be using Castle to access classroom data and progress monitor student mastery of course standards.

G3.B1 Access to and understanding of Castle standards tracker system

G3.B1.S1 Provide just in time training on site

PD Opportunity 1

Castle champions provide large, small group training on-site as well as job embedded coaching

Facilitator

Katie Scoville and Castle Champions

Participants

All teaching faculty

Schedule

On 5/27/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G2.B1.S1.A1	Deliver survey via Survey Monkey collect and review responses with Leadership Team	\$0.00
2	G3.B1.S1.A1	Castle champions provide large, small group training on-site as well as job embedded coaching	\$0.00
Total:			\$0.00