

East Lee County High School

715 THOMAS SHERWIN AVE S, Lehigh Acres, FL 33974

<http://elc.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	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	83%

School Grades History

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

**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>.

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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 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 East Lee County High School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Comprehensive Support & Improvement - Implementing Cycle 1 Dmt

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

AVID Summer Institute 2016

Teachers (10), administrators (3), and a counselor (1) were sent to AVID Summer Institute in June 2016 for the AVID Summer Institute. This institute is an annual professional learning event to help educators learn the latest in AVID methodologies and WICOR strategies to successfully implement the national college readiness program in our school. AVID trains educators at Summer Institutes in proven practices and strategies to improve student engagement, increase graduation rates, and close achievement gaps in underserved student populations. AVID methodologies develop students' critical thinking, literacy, and math skills across all content areas throughout the entire campus, in what is called Schoolwide AVID. As a schoolwide system, AVID impacts the leadership, systems, instruction and culture of a school, emphasizing the academic and behavioral skills that are necessary for success in college and careers. Each participant received their AVID training in an area specific to their discipline or job description. At the end of each day we met as a team to discuss our school-wide AVID Site Team Action Plan and how we will implement the strategies to achieve our set goals.

Sini-Week Professional Development:

The AVID Elective Teachers that attended AVID Summer Institute facilitated one full day of professional development of AVID Methodologies using WICOR strategies. The faculty was grouped by PLC and rotated through various break-out sessions. These sessions included Focused-Note Taking, Philosophical Chairs, Socratic Seminar, AVID Weekly and Tutorology. Each break-out session was created and aligned with each discipline in mind. The facilitators of each session modeled WICOR strategies during their session which allowed the participants to understand how the WICOR strategies are implemented and embedded into a lesson.

b. 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."

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.

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.

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.

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.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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.

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	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	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	0

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

B. Family and Community Engagement

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/305721>.

2. Description

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

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.

The school reaches out to many business and community partners for support of the academic and athletic programs. 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, Teen Trendsetters).

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

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
Zellers, Susan	Principal
Aldrich, Michelle	Assistant Principal
Estes, Jeff	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
Woods, Tamika	Instructional Coach
Reyes-Cuevas, Sheryl	Instructional Coach

b. Duties

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

Administrative roles and responsibilities include:

Staffing Security Instruction Curriculum Testing 9th grade center
 Teaching & Learning Facility Student Reporting Textbooks Literacy Team Chromebook
 Rollout AVID Implementation SREF Emergency Lesson Plan process Math Team CASTLE training
 Lesson Plans Referrals Communication Standard Tracking PD Planning Student Handbook Teacher
 Handbook Transformation Team Communication & Branding PLC Support Budget Management
 Duty Schedules - Teachers Duty Schedules – Support Staff Student Reporting Jag Buddy project Bell
 Schedules Athletics/Coaches/Activities Schedules APPLES Band Student Recognition
 Social Media Management Guidance Team Sophomore Class Lockers/Parking PLC Support
 Emergency Drills Sophomore Class support Freshman Class support TIF and PD&LS support and
 coordination Junior Class support Bulletin Boards Senior Class support MAP support Technology &
 Media
 Teacher/Staff Recognition Building Security & Monitoring ESE/ELL 504 and MTSS support Lesson
 Plan review Emergency Support Plan Clinic Oversight CAPE Academies Bus Ramp Supervision
 Student safety and discipline Room/Building Keys Custodial schedule
 Lesson Plan review SIP Overview and team support Furniture Graduation Open House Planning
 Radio Inventory and Distribution Title I AP and Dual Enrollment Meeting Agendas/
 review Raptor Tardy Process Restorative Justice practices implementation
 On Line Safety training coordi9nation Para Assignments

Decision-making is a collaborative effort made by teams of teachers and administrators. A new team, the transformation team, is made of a stakeholder from all facets of the school and is dedicated to problem solving and implement new approaches to support school improvement and the creation of an enhanced student learning environments.

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.

Each teacher is a member of at least one 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 (WICOR WALKS) are conducted on a regular basis to monitor the effectiveness of core instruction. Feedback is provided to teachers for their growth and development. WICOR WALKS also are opportunities for teachers to visit other teachers and get ideas for improving their professional practice. Data retrieved from classroom walk-throughs is used to determine needed professional development. Each core academic department is allocated a teacher leader or coach. The primary role of the teacher leader or coach is to improve teaching practices through the analysis of data and implementation of best practices.

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, through additional support in targeted classrooms.

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Susan Zellers	Principal
Tamika Woods	Teacher
Nora Martin	Parent
Ernesto Gonzalez	Education Support Employee
Larry Hammond	Business/Community
Ron Davis	Business/Community
Dean Martin	Parent
Joe Walker	Student
Sheryl Reyes-Cuevas	Teacher
Celina Rivera	Parent
John Vinton	Parent
Martiza Guzman	Parent
Rafael Duarte	Parent
Mr. Zette-Petroff	Parent
Mrs. Zette-Petroff	Parent
Cecilia Martinez	Parent
Anne Marie Drovillard	Parent
Jean Cheremond	Parent
Elon Beruard	Parent
Daisy Guerra	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

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.

b. 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.

c. 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.

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

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

Yes

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
Zellers, Susan	Principal
Gobran, Linda	Instructional Coach
Hutto, Carolyn	Teacher, K-12
Sowers, Milagros	Teacher, K-12
Estes, Jeff	Assistant Principal
Gutierrez, Vivian	Assistant Principal
Castellano, Jill	Teacher, K-12
Smith, Jennifer	Teacher, K-12
Canciani, Colleen	Teacher, K-12
Christian, Melanie	Teacher, K-12
Tidwell, Olivia	Teacher, K-12
Evans, Jennifer	Teacher, K-12
Cocchieri, Janet	Teacher, K-12
Devlin, Samantha	Teacher, K-12
Courtney, John	Teacher, K-12
Holohan, William	Teacher, K-12
Pabon, Samuel	Teacher, K-12
Moreno, Betsy	Teacher, K-12
Ruiz, Yolanda	Teacher, K-12
Tamboureas, Melissa	Teacher, K-12

b. Duties

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

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 reading and 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. Teachers on the team are representing the AVID site team and are integral in supporting the WICOR infusion initiative across the school. WICOR WALKS are being instituted which will support the spread of best practices through shared observation of WICOR strategies.

D. Public and Collaborative Teaching

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

1. 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 and vertically aligned 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, WICOR Learning Walks and embedded PD that is requested on an as needed and requested basis.

2. 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 team 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 safe, engaging, supportive and professional work environment will lead to increased staff satisfaction and impact staff retention.

3. 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 APPLIES program upon successful completion of all school district requirements and also must receive a minimum rating of Effective on the LCSB teacher evaluation tool.

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.

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.

Beginning in 16-17, a Culinary Academy is beginning with 100+ Culinary I students.

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.

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.

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.

Students who are not making learning gains are grouped for remediation and support through a collaboration between teachers of the same subject during the same instructional block. Data from the progress monitoring tool be used, STAR 360 in math and reading, provide the foundation for creating focused instructional grouping to directly meet the needs of the learner.

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.

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: 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 and credit retrieval 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

Estes, Jeff, jeffreybe@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: After School Program

Minutes added to school year: 7,200

Computer based credit retrieval will be available on select days throughout the school year to support students who are struggling or wish to accelerate their learning. Core content area teachers will be available for support as well as system trained tech support.

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)

""

Person(s) responsible for monitoring implementation of the strategy

Woods, Tamika, tamikaw@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.

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. Â§ 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.

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 and a focused support team 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.

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 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.

CTE academies have business partners who provide career guidance and information in a variety of ways. Some also provide paid and unpaid internships for students who are ready to obtain certification or who, in the course of a school year have certified in an academy.

College Nights and FASFA nights are scheduled to assist families and students in making decision, filing appropriate required paperwork and obtaining information for college and technical school post secondary experiences.

2. 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 and math strategies into their lessons along with the core teachers. Teachers receive professional development to assist them in incorporating 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 the academies entail and learn about the certification in each and what those requirements are. A promotional video showcasing the academies is shown in 9th grade classes, and during Student Assignment Open House, parents and students have the opportunity to talk with the instructors and get a feel for what the academies provide students.

3. 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 focused on increasing the rigor in his/her classroom to prepare students for post-secondary study and required assessments. Teachers are provided professional development focusing on increasing instructional rigor through enhanced questioning techniques. DOK levels were in serviced during pre school, and teachers are developing rigorous questions on common assessments as well as in their classroom discussions. Also, students are encouraged to take Advanced Placement courses to improve student readiness for post-secondary study and to acquire college credits.

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.

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. Academies routinely invite business partners in their technical area to present information to students about the requirements for success after high school in specific technical fields.

AVID students visit colleges, speak with admissions and guidance personnel and prepare to apply for college by the beginning of their senior year. All students are tracked for successful ACT/SAT completion for college admission and prep courses are offered prior to each administration of the national assessment.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 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.

East Lee County HS has identified two broad goals that will drive our Improvement efforts in 16-17. One is an academic goal which addresses increased student achievement in ELA, Math, Reading and US History for all students. The second goal address maintaining a safe and secure school environment which supports teaching and learning success at East Lee County HS.

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" 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: the lack of a sense of urgency regarding improving and making learning gains in the student population; the continued training of teaching staff to understand and use progress monitoring to inform their instructional planning and delivery; a need to develop and embed DOK questioning at high levels of rigor across the school; and consistency of expectations at high levels, of students by teachers.

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.** ELCHS will decrease the number of discipline incidents by 20%.

- G2.** East Lee County High School will increase student achievement and learning gains on all Florida Standards Assessments and End of Course Exams.

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. ELCHS will decrease the number of discipline incidents by 20%. 1a

G083961

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	2500.0

Targeted Barriers to Achieving the Goal 3

- Previous discipline referral system did not include a proactive philosophy which resulted in a high number of students receiving multiple referrals.
- In School Suspension (ISS) was not a conducive environment for supporting student who demonstrated negative behaviors.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Restorative Practices
- Proactive Progressive Discipline
- Restorative Justice Room
- CASTLE (Incident Card)
- CASTLE (Student Monitoring)
- Accountability Board

Plan to Monitor Progress Toward G1. 8

During the Pre-Planning Process and quarterly, an in-depth review of discipline will be conducted to identify needs of concerns.

Person Responsible

Brian Gibson

Schedule

Quarterly, from 7/25/2016 to 5/31/2017

Evidence of Completion

Data will be pulled from CASTLE and DSA quarterly or when needed to identify the number referrals written that lead to an Out of School Suspension.

G2. East Lee County High School will increase student achievement and learning gains on all Florida Standards Assessments and End of Course Exams. 1a

G083962

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	35.0
FSA Mathematics Achievement	40.0
Math Gains	30.0
Math Lowest 25% Gains	35.0
Bio I EOC Pass	42.0
U.S. History EOC Pass	45.0
ELA/Reading Gains	37.0
ELA/Reading Lowest 25% Gains	35.0
4-Year Grad Rate (Standard Diploma)	85.0
High School Acceleration	45.0

Targeted Barriers to Achieving the Goal 3

- Misalignment of instruction to state standards
- Historical inconsistencies with proper academic placements of students.
- Professional development is not transferred into instruction with impacts student engagement

Resources Available to Help Reduce or Eliminate the Barriers 2

- TIF Teacher Leaders
- Professional Learning Communities
- Teengagement
- Student Tutoring Programs
- Academic Progressions
- Title II Funds
- Star 360
- AVID and Kagan Professional Development

Plan to Monitor Progress Toward G2. 8

Star 360, Teengagement, and Common Assessment data will be utilized in progress monitoring.

Person Responsible

Jeff Estes

Schedule

Every 3 Weeks, from 8/31/2016 to 5/26/2017

Evidence of Completion

Assessment 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. ELCHS will decrease the number of discipline incidents by 20%. **1**

 G083961

G1.B1 Previous discipline referral system did not include a proactive philosophy which resulted in a high number of students receiving multiple referrals. **2**

 B223102

G1.B1.S1 Created a Proactive Progressive Discipline plan detailing a 5 step process that teachers must do before writing a referral. The process will include the following steps: 1. Warning 2. Parent Contact 3. Lunch Detention/Parent Contact 4. After School Detention/Parent Contact(Admin) 5. Referral **4**

 S235381

Strategy Rationale

By providing students with multiple opportunities to correct their inappropriate behaviors, teachers and staff have multiple opportunities to engage in conversation with students, identifying appropriate behavioral or social choices before it gets to the point of a referral.

Action Step 1 **5**

Implementation of CASTLE school-wide for ongoing progress monitoring of academics, behavior, standards mastery and parent communication.

Person Responsible

Brian Gibson

Schedule

On 5/26/2017

Evidence of Completion

Process document for implementation

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

Implementation of CASTLE school-wide for ongoing progress monitoring of academics, behavior, standards mastery and parent communication.

Person Responsible

Brian Gibson

Schedule

Quarterly, from 8/1/2016 to 5/26/2017

Evidence of Completion

Training schedule and CASTLE Incident Card

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

Students will monitor their incident cards in order to modify their behavior and take personal responsibility for their actions.

Person Responsible

Brian Gibson

Schedule

Quarterly, from 8/1/2016 to 5/26/2017

Evidence of Completion

Identify, using CASTLE, students who consistently demonstrate inappropriate behavior for possible referral to transition room.

G1.B2 In School Suspension (ISS) was not a conducive environment for supporting student who demonstrated negative behaviors. 2

B223103

G1.B2.S1 Implementation of Restorative Justice Practices 4

S235382

Strategy Rationale

One-third of all referrals written in 15-16 resulted in time spent in ISS. A Majority of those were students who repeatedly received a referral for Level 1 and 2 infractions.

Action Step 1 5

Implement Restorative Justice Practice

Person Responsible

Vivian Gutierrez

Schedule

On 5/26/2017

Evidence of Completion

Implementation Plan embedded in Innovation Grant - funded Summer, 2016

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Teacher selected and trained. Room configured.

Person Responsible

Vivian Gutierrez

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Student attendance logs; CASTLE documentation; anecdotal records; lack of student recidivism

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Regular Restorative Team meetings to review data and discuss improvements to the practice.

Person Responsible

Vivian Gutierrez

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Tracking the number of Level 1 and 2 referrals and students who are repeating behavioral incidents requiring intervention. Tracking the number and type of Restorative Circles used and effects through student perception writings.

G2. East Lee County High School will increase student achievement and learning gains on all Florida Standards Assessments and End of Course Exams. 1

G083962

G2.B1 Misalignment of instruction to state standards 2

B223104

G2.B1.S1 Create common planning periods for all core academic areas. 4

S235383

Strategy Rationale

Common planning, during the school day, for all core academic departments would allow time for PLC members time to research the Test Item Specifications and Content Focus Reports for each of their respective subject areas.

Action Step 1 5

During the Master Scheduling Process, common planning periods will be established for all core academic teachers.

Person Responsible

Jeff Estes

Schedule

On 8/3/2016

Evidence of Completion

Copy of school's master schedule.

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

Common planning periods are set at the completion of the master schedule.

Person Responsible

Jeff Estes

Schedule

On 8/10/2016

Evidence of Completion

Copy of school's master schedule.

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

We will know we have strong standards alignment with instruction as evidenced by common assessments, common board configurations, and aligned lesson plans.

Person Responsible

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Data collection during instructional rounds and learning walks. Teacher lesson plans.

G2.B1.S2 Develop common assessments for all FSA and EOC courses through PLCs. 4

S235384

Strategy Rationale

Well-developed common assessments, written with question complexity that mirrors that of the state exams, will better prepare students for success on FSA and EOC exams.

Action Step 1 5

PLC members will review academic standards, test item specifications, and content focus reports to aid in the creation of common assessments.

Person Responsible

Jeff Estes

Schedule

Quarterly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Reviewed copies of PLC created common assessments will be archived by the assigned administrator.

Action Step 2 5

After administration of common assessments, teachers will analyze data with their PLCs to determine the students' progress, monitor the effectiveness of their instruction, and reteach standards as indicated.

Person Responsible

Schedule

Monthly, from 9/1/2016 to 5/26/2017

Evidence of Completion

PLC minutes. Data chats with teachers.

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

PLC created common assessments aligned to Florida standards will be reviewed by the assigned administrator.

Person Responsible

Michelle Aldrich

Schedule

Quarterly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Copies of assessments.

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

Administration will attend PLC meetings to review results of common assignments.

Person Responsible

Michelle Aldrich

Schedule

Monthly, from 9/1/2016 to 5/26/2017

Evidence of Completion

PLC Minutes.

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

Progress monitoring data will allow teachers to adjust future instruction to increase student achievement.

Person Responsible

Michelle Aldrich

Schedule

Quarterly, from 10/1/2016 to 5/26/2017

Evidence of Completion

Data analysis documented in PLC meeting minutes.

G2.B2 Historical inconsistencies with proper academic placements of students. 2

B223105

G2.B2.S1 Develop and implement a standard progression plan for all core academic courses. 4

S235385

Strategy Rationale

A progression plan that utilizes student grades and testing performance data to determine proper academic placement will improve student achievement in all subject areas. Students will have the appropriate level of background knowledge and confidence to be successful. Teachers will be able to progress through their curriculum at a more efficient and effective rate. An appropriate level of rigor for each course can be established because of the decreased variance in student ability.

Action Step 1 5

Create progression plan for all core academic courses.

Person Responsible

Jeff Estes

Schedule

Annually, from 7/1/2016 to 8/1/2016

Evidence of Completion

Copy of progression plan.

Action Step 2 5

Share and explain progression plan with all teachers, counselors, and administrators.

Person Responsible

Jeff Estes

Schedule

Triannually, from 10/3/2016 to 5/26/2017

Evidence of Completion

Meeting agendas, PLC minutes, and student schedule registration documents.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Train school counselors on the progression plan. Review academic placement of all students.

Person Responsible

Jeff Estes

Schedule

Semiannually, from 8/1/2016 to 5/31/2017

Evidence of Completion

Notes from training. Student schedules and placement data.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Each counselor maintains an academic history binder with detailed information on student placement.

Person Responsible

Jeff Estes

Schedule

Semiannually, from 10/18/2016 to 5/26/2017

Evidence of Completion

Completed course requirement checklist for each student. Academic history binders.

G2.B3 Professional development is not transferred into instruction with impacts student engagement **2**

 B223106

G2.B3.S1 Teacher's common board configuration will reflect the use of AVID WICOR strategies and Kagan Cooperative Learning Structures. **4**

 S235386

Strategy Rationale

An increase in student engagement will lead to increased student achievement.

Action Step 1 **5**

Teacher professional development regarding common board configurations evidencing use of WICOR and Kagan strategies.

Person Responsible

Michelle Aldrich

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Documentation of common board configurations.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6**

Classroom walkthroughs will be conducted by administration and lesson plans will be reviewed for evidence of WICOR and Kagan strategies.

Person Responsible

Susan Zellers

Schedule

On 5/31/2017

Evidence of Completion

Classroom walkthrough data and lesson plans.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

We will know if our implementation is successful when we see WICOR and Kagan strategies used in our classrooms with regularity and fidelity.

Person Responsible

Susan Zellers

Schedule

Quarterly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Classroom walkthrough data and instructional rounds.

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.B2.S1.A1 A303427	Create progression plan for all core academic courses.	Estes, Jeff	7/1/2016	Copy of progression plan.	8/1/2016 annually
G2.B1.S1.A1 A303424	During the Master Scheduling Process, common planning periods will be established for all core...	Estes, Jeff	7/5/2016	Copy of school's master schedule.	8/3/2016 one-time
G2.B1.S1.MA1 M308472	Common planning periods are set at the completion of the master schedule.	Estes, Jeff	7/1/2016	Copy of school's master schedule.	8/10/2016 one-time
G2.MA1 M308480	Star 360, Teengagement, and Common Assessment data will be utilized in progress monitoring.	Estes, Jeff	8/31/2016	Assessment reports.	5/26/2017 every-3-weeks
G1.B1.S1.MA1 M308466	Students will monitor their incident cards in order to modify their behavior and take personal...	Gibson, Brian	8/1/2016	Identify, using CASTLE, students who consistently demonstrate inappropriate behavior for possible referral to transition room.	5/26/2017 quarterly
G1.B1.S1.MA1 M308467	Implementation of CASTLE school-wide for ongoing progress monitoring of academics, behavior,...	Gibson, Brian	8/1/2016	Training schedule and CASTLE Incident Card	5/26/2017 quarterly
G1.B1.S1.A1 A303422	Implementation of CASTLE school-wide for ongoing progress monitoring of academics, behavior,...	Gibson, Brian	8/1/2016	Process document for implementation	5/26/2017 one-time
G1.B2.S1.MA1 M308468	Regular Restorative Team meetings to review data and discuss improvements to the practice.	Gutierrez, Vivian	8/10/2016	Tracking the number of Level 1 and 2 referrals and students who are repeating behavioral incidents requiring intervention. Tracking the number and type of Restorative Circles used and effects through student perception writings.	5/26/2017 monthly
G1.B2.S1.MA1 M308469	Teacher selected and trained. Room configured.	Gutierrez, Vivian	8/10/2016	Student attendance logs; CASTLE documentation; anecdotal records; lack of student recidivism	5/26/2017 biweekly
G1.B2.S1.A1 A303423	Implement Restorative Justice Practice	Gutierrez, Vivian	8/1/2016	Implementation Plan embedded in Innovation Grant - funded Summer, 2016	5/26/2017 one-time
G2.B1.S1.MA1 M308471	We will know we have strong standards alignment with instruction as evidenced by common...		8/10/2016	Data collection during instructional rounds and learning walks. Teacher lesson plans.	5/26/2017 monthly
G2.B2.S1.MA1 M308476	Each counselor maintains an academic history binder with detailed information on student placement.	Estes, Jeff	10/18/2016	Completed course requirement checklist for each student. Academic history binders.	5/26/2017 semiannually
G2.B2.S1.A2 A303428	Share and explain progression plan with all teachers, counselors, and administrators.	Estes, Jeff	10/3/2016	Meeting agendas, PLC minutes, and student schedule registration documents.	5/26/2017 triannually
G2.B1.S2.MA1 M308473	Progress monitoring data will allow teachers to adjust future instruction to increase student...	Aldrich, Michelle	10/1/2016	Data analysis documented in PLC meeting minutes.	5/26/2017 quarterly
G2.B1.S2.MA3 M308475	Administration will attend PLC meetings to review results of common assignments.	Aldrich, Michelle	9/1/2016	PLC Minutes.	5/26/2017 monthly
G2.B1.S2.A2 A303426	After administration of common assessments, teachers will analyze data with their PLCs to determine...		9/1/2016	PLC minutes. Data chats with teachers.	5/26/2017 monthly
G1.MA1 M308470	During the Pre-Planning Process and quarterly, an in-depth review of discipline will be conducted...	Gibson, Brian	7/25/2016	Data will be pulled from CASTLE and DSA quarterly or when needed to identify the number referrals written	5/31/2017 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				that lead to an Out of School Suspension.	
G2.B2.S1.MA1 M308477	Train school counselors on the progression plan. Review academic placement of all students.	Estes, Jeff	8/1/2016	Notes from training. Student schedules and placement data.	5/31/2017 semiannually
G2.B3.S1.MA1 M308478	We will know if our implementation is successful when we see WICOR and Kagan strategies used in our...	Zellers, Susan	9/1/2016	Classroom walkthrough data and instructional rounds.	5/31/2017 quarterly
G2.B3.S1.MA1 M308479	Classroom walkthroughs will be conducted by administration and lesson plans will be reviewed for...	Zellers, Susan	9/1/2016	Classroom walkthrough data and lesson plans.	5/31/2017 one-time
G2.B3.S1.A1 A303429	Teacher professional development regarding common board configurations evidencing use of WICOR and...	Aldrich, Michelle	9/1/2016	Documentation of common board configurations.	5/31/2017 monthly
G2.B1.S2.MA1 M308474	PLC created common assessments aligned to Florida standards will be reviewed by the assigned...	Aldrich, Michelle	9/1/2016	Copies of assessments.	5/31/2017 quarterly
G2.B1.S2.A1 A303425	PLC members will review academic standards, test item specifications, and content focus reports to...	Estes, Jeff	9/1/2016	Reviewed copies of PLC created common assessments will be archived by the assigned administrator.	5/31/2017 quarterly

V. Professional Development Opportunities

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

G1. ELCHS will decrease the number of discipline incidents by 20%.

G1.B1 Previous discipline referral system did not include a proactive philosophy which resulted in a high number of students receiving multiple referrals.

G1.B1.S1 Created a Proactive Progressive Discipline plan detailing a 5 step process that teachers must do before writing a referral. The process will include the following steps: 1. Warning 2. Parent Contact 3. Lunch Detention/Parent Contact 4. After School Detention/Parent Contact(Admin) 5. Referral

PD Opportunity 1

Implementation of CASTLE school-wide for ongoing progress monitoring of academics, behavior, standards mastery and parent communication.

Facilitator

Brian Gibson and Michelle Aldrich

Participants

East Lee County HS teaching staff

Schedule

On 5/26/2017

G1.B2 In School Suspension (ISS) was not a conducive environment for supporting student who demonstrated negative behaviors.

G1.B2.S1 Implementation of Restorative Justice Practices

PD Opportunity 1

Implement Restorative Justice Practice

Facilitator

Dr. Pavelka - FGCU

Participants

Admin Team, Restorative Justice classroom teacher and Instructional Coaches

Schedule

On 5/26/2017

G2. East Lee County High School will increase student achievement and learning gains on all Florida Standards Assessments and End of Course Exams.

G2.B2 Historical inconsistencies with proper academic placements of students.

G2.B2.S1 Develop and implement a standard progression plan for all core academic courses.

PD Opportunity 1

Share and explain progression plan with all teachers, counselors, and administrators.

Facilitator

Curriculum and Counseling Team

Participants

All teachers.

Schedule

Triannually, from 10/3/2016 to 5/26/2017

G2.B3 Professional development is not transferred into instruction with impacts student engagement

G2.B3.S1 Teacher's common board configuration will reflect the use of AVID WICOR strategies and Kagan Cooperative Learning Structures.

PD Opportunity 1

Teacher professional development regarding common board configurations evidencing use of WICOR and Kagan strategies.

Facilitator

Michelle Aldrich

Participants

All teachers

Schedule

Monthly, from 9/1/2016 to 5/31/2017