The School District of Lee County

Lehigh Senior High School

2015-16 School Improvement Plan

Lehigh Senior High School

901 GUNNERY RD N, Lehigh Acres, FL 33971

http://lsh.leeschools.net/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	54%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	81%

School Grades History

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

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.

Table of Contents

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	

Page 7

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Mission: Increase achievement. Improve teaching.

Provide the school's vision statement

Vision Statement: To be a world-class high school.

School Environment

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

Freshman Jump Start Program before school starts
Teacher/Student data chats
Student interims weekly
Data
Freshmen orientation
Class builders
Kagan structures
Procedures
IEP's
MTSS

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

After-school tutoring
Clubs, sports, and other various activities
After- school study Hall
Classbuilding/Team building so students can feel safe in their learning environment.
AVID
SRO
School security
Commonality throughout the school, common board configuration, one binder, predictable environment.

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

Cultural Intervention Team
Castle
Parent-link for parent contact
Parent/student/teacher conferences
Students are sent to a same discipline classroom to redirect behavior.
Intervention Plan

After-school detention
Kagan structures

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

School counselors
Social worker
SRO
AVID

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

NA

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

NA

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 available at the school site.

Description

Title I
See Parent Involement Plan

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

SAC/DAC
Parent Involvement Nights (Cambridge; AVID; Center for the Arts)
Parent and Community Volunteers

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
Corey, Jackie	Principal
Ciolino, Debbie	Instructional Coach
Freeman, Michelle	Assistant Principal
Krevinko, Timothy	Assistant Principal
Neal, Misty	Instructional Coach
Szafran, Amy	Instructional Coach
Chiorello, Cyndi	Assistant Principal
Peters, John	Assistant Principal
Lemme, Nicole	Instructional Coach

Duties

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

Each assistant principal supports different core academic areas.
Mr. Peters, Mr. Washington, and Ms. Chiorello support Student Services and Culture and Intervention.
Mr. Krevinko and Mrs. Freeman support Curriculum & Instruction, Cambridge, and ESE.
Debbie Ciolino is a Teacher Leader who supports Kagan.
Amy Szafran is a Teacher Leader who supports Math.
Misty Neal is a Teacher Leader who supports Science.
Nicole Lemme is a Teacher Leader who supports ELA, and the Cambridge program.

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

Our School Improvement Plan is driven by our Goal Teams. All teachers are on a SIP goal team. This deal collects data, makes goals, identifies obstacles, and comes up with strategies to overcome all obstacles.
Title I - Submitted
Title II - Submitted
Title III - Have not received
Title VI - NA
Title X - NA
SAI - Submitted

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Debbie Ciolino	Teacher
Jackie Corey	Teacher
Carrie Chase	Business/Community
Ebele Ezenwa	Parent
Graeme Taylor	Parent
Heather Dodd	Parent
Iris Soto	Parent
Rick Angelikis	Business/Community
Melissa Horrom	Parent
Pamela Dickenson	Parent
Haquikah Peterson	Teacher
Zulainny Perez	Parent
Nicole Lemme	Teacher
Michelle Freeman	Principal

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

In 2014-2015, the SAC committee reviewed the SIP in detail and approved.

Development of this school improvement plan

The LSHS SAC committee must review and approve the SIP.

Preparation of the school's annual budget and plan

SAC will review and approve the budget and plan at our next meeting on October 13.

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

What When Who Benefits Amount
Golden Rod Paper 30 weeks 1950 Students $437.58

Weekly Interims
Green Paper 4 quarters 1950 Students $175.04
Data Tracking Sheets
Manila Folders once 1950 Students $671.50
Data Folders
Copy Paper 50 cases 1950 Students $1400.00
Supplemental academic
Review Materials
Tests
Speech/Debate Resources

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
Ciolino, Debbie	Instructional Coach
Freeman, Michelle	Assistant Principal
Haskins, Betsy	Teacher, K-12
Hines, Tammy	Teacher, K-12
Johns, Christopher	Teacher, K-12
King, Matthew	Teacher, K-12
Kohler, Susan	Teacher, K-12
Montana, MaryEllen	Teacher, K-12
Shaw, Molly	Teacher, K-12
Walden, Robin	Teacher, K-12
Corey, Jackie	Principal
Bates, Allison	Teacher, K-12
Torres, Maria	Teacher, K-12
Kouns, Linsey	Teacher, K-12
Jean Francois, Katina	Teacher, K-12
Camacho-Rivera, Veronica	Teacher, K-12
Somogyi, Suzanne	Teacher, K-12
Turner, Carmella	Teacher, K-12
Booth, Matthew	Teacher, K-12
Hopkinson, Andrew	Teacher, K-12
Perkowski, Matthew	Teacher, K-12
Carter, Gary	Teacher, K-12
Lewis, Julie	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The RLT is focusing on supporting school-wide initiatives in reading and writing. These include, but are not limited to, Reading in the Content Areas, CLOSE Reads, Writing Components, DEAR Time, WOW Words, Vocabulary Development and implementing WICOR strategies in all classes. Students' writing about what they have read and increasing the rigor of reading and writing assignments, is central to building literacy in our school.

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

All teachers participate in weekly PLCs. In their PLCs, teachers analyze data, set goals, and collaboratively plan instruction and assessment. Each core academic area also has a specific PLC coach who is there to guide and support all teachers within the department.

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

1. District and College recruitment fairs
2. New Teacher Orientation school and district level
3. APPLES (New teacher mentor program)
4. Professional Development (district and school-based)
5. TIF/mentor teachers
6. Math/Reading Coaches
7. Professional Learning Communities

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

Mentors who utilize research-based strategies, have strong classroom management, and excellent subject area experience are matched with a mentee. Each core academic area also has a specific PLC coach who is there to guide and support all teachers within the department. New teachers are enrolled in the APPLES program and paired with an experienced teacher who has completed training in order to become a mentor teacher.

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

Lehigh Senior High School uses the district-adopted curriculum and related standards to help their students achieve mastery. Teachers also participate in weekly PLCs with an academic coach who is there to guide and support the PLC through curriculum and assessment planning.

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

Lehigh Senior High School uses data in a variety of ways to provide and differentiate instruction. Teachers consistently use standards-based instruction to drive classroom instruction. Formative and summative data is used to determine whether the teachers need to reteach, enrich, or move forward. Data is also used to make cooperative learning groups and correctly place students in classes where they can be successful.

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: After School Program

Minutes added to school year: 5,400

After school tutoring is offered in a variety of subjects every Tuesday and Thursday from 1:45 - 3:15. Students may then choose to stay in study hall to receive additional assistance.

Strategy Rationale

After school tutoring, study hall, and additional E2020 instruction is offered in order to help students make academic gains.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Ciolino, Debbie, debbiesc@leeschools.net

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

Students that attend are documented. Each student must keep a log of what was done in tutoring, by subject, for the quarter. Teachers collect data based on these documents to determine if improvement was achieved.

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

Lehigh Senior High School conducts an annual orientation for incoming freshman. Prior to that, students also participate in Freshman for a Day. Each grade level has a sponsor(s) to support the students with school-wide events. Students each have access to a guidance counselor, as well as an administrator in Student Services. Cambridge students have two coordinators: one for grades 9-10, and one for grades 11-12. Through consistency with standards-based instruction, and careful assessment of data, students who transition from grades 9-12 and graduate from Lehigh Senior High School are prepared for both College and Career.

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

Each year counselors meet with their assigned students to go over their individual plan for the future. Their schedule is adjusted accordingly to meet graduation requirements and to meet the requirements of their individual plan.
Since Lehigh is an AVID Demonstration Site, all teachers have college displays in their classrooms, and the hallways also offer exposure to collegiate experiences.
Students have notice and access to College Nights and visits.

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

Illustrator
InDesign
Adobe Certified Associate (ACA)
Rich Media Communication Using Adobe - Flash
Adobe Certified Associate (ACA) Visual Communication With Adobe - Photoshop
Adobe Certified Associate (ACA) Visual Communication With Adobe - Premiere Pro
Adobe Certified Associate (ACA) Web Communication using Adobe - Dreamweaver
Microsoft Office Specialist (MOS) Bundle Certification (3 out of 6 - Word, Excel, PowerPoint, Access, Outlook, SharePoint)

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

Certifications that students obtain early in high school serve as a stepping stone for more advanced coursework and day to day assignments including essays, presentations, utilization of Google tools, etc.

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

N/A

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.

NA

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.

NA

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

1 = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1. In 2014-2015, 47% of students scored at the mastery level on the ELA . In 2015-2016, 50% of students will score at the proficiency level as measured by the English Language Arts section of the Florida Standards Assessment.

G2. 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker or Mastery Connect during FY16 as documented by professional learning community minutes.

G3. Teacher engagement will increase at least .2% in the Q12 area of opportunity at work to learn and grow as measured by the FY16 Gallup Teacher Engagement Survey.

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. In 2014-2015, 47% of students scored at the mastery level on the ELA . In 2015-2016, 50% of students will score at the proficiency level as measured by the English Language Arts section of the Florida Standards Assessment. 1a

🔍 G074395

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	50.0

Resources Available to Support the Goal 2

- District checkpoints
- School based checkpoints
- PLC's
- Critical Thinking class for all 9th grade students

Targeted Barriers to Achieving the Goal 3

- Lack of data from previous years on the ELA.

G2. 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker or Mastery Connect during FY16 as documented by professional learning community minutes. 1a

Targets Supported 1b

🔍 G074396

Indicator	Annual Target
5Es Score: Collaborative Teachers	100.0

Resources Available to Support the Goal 2

- Professional Development
- PLC's working together

Targeted Barriers to Achieving the Goal 3

- First year implementation-teachers need to gain familiarity with Mastery Connect

Plan to Monitor Progress Toward G2. 8

Student performance data is reviewed weekly at PLC's

Person Responsible

Debbie Ciolino

Schedule

Weekly, from 8/5/2015 to 4/1/2016

Evidence of Completion

Mastery Connect Reports

Plan to Monitor Progress Toward G2. 8

PLC minutes for each subject area will be monitored to ensure that each PLC has been thoroughly trained in the software, and is using the standards-tracking tool for optimal success. The minutes will also be valuable in identifying teachers who may need additional support.

Person Responsible

Debbie Ciolino

Schedule

Monthly, from 9/28/2015 to 5/30/2016

Evidence of Completion

PLC Minutes; Meetings with PLC Coaches

G3. Teacher engagement will increase at least .2% in the Q12 area of opportunity at work to learn and grow as measured by the FY16 Gallup Teacher Engagement Survey. `1a`

G074397

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Needs assessment to determine teachers' additional preferences for learning opportunities.

Targeted Barriers to Achieving the Goal `3`

- Lehigh teachers have multiple opportunities to learn and grow throughout the school year and during the summer including Kagan (5-day), AVID, Cambridge, PLCs, and optional training.

Plan to Monitor Progress Toward G3. `8`

Midyear Review

Person Responsible

Michelle Freeman

Schedule

On 1/22/2016

Evidence of Completion

Teachers will complete a midyear survey to determine whether or not they feel that progress has been made towards helping them to achieve their goals of learning and growing.

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. 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker or Mastery Connect during FY16 as documented by professional learning community minutes. 1

🔍 G074396

G2.B1 First year implementation-teachers need to gain familiarity with Mastery Connect 2

🔍 B194215

G2.B1.S1 Teacher leaders will become proficient and train the teachers 4

🔍 S205739

Strategy Rationale

Once they became comfortable they can lead their PLC's.

Action Step 1 5

Teacher leaders will become proficient with Mastery Connect

Person Responsible

Debbie Ciolino

Schedule

Monthly, from 8/5/2015 to 12/4/2015

Evidence of Completion

Teachers will show mastery of evidence by showing standards tracking to promote proficiency.

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

Professional Learning Community minutes

> **Person Responsible**
>
> Debbie Ciolino
>
> **Schedule**
>
> Weekly, from 8/5/2015 to 4/15/2016
>
> ***Evidence of Completion***
>
> Reports from Mastery Connect

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

Weekly discussion during PLC's

> **Person Responsible**
>
> Debbie Ciolino
>
> **Schedule**
>
> Weekly, from 8/5/2015 to 4/1/2016
>
> ***Evidence of Completion***
>
> PLC minutes

G2.B1.S2 Optional trainings 4

S205740

Strategy Rationale

Teachers need support at varying degrees. They only need to come to trainings for the portions of the program that they are unfamiliar.

Action Step 1 5

Optional trainings will be provided to support implementation.

Person Responsible

Debbie Ciolino

Schedule

Monthly, from 8/5/2015 to 12/4/2015

Evidence of Completion

Sign-in sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Teacher survey

Person Responsible

Debbie Ciolino

Schedule

On 10/1/2015

Evidence of Completion

Survey

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Pre and Post Survey

Person Responsible

Debbie Ciolino

Schedule

On 10/1/2015

Evidence of Completion

Comparative Data

G3. Teacher engagement will increase at least .2% in the Q12 area of opportunity at work to learn and grow as measured by the FY16 Gallup Teacher Engagement Survey. `1`

🔍 G074397

G3.B1 Lehigh teachers have multiple opportunities to learn and grow throughout the school year and during the summer including Kagan (5-day), AVID, Cambridge, PLCs, and optional training. `2`

🔍 B194216

G3.B1.S1 Needs Assessment `4`

🔍 S205741

Strategy Rationale

Personalized inventory that will show which teachers would like additional learning or growing opportunities beyond what the school already provides.

Action Step 1 `5`

Needs Assessment: Learning and Growing Opportunities

Person Responsible

Michelle Freeman

Schedule

On 10/9/2015

Evidence of Completion

Data from teacher needs assessment

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

Send email to teachers and/or have PLC coaches discuss the needs assessment with PLCs.

Person Responsible

Michelle Freeman

Schedule

On 10/2/2015

Evidence of Completion

Ensure that teachers know the purpose of the needs assessment and the logistics of how to complete it.

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

Conduct a post-survey at the end of the year.

Person Responsible

Michelle Freeman

Schedule

On 5/27/2016

Evidence of Completion

Data from the needs assessment will be compared with EOY data to determine if teachers' needs have been met, and/or if a plan is in place for their needs to be met in the future.

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	Teacher leaders will become proficient with Mastery Connect	Ciolino, Debbie	8/5/2015	Teachers will show mastery of evidence by showing standards tracking to promote proficiency.	12/4/2015 monthly
G2.B1.S2.A1	Optional trainings will be provided to support implementation.	Ciolino, Debbie	8/5/2015	Sign-in sheets	12/4/2015 monthly
G3.B1.S1.A1	Needs Assessment: Learning and Growing Opportunities	Freeman, Michelle	10/5/2015	Data from teacher needs assessment	10/9/2015 one-time
G2.MA1	Student performance data is reviewed weekly at PLC's	Ciolino, Debbie	8/5/2015	Mastery Connect Reports	4/1/2016 weekly
G2.MA2	PLC minutes for each subject area will be monitored to ensure that each PLC has been thoroughly trained in the software, and is using the standards-tracking tool for optimal success. The	Ciolino, Debbie	9/28/2015	PLC Minutes; Meetings with PLC Coaches	5/30/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	minutes will also be valuable in identifying teachers who may need additional support.				
G2.B1.S1.MA1	Weekly discussion during PLC's	Ciolino, Debbie	8/5/2015	PLC minutes	4/1/2016 weekly
G2.B1.S1.MA1	Professional Learning Community minutes	Ciolino, Debbie	8/5/2015	Reports from Mastery Connect	4/15/2016 weekly
G2.B1.S2.MA1	Pre and Post Survey	Ciolino, Debbie	9/1/2015	Comparative Data	10/1/2015 one-time
G2.B1.S2.MA1	Teacher survey	Ciolino, Debbie	9/1/2015	Survey	10/1/2015 one-time
G3.MA1	Midyear Review	Freeman, Michelle	1/18/2016	Teachers will complete a midyear survey to determine whether or not they feel that progress has been made towards helping them to achieve their goals of learning and growing.	1/22/2016 one-time
G3.B1.S1.MA1	Conduct a post-survey at the end of the year.	Freeman, Michelle	5/23/2016	Data from the needs assessment will be compared with EOY data to determine if teachers' needs have been met, and/or if a plan is in place for their needs to be met in the future.	5/27/2016 one-time
G3.B1.S1.MA1	Send email to teachers and/or have PLC coaches discuss the needs assessment with PLCs.	Freeman, Michelle	9/28/2015	Ensure that teachers know the purpose of the needs assessment and the logistics of how to complete it.	10/2/2015 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. 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker or Mastery Connect during FY16 as documented by professional learning community minutes.

G2.B1 First year implementation-teachers need to gain familiarity with Mastery Connect

G2.B1.S1 Teacher leaders will become proficient and train the teachers

PD Opportunity 1

Teacher leaders will become proficient with Mastery Connect

Facilitator

Debbie Ciolino

Participants

All content area teachers

Schedule

Monthly, from 8/5/2015 to 12/4/2015

G2.B1.S2 Optional trainings

PD Opportunity 1

Optional trainings will be provided to support implementation.

Facilitator

Debbie Ciolino

Participants

Core teachers in need of further support.

Schedule

Monthly, from 8/5/2015 to 12/4/2015

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	Teacher leaders will become proficient with Mastery Connect	$0.00
2	G2.B1.S2.A1	Optional trainings will be provided to support implementation.	$0.00
3	G3.B1.S1.A1	Needs Assessment: Learning and Growing Opportunities	$0.00
		Total:	$0.00