The School District of Lee County

Estero High School

2016-17 Schoolwide Improvement Plan

Estero High School

21900 RIVER RANCH RD, Estero, FL 33928

http://est.leeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	44%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	B	B

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Estero High School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Estero High School is to provide each member of our diverse student body with the knowledge and skills necessary to succeed in an increasingly complex world.

b. Provide the school's vision statement.

Estero High School: where students come to learn and leave to succeed.

2. School Environment

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

Estero High School offers a variety of opportunities to learn about the students' culture and build relationships between students and teachers. For example, teachers and administrators participated in district Community Forums in an effort to understand community desires and needs. Estero regularly hosts open houses, parent information meetings, School Advisory Committee (SAC) meetings and offers a variety of clubs and sports to capture the interests of all students. Estero High School practices AVID strategies and Kagan strategies which
promote collaboration, group work, and open communication between students and staff.

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

Estero High School creates a safe environment through having clearly established and consistently enforced rules. A School Resource Officer (SRO) is present throughout the school day as well as after hours school events. Teachers and administrators monitor students before and after school as well as during class transitions. After school activities such as clubs and sports provide the students with a sense of belonging and the coaches/sponsors an opportunity to mentor.

c. 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.

Estero High School has implemented the use of Castle for teachers to issue warnings, detentions, and referrals. The system has streamlined the process by allowing all teachers to view discipline records of all students. The ease of this system will reduces the amount of time students are out of class due to discipline issues. In addition, Estero has established a Learning Lunch to allow students the opportunity to complete assignments for full credit. The in-school suspension room has been revamped to provide learning opportunities while lunch and after school detention help reduce the number of students in ISS on a daily basis. Teachers also utilize Kagan Structures in the classroom which helps increase student engagement, thereby minimizing distractions and behavioral issues. Our focus on AVID and Kagan strategies into the content area allows for an increase in student engagement. The utilization of special education teachers as consulting teachers within the classroom provides additional support for our full inclusion population.

d. 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.

Estero High School offers the following services and programs to meet the social-emotional needs of all students: club sponsors and coach mentors, school guidance counselors, ESE case managers, AVID, district school psychologist, Estero High School Leadership Academy, and outside services such as Lutheran Services and Take Stock In Children mentors. AVID classes are designed to work with students to improve their academic success and achievement while providing mentoring services for students to maintain a focus on college enrollment and success. These classes provide specific learning strategies, a teacher mentor to
assist with grade tracking, and provide a safe location for AVID students to build relationships with students and teachers.

3. 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).

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

Estero High School utilizes a variety of communication tools and interventions. Parentlink messages are sent by the school as well as teachers to alert parents of absences and grades. Automatic messages are sent weekly but teachers can send out a message as often as needed regarding specific classroom behaviors and performance. The Castle program being used at Estero helps all staff members monitor students' behavior infractions and warnings in order to be proactive in conferencing with students. The counselors also use the Castle program to prepare for one-on-one student conferences as well as parent-teacher conferencing. Likewise, the AVID site coordinator monitors all students enrolled in the AVID elective for behavior and grades calling conferences as needed. A Behavior Intervention Plan (BIP) is created when an ESE student accumulates four days of out-of-school suspension (OSS). The ESE case manager monitors the student's behavior and the specific strategies and interventions on the BIP. Finally,each student who scores non-proficient on statewide assessments is placed in intensive classes in order to help the students achieve proficiency.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	30	41	66	58	195
One or more suspensions	0	0	0	0	0	0	0	0	0	4	100	116	109	329
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	40	26	17	5	88
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

The intervention strategies employed by the school to improve the academic performance of at-risk students include:
Science tutoring
AVID tutoring
NHS tutoring
Intensive classes
ACT bootcamp
Algebra bootcamp
ISS room with learning opportunities
In house Teacher/Student mentor program

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?
No

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Estero High School extends Parentlink invitations to parent/guardians about the schools SAC meetings, parent information nights and extracurricular activities/events. Our website clearly communicates the school's vision and mission as well as opportunities for involvement. Last year we created a Twitter account that is followed by parents, students and community members; it is used to inform stakeholders about current happening at EHS and to share volunteer opportunities. In addition, a monthly school newsletter is distributed that includes information about academics, athletics, clubs, service opportunities and successes.
Parents receive a weekly grade report email via Parentlink, using teacher gradebook data. It includes the option to view individual teacher assignments and contact the teacher directly via email. In addition, the teachers utilize Parentlink to send out specific messages and alerts regarding student successes and areas of concern.

2. 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.

Estero High School builds and sustains partnerships within the community including churches, local restaurants, businesses, service clubs (such as Rotary, Lion's Club, Kiwanis) and The Chamber of Commerce. The Estero Leadership Academy members meet with various community leaders which promotes active involvement and provides real-world learning opportunities. Local churches and businesses regularly provide volunteer mentors and supplies while also providing for specific needs of students via teacher grants and individual grants for medical related expenses. Many of these local community members, along with the newly established Village of Estero, have joined with Estero High School to beautify the campus and its surroundings as we are host to many community events.

C. 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).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Simmons, Clayton	Principal
Baxa, Kimberly	Assistant Principal
Gallegos, Romelia	Teacher, K-12
Hanlon, Marjorie	Teacher, K-12
Harris, Barry	Teacher, K-12
Casteel, Katherine	Teacher, K-12
Jebbett, Lizbeth	Teacher, K-12
White, Gary	Teacher, K-12
Klinker, Jayne	Teacher, K-12
Kaminsky, Kelley	Teacher, K-12

b. Duties

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

The School Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems. The roles of each member are as follows:

Classroom Teacher:
• Keep ongoing progress monitoring notes in a data folder (curriculum assessments and STAR 360 data) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing.
• Attend MTSS Team meetings to collaborate on and monitor students who are struggling.
• Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
• Deliver instructional interventions with fidelity.

Reading Coach
• Attend MTSS Team meetings.
• Train teachers in interventions, progress monitoring, differentiated instruction.
• Implement supplemental and intensive interventions.
• Keep progress monitoring notes and anecdotals of interventions implemented.
• Administer screenings.

Speech-Language Pathologist
• Attend MTSS Team meetings for students receiving supplemental and intensive supports.
• Complete Communication Skills screening for students unsuccessful with Tier 2 interventions.
• Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact.
• Incorporate MTSS data when guiding a possible Speech/Language referral and when making

eligibility decisions.

Principal/Assistant Principal
• Facilitate implementation of the MTSS problem-solving process.
• Provide or coordinate valuable and continuous professional development.
• Assign paraprofessionals to support MTSS implementation when possible.
• Attend MTSS Team meetings to be active in the MTSS change process.
• Conduct classroom walk-throughs to monitor fidelity.

Guidance Counselor
• MTSS Team facilitator.
• Schedule and attend MTSS Team meetings.
• Maintain log of all students involved in the MTSS process.
• Send parent invites.
• Complete necessary MTSS forms.
• Conduct social-developmental history interviews when requested.

School Psychologist
• Attend MTSS Team meetings on some students receiving supplemental supports and on all students receiving intensive supports.
• Monitor data collection process for fidelity.
• Review and interpret progress monitoring data.
• Collaborate with MTSS Team on effective instruction and specific interventions.
• Incorporate MTSS data when guiding a possible ESE referral and when making eligibility decisions.

ESE Teacher/Staffing Specialist
• Consult with MTSS Team regarding intensive interventions.
• Incorporate MTSS data when making eligibility decisions.
• Attend MTSS Team meetings when requested.
• Conduct social-developmental history interviews and share with MTSS Team.

ESOL/ELL Representative
• Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork.
• Conduct language screenings and assessments.
• Provide ELL interventions at all tiers.

2. 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.

The MTSS Problem-Solving team at Estero High School meets on an as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Madeline Giovanniello	Parent
Paul Edmond	Education Support Employee
Brittany Flores	Education Support Employee
Pamela Radcliff	Parent
Stephen McIntosh	Business/Community
Willie Neal	Parent
Clayton Simmons	Principal
Julia Gomes de Mattos	Parent
Katherine Casteel	Teacher
Wenhao Liu	Student
Henderson Heussner	Student
Andrea Smarsh	Parent
Colleen Bresson	Business/Community
Kristin Davie	Teacher
Luanne Sutton	Parent
Mark Beland	Parent
Christine Goll	Parent
Sherri Obrochta	Parent
Judith Behr	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

At the beginning of each school year the SAC reviews the prior school year's SIP goals and accompanying data.

b. Development of this school improvement plan

The SAC reviews school data and provides input towards the development of school improvement plan goals. The SAC then votes on the goals.

c. Preparation of the school's annual budget and plan

The principal presents the annual budget and expenditures. The SAC approves the budget and expenditures by vote. Extra expenditures are discussed and voted upon as they arise.

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

n/a

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
No

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
	Teacher, K-12
Puckett, Carrie	Teacher, K-12
Seluk, Jennifer	Assistant Principal
Baxa, Kimberly	Assistant Principal
Simmons, Clayton	Principal
Hanlon, Marjorie	Teacher, K-12
Jebbett, Lizbeth	Teacher, K-12
Kaminsky, Kelley	Teacher, K-12
Casteel, Katherine	Teacher, K-12
Amabile, Mike	Assistant Principal
Durst, Suzanne	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiative for the LLT is to analyze data of students in the lowest 25% and develop initiatives for improving student learning gains. Students in the lowest 25% will be identified and those students will be provided additional small group instruction during their reading class. The Reading Coach will provide professional development to Integrated Science teachers and will model the use of reading strategies and the Empower3000 program in the science classroom. The Reading Coach and Teacher Leaders will also model mini-lessons in other content areas. After modeling, the Reading Coach and Teacher Leaders will provide additional support and professional development opportunities as needed. Members of the LLT will assist with developing plans for reading strategy implementation during PLCs.

D. 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).

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

Estero High School implements two specific strategies to encourage positive working relationships between teachers. One strategy is weekly Professional Learning Communities (PLCs). Within the PLCs, the teachers analyze data to improve their teaching practices and ensure that all students' needs are being met. Working toward a common goal creates a supportive and cooperative work environment. The second strategy is common planning for each department. This gives teachers the ability to collaborate on course plans, keeping instruction better aligned and further facilitating positive working relationships.

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

To recruit highly qualified, certified-in-field teachers, administration attend county job fairs to seek out potential candidates. In addition, administrators will search the district's database of qualified applicants.

In order to develop and retain highly qualified teachers, Estero High School will implement several programs including Estero's Teacher Induction Program (E-TIP), the district A.P.P.L.E.S program, and the Teacher Incentive Fund (TIF Teacher Leaders). These programs will help acclimate new teachers as well as support them with an experienced mentor. In addition, TIF Teacher Leaders will assist all staff with professional development and modeling of strategies based on their individual needs.

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

APPLES Mentor: Developing Professional:
Jayne Klinker Jacqueline Caro
Wilmarie Forkey Erin Melchiore
Lizbeth Jebbett Derek Morse
Kelley Kaminsky Shelby Boehm
Katherine Casteel Terry Smith
Marjorie Hanlon Chris Rohling
Tina Csonka Nick Venditti
Melissa Schachtschneider Mark Wendland

All mentees are first year teachers or are new to the district. Mentees are paired with a mentor from the same content area. The mentor and mentee will meet regularly throughout the year to discuss evidence based strategies. The mentor will observe the mentee and provide specific feedback and coaching in a timely manner. The mentee will be provided opportunities to observe various other effective and highly effective teachers within the school.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Estero High School uses district adopted textbooks and materials along with following the district academic plan for every content area in order to ensure that our core instructional programs are aligned to Florida's standards.

b. Instructional Strategies

1. 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.

The Empower3000 program utilizes individual student data and differentiates automatically by measuring the students' lexile level and generates data for teacher monitoring, adjusting monthly based off of the students' performance. Algebra Nation is an online resource aligned with the latest state standards. The program is interactive allowing teachers to access student data based off of student usage.

2. 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: 420

ACT Boot Camps

Strategy Rationale

By providing 11th and 12th graders with an additional hour of instruction and practice each week, students will acquire the skills and strategies necessary to improve their ACT scores and/or achieve a concordant score on the Reading portion of the ACT (to graduate).

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Kaminsky, Kelley, kelleyak@leeschools.net

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

Reading scores from the ACT will be collected and analyzed with the goal of at least 50% of the participants scoring a 19 or higher.

2. Student Transition and Readiness

a. 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).

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

Freshman and Incoming - appropriate student placement/scheduling, data to place students, AVID, intensive remediation, accelerated programs
Seniors - college nights, college presentations at school, guidance meeting with students, scholarship info

b. College and Career Readiness

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

School guidance counselors meet with students throughout the course of the year to discuss their high school academics and plans for future endeavors. In addition, Parent Information Nights are held throughout the year to provide meaningful information to parents in regard to proper planning for their students' high school career and beyond.

-AVID
-ASVAB
-Rotary Club - recognition of academic
-Estero Leadership Academy (through district)

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

Through practical application in our career academies, students have the opportunity to earn industry certifications which will enable them to develop and learn real world application techniques. They will also use skills learned in core classes, in an authentic way, in their career academy courses.

Career and Tech Ed Programs
-Medical Academy
-Hospitality and Tourism Academy
-Academy of Information and Design Technology

Certifications
-Microsoft Bundle
-Building Trades and Construction
-Culinary
-Engineering and Drafting
-Nursing
-Tech Ed certifications

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

4. 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.

According to the High School Feedback Report, the percentage of students who scored at or above college level on the ACT/SAT/CPT was above the District and State percentage. However, the percentage of students who took at least one AP/AICE/DE course was below both the District and State percentage.
Eleventh grade students who do not score "college ready" on the reading, English, or math portions of the PERT will be provided remediation through their English and math courses during their senior year. In addition, the number and variety of AICE courses offered at Estero High School have been increased to provide students more opportunity to take advanced classes and to earn the AICE diploma. Parent Information nights will be held to educate parents and students on the various advanced course options available to students. Teacher Leaders will also develop mentor/mentee relationships with at-risk students in all grade levels.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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.   The school will monitor and provide supports necessary for behavioral and safety success when needed.

G2.   Estero High School will use assessments to improve individual student performance and also to improve the instructional program.

Strategic Goals Detail

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

G1. The school will monitor and provide supports necessary for behavioral and safety success when needed. 1a

🔍 G082814

Targets Supported 1b

Indicator	Annual Target
Effective+ Administrators	100.0

Targeted Barriers to Achieving the Goal 3

- Estero High School is an open campus.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Security Staff

- Internal and external gates

- Teacher with red key access

- Safety and security plan and PD training

- Supervision plan updated on a monthly basis

- Substitute buddy plan for safety and supervision purposes

Plan to Monitor Progress Toward G1. 8

We will know if the Estero High School safety plan is effective based on data from District Support Applications.

Person Responsible
Mike Amabile

Schedule
Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion
Data from District Support Applications

G2. Estero High School will use assessments to improve individual student performance and also to improve the instructional program. [1a]

🔑 G082815

Targets Supported [1b]

Indicator	Annual Target
ELA/Reading Gains	41.0

Targeted Barriers to Achieving the Goal [3]

- Lack of understand as to how results of assessments can improve student performance and the use of instructional programs.

Resources Available to Help Reduce or Eliminate the Barriers [2]

- Quarterly administration periods

- Professional Learning Community

- Student self-monitoring and Data Conversations

- Teacher Leader Resources

Plan to Monitor Progress Toward G2. [8]

We will utilize STAR 360 data throughout the academic year to direct instruction and to monitor student growth.

Person Responsible
Kimberly Baxa

Schedule
Monthly, from 10/1/2015 to 5/31/2016

Evidence of Completion
Minutes from data chats; student self-monitoring chart; data from STAR 360 reports

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

G1. The school will monitor and provide supports necessary for behavioral and safety success when needed. `1`

🔑 G082814

G1.B1 Estero High School is an open campus. `2`

🔑 B219492

G1.B1.S1 Develop a monthly safety plan reviewed by administration, security specialist, SRO and safety committee. `4`

🔑 S231842

Strategy Rationale

Our focus will remain on student safety and supervision while on campus.

Action Step 1 `5`

All security personnel will attend a 2 day safety seminar.

Person Responsible

Kimberly Baxa

Schedule

On 8/5/2016

Evidence of Completion

Sign-in sheets and agenda record.

Action Step 2 `5`

Local law enforcement will meet two times a year at Estero High School simulating a crisis intervention scenario.

Person Responsible

Jennifer Seluk

Schedule

Semiannually, from 9/12/2016 to 4/20/2017

Evidence of Completion

Security plan and safety follow-up

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Estero High School Safety Committee will meet with administration monthly to evaluate safety plan.

Person Responsible

Jennifer Seluk

Schedule

Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Monthly Safety Committee log located in the Estero High School Safety Binder

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

We will know if we have successfully increased supervision and security based on the decline of incidents on campus.

Person Responsible

Mike Amabile

Schedule

Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Monthly discipline data reports from the District Support Application

G2. Estero High School will use assessments to improve individual student performance and also to improve the instructional program. [1]

🔍 G082815

G2.B1 Lack of understand as to how results of assessments can improve student performance and the use of instructional programs. [2]

🔍 B219495

G2.B1.S1 Estero High School teachers and staff will provide instructional guidance and materials aligned with state standards. [4]

🔍 S231843

Strategy Rationale

Providing instructional guidance and standard-aligned materials will increase rigor and student knowledge.

Action Step 1 [5]

Utilize PLC's to complete whole group data reviews.

Person Responsible

Kimberly Baxa

Schedule

Quarterly, from 9/13/2016 to 5/22/2017

Evidence of Completion

PLC meeting sign-in sheets.

Action Step 2 [5]

We will implement training on data analysis for staff members.

Person Responsible

Kelley Kaminsky

Schedule

On 9/7/2016

Evidence of Completion

PLC sign-in sheet and conference notes showing student-teacher data chats.

Action Step 3 [5]

We will implement and utilize Model Classrooms on effective strategies.

Person Responsible

Kelley Kaminsky

Schedule

Monthly, from 9/21/2016 to 5/24/2017

Evidence of Completion

Teacher leader walk through; teacher lesson plans showing use of strategy

Action Step 4 [5]

Proficient implementation of AVID Cornell Notes will be utilized school wide.

Person Responsible

Carrie Puckett

Schedule

Daily, from 8/10/2016 to 5/24/2017

Evidence of Completion

Teacher lesson plans showing Cornell Notes strategy; student samples.

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

After baseline testing, there will be four additional assessment periods.

Person Responsible

Kelley Kaminsky

Schedule

Quarterly, from 9/13/2016 to 5/24/2017

Evidence of Completion

Data from the STAR 360 program; evidence from student data chats (student self-monitoring charts).

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

We will know if if we were effective in improving student performance and the instructional program when student data shows an increase in student performance.

Person Responsible

Kelley Kaminsky

Schedule

Quarterly, from 9/13/2016 to 5/24/2017

Evidence of Completion

The evidence used will be scores from the baseline exam, exams from quarters one through four, and the end of the year exam.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.MA1 🔍 M299750	We will utilize STAR 360 data throughout the academic year to direct instruction and to monitor...	Baxa, Kimberly	10/1/2015	Minutes from data chats; student self-monitoring chart; data from STAR 360 reports	5/31/2016 monthly
G1.B1.S1.A1 🔍 A296437	All security personnel will attend a 2 day safety seminar.	Baxa, Kimberly	8/3/2016	Sign-in sheets and agenda record.	8/5/2016 one-time
G2.B1.S1.A2 🔍 A296440	We will implement training on data analysis for staff members.	Kaminsky, Kelley	9/7/2016	PLC sign-in sheet and conference notes showing student-teacher data chats.	9/7/2016 one-time
G1.B1.S1.A2 🔍 A296438	Local law enforcement will meet two times a year at Estero High School simulating a crisis...	Seluk, Jennifer	9/12/2016	Security plan and safety follow-up	4/20/2017 semiannually
G1.MA1 🔍 M299747	We will know if the Estero High School safety plan is effective based on data from District Support...	Amabile, Mike	8/10/2016	Data from District Support Applications	5/19/2017 monthly
G1.B1.S1.MA1 🔍 M299745	We will know if we have successfully increased supervision and security based on the decline of...	Amabile, Mike	8/10/2016	Monthly discipline data reports from the District Support Application	5/19/2017 monthly
G1.B1.S1.MA1 🔍 M299746	Estero High School Safety Committee will meet with administration monthly to evaluate safety plan.	Seluk, Jennifer	8/10/2016	Monthly Safety Committee log located in the Estero High School Safety Binder	5/19/2017 monthly
G2.B1.S1.A1 🔍 A296439	Utilize PLC's to complete whole group data reviews.	Baxa, Kimberly	9/13/2016	PLC meeting sign-in sheets.	5/22/2017 quarterly
G2.B1.S1.MA1 🔍 M299748	We will know if if we were effective in improving student performance and the instructional program...	Kaminsky, Kelley	9/13/2016	The evidence used will be scores from the baseline exam, exams from quarters one through four, and the end of the year exam.	5/24/2017 quarterly
G2.B1.S1.MA1 🔍 M299749	After baseline testing, there will be four additional assessment periods.	Kaminsky, Kelley	9/13/2016	Data from the STAR 360 program; evidence from student data chats (student self-monitoring charts).	5/24/2017 quarterly
G2.B1.S1.A3 🔍 A296441	We will implement and utilize Model Classrooms on effective strategies.	Kaminsky, Kelley	9/21/2016	Teacher leader walk through; teacher lesson plans showing use of strategy	5/24/2017 monthly
G2.B1.S1.A4 🔍 A296442	Proficient implementation of AVID Cornell Notes will be utilized school wide.	Puckett, Carrie	8/10/2016	Teacher lesson plans showing Cornell Notes strategy; student samples.	5/24/2017 daily

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	All security personnel will attend a 2 day safety seminar.	$0.00
2	G1.B1.S1.A2	Local law enforcement will meet two times a year at Estero High School simulating a crisis intervention scenario.	$0.00
3	G2.B1.S1.A1	Utilize PLC's to complete whole group data reviews.	$0.00
4	G2.B1.S1.A2	We will implement training on data analysis for staff members.	$0.00
5	G2.B1.S1.A3	We will implement and utilize Model Classrooms on effective strategies.	$0.00
6	G2.B1.S1.A4	Proficient implementation of AVID Cornell Notes will be utilized school wide.	$0.00
		Total:	$0.00