

The School District of Lee County

# East Lee County High School



2017-18 Schoolwide Improvement Plan

# East Lee County High School

715 THOMAS SHERWIN AVE S, Lehigh Acres, FL 33974

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

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
High School 9-12	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

## School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	D	D*	C

*\*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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
<b>8-Step Planning and Problem Solving Implementation</b>	<b>21</b>
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	24
<b>Appendix 1: Implementation Timeline</b>	<b>35</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>37</b>
Professional Development Opportunities	37
Technical Assistance Items	39
<b>Appendix 3: Budget to Support Goals</b>	<b>39</b>

## 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for East Lee County High School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

## 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.

Our Motto is:

# own-engage-represent

East Lee Scholars own their learning, engage daily in their classrooms and in school events and activities, and represent themselves, the school, the community and their families in a positive way every day.

#### 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 2017

Teachers (25), administrators (5), and a counselor (1) were sent to AVID Summer Institute in June 2017 for area specific training. 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 Center for Applied Learning (CAL) spent two days prior to the pre school week with the entire staff training with SIOP strategies, techniques and modeling effective instructional practice and academic language. The principal attended, prior to the whole staff training, a specific training for administrators on the SIOP Model and implications for instruction, look fors, and the use of rigor in academic language.

Pre School Training

The AVID Elective Teachers that attended AVID Summer Institute facilitated breakout sessions formulated on WICOR strategies. professional development of AVID Methodologies using WICOR strategies. These sessions included Focused-Note Taking (Cornell Notes), Philosophical Chairs, Socratic Seminar, use of AVID Weekly and Tutorology. Each break-out session was created and aligned with the school goals of rigor and literacy. The facilitators of each session modeled WICOR strategies and the incorporation of literacy into daily lessons during their session which allowed the

participants to understand how the WICOR strategies are implemented and embedded into a lesson.

#### Ruby Payne - Understanding Poverty Training

Two trainers were a part of our 17-18 pre school experience for all staff, helping staff understand root causes behind some behaviors and approaches to discipline that our students exhibit. Also covered were de escalation methods, talking to students so they can hear and understand and listening. This will be the first in a series of trainings available for staff who want to enhance their classroom relationships with students.

#### Senior Success

A Senior Success model is in place which supports and tracks all special needs juniors and seniors on their path to graduation. A team works with their data and counsels them and their parents as to best options to meet their personal graduation goals toward post secondary life, and also ensure that every opportunity is presented to them to graduate with a Standard Diploma on time.

A cohort of District support staff and a school-based team work together to provide counseling and linkages to resources for support and successful completion.

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

East Lee County HS has systems in place to ensure safety for staff and students. These include staff and student 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 8-person security team, Students are escorted through hallways to rest rooms and/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 known as: "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 and has grown into #OWN.ENGAGE.REPRESENT for the 17-18 school year.

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 and AVID structures are used to support increased student engagement. Clear systems for interacting with students, using positive discipline strategies, and 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, Hispanic National Honor Society, and several specific interest clubs (Odyssey of the mind), philosophy, sewing etc)

East Lee County HS has a graduation advisor, and four counselors to provide mentoring and counseling services to all students (as needed), as well as AVID tutors and an after-school tutoring/ credit retrieval/ACT and SAT boot camp program available to all students.

East Lee County HS is also partners with FGCU's TRIO program, which provides mentoring, academic support and financial resources for students who are first generation college attendees.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The School District of Lee County has created an internal EWS made up of elements that are considered to be major indicators of at-risk behaviors. These are indexed into a metric that is useful for disaggregating students based on number of indicators in the student profile. The index ranges from low at-risk indicator level (0-2), to medium (3-5) to high (6-11). The elements included at those which are commonly cited in research as being clear indicators of barriers to student success. The risk factors are: Initial absences (>2 during the first 20 days of school; All day absences >10% of total days enrolled; Credits earned; Course related failures; Discipline >4 incidents per school year; FSA ELA achievement greater than or equal to 3; FSA Math achievement greater than or equal to 3; GPA greater than or equal to 2.0 (unweighted); Academic mobility - 4 moves during secondary school career or 4 high schools attended; Retention - students retained in any year of schooling.

#### 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	70	68	73	33	244
One or more suspensions	0	0	0	0	0	0	0	0	0	24	19	5	6	54
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	353	397	372	63	1185
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	73	87	86	28	274

##### 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	230	232	234	271	967

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

Academic: Progress monitoring in all core subjects with teacher lead interventions for those not making progress; tiered approach to reading instruction for Lvl 1/2 students; ELA/Reading blocked for



consistent and collaborative instruction; International Center serving newcomers (2 yrs or less in country); Math instruction blocked and tiered according to skill deficits as indicated by state and local assessments; SLOP models employed throughout the school; Intensive and regular math courses blocked for continuity of instructional approach; teacher PLC's ensuring data review weekly by subject taught; paraprofessional and co-teacher support embedded for support facilitation of ESE and ELL students in select classes with bi-lingual and ESE certified teachers.

Attendance: Grad Advisor and Attendance Secretary monitoring attendance and implementing a system of parent notification and parent conferences; credit denial for truant students with opportunity to correct in credit retrieval after school hours; teacher tracking attendance and tardy students with fidelity using electronic systems and calling home with first intervention at day 3.

Discipline: Continuation of Restorative Practice throughout the school; teacher training in behavioral de escalation; teacher training and staff modeling in restorative practices using alternatives to suspension including repairing relationships.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

### **1. PFEP 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/430513>.

### **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. East Lee Scholars are recognized quarterly for their academic achievement, JAM creates recognition for students monthly by supporting lunch with the admin team. Teachers are invited to recognize student's making learning gains in their classrooms by providing incentives and recognition appropriate to their team plan.

## C. Effective Leadership

**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
Castellano, Jill	Teacher, K-12
Hutto, Carolyn	Teacher, K-12
Smith, Jennifer	Teacher, K-12
Trelease, Donald	Assistant Principal
Prentice, Karen	Assistant Principal
Kurtz, Jason	Assistant Principal
Gibson, Brian	Assistant Principal
Holohan, William	Instructional Coach
Evans, Jennifer	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 coordination 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 II and III funds are coordinated to assist in the support of the newcomer's classroom, called the International Center. Two classrooms provide targeted and structured ELA support of our new to the country ELL students for up to 2 years while they acquire academic and spoken language skill..

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
Larry Hammond	Business/Community
Ron Davis	Business/Community
Karen Blaze	Principal
Chris Burgman	Teacher
Josefa Blanco	Parent
Lexa Donnelly	Parent
Rachely Perez	Student
Louis Lillard	Teacher
Celeso Cabarrero	Parent
Angela Medina	Education Support Employee
Brian Gibson	Principal
Damian Lopez	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**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

*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. SAC and the Parent involvement team work together to increase participation in student events by holding informational evenings and Saturday programs. College nights, financial aide nights, home/school communication nights are typical events that are supported by SAC and Title I.

*b. Development of this school improvement plan*

All staff were involved in the planning around the two identified goals for the FY17 school year during pre-school. 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 in the form of the CAT (community Assessment Team) meeting in early August.

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 FY18 during the second semester. Stakeholder input regarding support positions and school needs will be discussed. The Leadership Team provides suggestion and direction for supplemental materials purchase as well as additional support materials for students using Chromebooks for access to instruction.

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

The Leadership Team and the SAC determined to access \$5,000 of Title I funds for teacher mini-grants. A process was developed and a rubric created to score and award funds to projects that SAC felt were aligned with their goals. Each project was able to apply for up to \$500.00. 6 projects were awarded with 4 teachers creating two collaborative initiatives that involved their classrooms.

**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
Hutto, Carolyn	Teacher, K-12
Castellano, Jill	Teacher, K-12
Smith, Jennifer	Teacher, K-12
Evans, Jennifer	Teacher, K-12
Devlin, Samantha	Teacher, K-12
Courtney, John	Teacher, K-12
Holohan, William	Teacher, K-12
Pabon, Samuel	Teacher, K-12
Ruiz, Yolanda	Teacher, K-12
Tamboureas, Melissa	Teacher, K-12
Prentice, Karen	Assistant Principal
Kurtz, Jason	Assistant Principal
Gibson, Brian	Assistant Principal

#### 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 support the spread of best practices through shared observation of WICOR strategies. TIF (Teacher Leaders) teachers teach core academic content and open the classrooms for observation fo best practice and collaborative teaching techniques. Teachers are invited to observe these classrooms regularly as a coaching tool, and as a method to "seed" practice across the curriculum. Feedback and follow up is provided in coaching conferences, written feedback/coaching documents and roundtables of idea sharing.

The LLT also works with teachers new to teaching by provided mini-inservices, book studies and additional just in time coaching in a monthly meeting format. The LLT also delivers "drop-in" training opportunities on topics suggested by teachers throughout the school year. These trainings are voluntary and topics are published in advance to all staff members.

#### D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

##### 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, common board configurations in every classroom 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 leads to increased staff satisfaction and impact staff retention.
- 8) Use of non-traditional websites by the District to recruit teachers in hard to staff areas.

## **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 APPLES program upon successful completion of all school district requirements and also must receive a minimum rating of Effective on the LCSD 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.

A Culinary Academy is beginning its second year with first and second year students working toward their industry certification.

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 every 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 our Cambridge International program, which offers rigorous curriculum and high expectations for our qualifying students. The Cambridge Program supplements our 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.

SWD are supported through a Support Facilitation model, with either certified Co-Teacher or trained paraprofessional in core academic classrooms. Students and parents are also advised of opportunities to extend learning time through after school supported tutoring and practice. Buses are provided 3 days/week for these students to further encourage their participation.

ELL students are also supported through a model that affords them either a bilingual (Spanish) teacher trained in the SIOP model and/or a paraprofessional who also is bilingual to provide extra support for those students who are classified as LF and are succeeding as they meet graduation requirements.

**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 the 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**

Prentice, Karen, [karensb@leeschools.net](mailto:karensb@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 retuireval 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**

**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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

**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. Literacy is a focus in all core content areas with additional support for the writing process proved by instructional coaching. Reading informational text is highlighted through social studies and science through a collaborative teaching initiative with content area, reading and writing coaches and content area Teacher Leaders.

As students transition within the school from one grade level to another, students are supported by caring and informed staff. The District's Grad Tracker and ESW provide clear, concise data that every teacher can access. CASTLE provide a one stop data warehouse for teacher access to current and previous year data to assist in decision making and differentiation of instruction. 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, a Graduation Advisor, counselors and support staff work with students and their parents to identify the next step for them in terms of matriculation. A Graduation

Tracker system is deployed which begins at the end of a students' junior year, providing access to on time graduation status for teachers and other support personnel. 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. FASFA Nights and college/career nights, in coordination with local colleges and universities as well as the Lee County Foundation provide parents and students time and support to complete applications, complete financial aide documents and talk to admissions officers

## **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.

Administrative staff speaks with each group of students, by grade level, quarterly regarding general status, what to be aware of with grades, attendance, discipline and grad requirements in mind. Students at-risk are identified beginning in first quarter by the grad advisor and are traced, counseled, and supported specifically. If needed, parent contacts are made and attendance, grade and discipline meetings are held to enlist support and inform.

Every student has a Chromebook and has access to CASTLE, which provides up to date information regarding academic, discipline and attendance status. Students can also access Fous to review their daily assignments and assessments grades. They can also use this communication system to speak with counselors and/or administration.

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.

Cambridge and Avid program awareness nights are offered to inform and encourage students and their parents to consider the requirements of these specialized opportunities and participate.

### **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 their freshman year. These are introductory courses, designed to provide an overview of the CTE multi year experience. 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. Teachers were also trained in SIOP strategies and AVID strategies which also involve the use of rigorous academic language and activity in the classroom. Also, students are encouraged to take Advanced Placement courses to improve student readiness for post-secondary study and to acquire college credits.

CTE instructors have been trained in SIOP strategies, and focus on literacy in the delivery of their specialized curricula. Reading and writing coaches also work with our career academics to ensure that students apply the skills developed in the core academic courses. Dual enrollment opportunities with the School District's Technical Colleges also provide opportunities for student to begin their post secondary training toward advanced certification while still in high school.

**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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### 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.

FSA ELA data indicates a generally downward trend in all measured areas from 14-15 through 16-17. While great improvement was evident from 15-16 to 16-17, the areas of ELA and associated learning

gains regressed. Strong positive gains were made in FSA math, Career/College Acceleration, graduation and Science, Moderate gains were made in Social Studies.

Staff has identified ELA and rigor across all disciplines as our areas of focus for the 17-18 school year. Internal progress monitoring data were consistent with the results of FSA, and, as such, will be an integral part of driving our improvement work this year.

### **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.

An analysis of the observable data, VAN scores and teacher effectiveness metrics available through PM tools, indicated to stakeholder teams that the root cause for lack of progress was related to

### **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 percentage of students demonstrating proficiency or learning gains in ELA and Math will increase.

## 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 percentage of students demonstrating proficiency or learning gains in ELA and Math will increase.

1a

G098416

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	35.0
Math Lowest 25% Gains	48.0

**Targeted Barriers to Achieving the Goal** 3

- Teacher use of data to inform instruction lacks consistency.
- Instructional differentiation strategies not used with fidelity.
- Teacher attendance is poor resulting in students not receiving quality instruction.
- Professional development and district support to increase rigor and student engagement is not transferred with fidelity to classroom instruction.
- Students lack opportunities to experience real-world connections to their learning.
- State VAM data indicates that seven core content area teachers were rated as unsatisfactory for the 16-17 school year.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Coaching for all teachers
- Weekly support at PLC meeting provided to ensure data is used with fidelity and consistency
- Addition of a Reading Teacher Leader
- Training on the use of PM tools
- Implementation of tiered approach to grouping students for effective instruction in reading
- Implementation of embedded writing instruction in Science and Social Studies classrooms
- Teacher Leaders
- Professional Learning Communities
- Counselor training and coaching
- Student Tutoring Programs
- Academic Progressions
- Title I/Title II Funds
- STAR and Compass PM tools
- AVID and Kagan Professional Development
- District content area support weekly



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

STAR Reading and Math data and Compass data will be collected quarterly to monitor student progress.

**Person Responsible**

Sally Roszell

**Schedule**

Quarterly, from 8/25/2017 to 5/18/2018

***Evidence of Completion***

STAR/Compass data will be disaggregated by teacher and by student to drive instruction toward standards mastery. Teachers will develop plans to address the needed reteaching of standards in weekly PLCs using PM data supplemented by common formative data.

## 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 percentage of students demonstrating proficiency or learning gains in ELA and Math will increase. **1**

 G098416

**G1.B1** Teacher use of data to inform instruction lacks consistency. **2**

 B264776

**G1.B1.S1** Provide common planning for all core content area teachers to support the continued implementation of PLC's. **4**

 S280617

### Strategy Rationale

Teachers will review progress monitoring (PM) data and plan rigorous, aligned lessons with the support of instructional coaches and district experts. This will support alignment of instruction to the need presented in the PM data and support student mastery of standards. Common planning will also provide time for teachers to research the Test Item Specifications and Content Focus Reports for each of their respective subject areas.

### Action Step 1 **5**

Data review/planning for instruction will occur during weekly PLC's initiated by instructional coaches

#### Person Responsible

Karen Prentice

#### Schedule

Weekly, from 8/14/2017 to 5/18/2018

#### Evidence of Completion

PLC agendas, notes and work products such as lesson plans

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

Administrative team members will monitor the PLC agendas and minutes.

**Person Responsible**

Karen Prentice

**Schedule**

Weekly, from 8/10/2017 to 5/31/2018

**Evidence of Completion**

A Google Drive will be set up for departments to post PLC agendas and minutes.

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

Administrative team members will attend PLC meetings as appropriate.

**Person Responsible**

Susan Zellers

**Schedule**

Weekly, from 8/10/2017 to 5/31/2018

**Evidence of Completion**

Administrative team members will share out information from PLC meetings they've attended at weekly administrative team meetings.

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

Classroom walk-throughs and observations

**Person Responsible**

Susan Zellers


**Schedule**

Weekly, from 8/10/2017 to 5/31/2018

**Evidence of Completion**

Classroom walk-through and observation data in PeopleSoft, weekly administrative team meeting agendas

**G1.B2** Instructional differentiation strategies not used with fidelity. 2

 B264777

**G1.B2.S1** Teacher Leaders and District support staff can support and coach during lessons to create a classroom environment supportive of center-based or independent learning. 4

 S280618

**Strategy Rationale**

Teachers need to learn by doing, with support and guidance, they can experience success and incorporate new strategies and techniques into their lessons.


**Action Step 1** 5

**Person Responsible**

**Schedule**

**Evidence of Completion**

**G1.B4** Teacher attendance is poor resulting in students not receiving quality instruction. 2

 B264779

**G1.B4.S1** Incentives will be provided quarterly to encourage attendance. 4

 S280620

**Strategy Rationale**

Teachers will make every effort to be in the classroom to provide quality instruction to students.

**Action Step 1** 5

Teacher attendance will be reviewed quarterly. Teachers will receive a monetary incentive based on his/her absences each quarter.

**Person Responsible**

Jason Kurtz

**Schedule**

Quarterly, from 10/1/2017 to 6/29/2018

**Evidence of Completion**

attendance data in LMS

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Payroll reports will be requested to insure incentives are distributed.

**Person Responsible**

Jason Kurtz

**Schedule**

Quarterly, from 10/1/2017 to 6/1/2018

***Evidence of Completion***

Payroll data

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

Teacher attendance reports will be pulled quarterly to determine if attendance has improved.

**Person Responsible**

Jason Kurtz


**Schedule**

Quarterly, from 10/1/2017 to 6/1/2018


***Evidence of Completion***

Teacher Attendance Reports in LMS

**G1.B7** Professional development and district support to increase rigor and student engagement is not transferred with fidelity to classroom instruction. **2**

 B264782

**G1.B7.S1** Use District support and expertise weekly to instruct in classrooms with teachers new to the content and/or teaching. Focus on modeling rigorous instruction and supporting with follow-up PD sessions. **4**

 S280625

### **Strategy Rationale**

Teachers new to the content and/or teaching lack tools in their toolbox. Creating a safe and supportive environment can encourage the development of great instructional practice and the creation of a set of strategies that work. Expertise from the District can provide that support and guidance in a co-teaching format.

### **Action Step 1** **5**

Embed PD in select classrooms (new teachers) focusing on modeling rigor and student engagement strategies.

#### **Person Responsible**

William Holohan

#### **Schedule**

Weekly, from 8/25/2017 to 5/18/2018

#### **Evidence of Completion**

Model lesson plans; anecdotal meeting notes; coaching logs

### **Plan to Monitor Fidelity of Implementation of G1.B7.S1** **6**

Math support experts will be assigned to select classrooms to model and support instructional strategies to increase rigor and student engagement.

#### **Person Responsible**

William Holohan

#### **Schedule**

Weekly, from 8/25/2017 to 5/18/2018

#### **Evidence of Completion**

Coaching logs; lesson plans; PLC notes and PD records

**Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7**

Learning walks will be implemented to monitor instructional practices and student engagement.

**Person Responsible**

Susan Zellers


**Schedule**

Monthly, from 9/1/2017 to 6/29/2018

**Evidence of Completion**

Learning walk logs

**G1.B7.S2** New math teachers are paired with an instructional buddy, a veteran with a proven track record of increasing and sustaining student mastery in math. They will help with data interpretation, instructional decision-making, common assessments and lesson planning. 4

 S280626

**Strategy Rationale**

New teachers have someone nearby to develop a professional relationship with, and act as a mentor. The mentor has the same course assignment, same planning and will be in the PLC with the mentee to guide and support. They will also provide model classroom time for the mentee to come and observe strategies and techniques that are delivered in mini PD sessions prior to the classroom visit.

**Action Step 1 5**

Veteran and new math teachers will be paired for just in time support.

**Person Responsible**

William Holohan

**Schedule**

On 5/18/2018

**Evidence of Completion**

Lesson plans, classroom walkthrough data and coaching logs



**Plan to Monitor Fidelity of Implementation of G1.B7.S2 6**

Admin team and Leadership from District will conduct regular walkthroughs-look fors will be rigor of instruction and progress toward standards mastery as indicated by data charting in classroom.

**Person Responsible**

Susan Zellers

**Schedule**

Weekly, from 8/25/2017 to 5/18/2018

***Evidence of Completion***

Walkthrough documents will be collected and used as discussion points. Coaching feedback will occur after every visit and be archived. Face to face coaching meetings will be documented with suggestions for change monitored and documented for implementation fidelity.

**Plan to Monitor Effectiveness of Implementation of G1.B7.S2 7**

A systematic coaching cycle will be utilized to monitor the use of instructional strategies.

**Person Responsible**

Karen Prentice

**Schedule**

Monthly, from 9/1/2017 to 5/31/2018

***Evidence of Completion***

Coaching cycle will document: 1) Identification of a need 2) Professional Development or coaching offered 3) Co-teaching/Modeling of strategy 4) Administrative observation and feedback

**G1.B8** Students lack opportunities to experience real-world connections to their learning. 2

B264783

**G1.B8.S1** Students will have the opportunity to make real-world connections to support their learning. 4

S280627

**Strategy Rationale**

Students learn differently. To support the different styles students must connect current educational achievement to career or post-secondary goals.

**Action Step 1** 5

Students will have the opportunity to participate in educational field trips.

**Person Responsible**

Brian Gibson

**Schedule**

Quarterly, from 10/1/2017 to 6/1/2018

**Evidence of Completion**

Interest surveys, calendar of events

**Plan to Monitor Fidelity of Implementation of G1.B8.S1** 6

A calendar of field trip opportunities will be created to align with core subject area academic plans.

**Person Responsible**

Brian Gibson

**Schedule**

Quarterly, from 10/1/2017 to 6/1/2018

**Evidence of Completion**

Calendar, academic plans

**Plan to Monitor Effectiveness of Implementation of G1.B8.S1** 7

Students will complete follow-up activities after participating in the educational field trips.

**Person Responsible**

Brian Gibson


**Schedule**

Quarterly, from 10/1/2017 to 6/1/2018

**Evidence of Completion**

Follow-up activities noted in grade books

**G1.B8.S2** Building relationships with families and communities is essential to supporting learning. 4

 S280628

**Strategy Rationale**

Student success is supported through family involvement and community partnerships.

**Action Step 1** 5

Evening and Sunday events will occur to offer parents the opportunity to connect with community partners that provide education and resources.

**Person Responsible**

Susan Zellers

**Schedule**

Monthly, from 11/12/2017 to 5/31/2018

**Evidence of Completion**

Attendance sheets will be collected indicated parent contacts community partner booths

**G1.B9** State VAM data indicates that seven core content area teachers were rated as unsatisfactory for the 16-17 school year. **2**

 B264784

**G1.B9.S1** Offer an incentive to highly qualified teachers in the district who are willing to transfer to East Lee County High School to teach a core content area. **4**

 S280629

### **Strategy Rationale**

Highly qualified teachers have a proven record of increasing student achievement.

### **Action Step 1** **5**

Notify highly qualified teachers in the district of the offer to transfer to East Lee County High School and receive a monetary incentive.

#### **Person Responsible**

Angela Pruitt

#### **Schedule**

On 8/31/2017

#### **Evidence of Completion**

Principal/Teacher contact log

### **Action Step 2** **5**

Teachers who transfer will receive a \$10,000 supplement.

#### **Person Responsible**

Angela Pruitt

#### **Schedule**

On 7/31/2018

#### **Evidence of Completion**

Supplemental Contract Record in PeopleSoft

**Plan to Monitor Fidelity of Implementation of G1.B9.S1** 6

Principals will be notified if they have highly qualified teachers who have been offered the transfer incentive.

**Person Responsible**

Angela Pruitt

**Schedule**

On 9/29/2017

***Evidence of Completion***

Contact logs

**Plan to Monitor Effectiveness of Implementation of G1.B9.S1** 7

Teachers in core content areas rated Unsatisfactory will be replaced with highly qualified teachers.

**Person Responsible**

Susan Zellers















**Schedule**

On 9/29/2017

***Evidence of Completion***

Personnel action forms

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.B2.S1.A1  A378331	[no content entered]		No Start Date		No End Date one-time
G1.B9.S1.A1  A378342	Notify highly qualified teachers in the district of the offer to transfer to East Lee County High...	Pruitt, Angela	8/1/2017	Principal/Teacher contact log	8/31/2017 one-time
G1.B9.S1.MA1  M409889	Teachers in core content areas rated Unsatisfactory will be replaced with highly qualified...	Zellers, Susan	8/10/2017	Personnel action forms	9/29/2017 one-time
G1.B9.S1.MA1  M409890	Principals will be notified if they have highly qualified teachers who have been offered the...	Pruitt, Angela	8/10/2017	Contact logs	9/29/2017 one-time
G1.MA1  M409891	STAR Reading and Math data and Compass data will be collected quarterly to monitor student progress.	Roszell, Sally	8/25/2017	STAR/Compass data will be disaggregated by teacher and by student to drive instruction toward standards mastery. Teachers will develop plans to address the needed reteaching of standards in weekly PLCs using PM data supplemented by common formative data.	5/18/2018 quarterly
G1.B1.S1.A1  A378330	Data review/planning for instruction will occur during weekly PLC's initiated by instructional...	Prentice, Karen	8/14/2017	PLC agendas, notes and work products such as lesson plans	5/18/2018 weekly
G1.B7.S1.MA1  M409884	Math support experts will be assigned to select classrooms to model and support instructional...	Holohan, William	8/25/2017	Coaching logs; lesson plans; PLC notes and PD records	5/18/2018 weekly
G1.B7.S1.A1  A378338	Embed PD in select classrooms (new teachers) focusing on modeling rigor and student engagement...	Holohan, William	8/25/2017	Model lesson plans; anecdotal meeting notes; coaching logs	5/18/2018 weekly
G1.B7.S2.MA1  M409886	Admin team and Leadership from District will conduct regular walkthroughs-look fors will be rigor...	Zellers, Susan	8/25/2017	Walkthrough documents will be collected and used as discussion points. Coaching feedback will occur after every visit and be archived. Face to face coaching meetings will be documented with suggestions for change monitored and documented for implementation fidelity.	5/18/2018 weekly
G1.B7.S2.A1  A378339	Veteran and new math teachers will be paired for just in time support.	Holohan, William	8/25/2017	Lesson plans, classroom walkthrough data and coaching logs	5/18/2018 one-time
G1.B1.S1.MA1  M409876	Classroom walk-throughs and observations	Zellers, Susan	8/10/2017	Classroom walk-through and observation data in PeopleSoft, weekly administrative team meeting agendas	5/31/2018 weekly
G1.B1.S1.MA1  M409877	Administrative team members will monitor the PLC agendas and minutes.	Prentice, Karen	8/10/2017	A Google Drive will be set up for departments to post PLC agendas and minutes.	5/31/2018 weekly
G1.B1.S1.MA3  M409878	Administrative team members will attend PLC meetings as appropriate.	Zellers, Susan	8/10/2017	Administrative team members will share out information from PLC meetings they've attended at weekly administrative team meetings.	5/31/2018 weekly
G1.B7.S2.MA1  M409885	A systematic coaching cycle will be utilized to monitor the use of instructional strategies.	Prentice, Karen	9/1/2017	Coaching cycle will document: 1) Identification of a need 2) Professional Development or coaching offered 3) Co-teaching/Modeling of strategy 4) Administrative observation and feedback	5/31/2018 monthly

Lee - 0745 - East Lee County High School - 2017-18 SIP  
East Lee County High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B8.S2.A1 A378341	Evening and Sunday events will occur to offer parents the opportunity to connect with community...	Zellers, Susan	11/12/2017	Attendance sheets will be collected indicated parent contacts community partner booths	5/31/2018 monthly
G1.B4.S1.MA1 M409879	Teacher attendance reports will be pulled quarterly to determine if attendance has improved.	Kurtz, Jason	10/1/2017	Teacher Attendance Reports in LMS	6/1/2018 quarterly
G1.B4.S1.MA1 M409880	Payroll reports will be requested to insure incentives are distributed.	Kurtz, Jason	10/1/2017	Payroll data	6/1/2018 quarterly
G1.B8.S1.MA1 M409887	Students will complete follow-up activities after participating in the educational field trips.	Gibson, Brian	10/1/2017	Follow-up activities noted in grade books	6/1/2018 quarterly
G1.B8.S1.MA1 M409888	A calendar of field trip opportunities will be created to align with core subject area academic...	Gibson, Brian	10/1/2017	Calendar, academic plans	6/1/2018 quarterly
G1.B8.S1.A1 A378340	Students will have the opportunity to participate in educational field trips.	Gibson, Brian	10/1/2017	Interest surveys, calendar of events	6/1/2018 quarterly
G1.B4.S1.A1 A378332	Teacher attendance will be reviewed quarterly. Teachers will receive a monetary incentive based on...	Kurtz, Jason	10/1/2017	attendance data in LMS	6/29/2018 quarterly
G1.B7.S1.MA1 M409883	Learning walks will be implemented to monitor instructional practices and student engagement.	Zellers, Susan	9/1/2017	Learning walk logs	6/29/2018 monthly
G1.B9.S1.A2 A378343	Teachers who transfer will receive a \$10,000 supplement.	Pruitt, Angela	8/10/2017	Supplemental Contract Record in PeopleSoft	7/31/2018 one-time



## V. Professional Development Opportunities

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

**G1.** The percentage of students demonstrating proficiency or learning gains in ELA and Math will increase.

**G1.B1** Teacher use of data to inform instruction lacks consistency.

**G1.B1.S1** Provide common planning for all core content area teachers to support the continued implementation of PLC's.

### PD Opportunity 1

Data review/planning for instruction will occur during weekly PLC's initiated by instructional coaches

#### Facilitator

Literacy Team

#### Participants

ELA and reading teachers

#### Schedule

Weekly, from 8/14/2017 to 5/18/2018

**G1.B7** Professional development and district support to increase rigor and student engagement is not transferred with fidelity to classroom instruction.

**G1.B7.S1** Use District support and expertise weekly to instruct in classrooms with teachers new to the content and/or teaching. Focus on modeling rigorous instruction and supporting with follow-up PD sessions.

### PD Opportunity 1

Embed PD in select classrooms (new teachers) focusing on modeling rigor and student engagement strategies.

#### Facilitator

District Math PD&LS support team member; TIF teacher - Math

#### Participants

New math teachers

#### Schedule

Weekly, from 8/25/2017 to 5/18/2018

**G1.B7.S2** New math teachers are paired with an instructional buddy, a veteran with a proven track record of increasing and sustaining student mastery in math. They will help with data interpretation, instructional decision-making, common assessments and lesson planning.

**PD Opportunity 1**

Veteran and new math teachers will be paired for just in time support.

**Facilitator**

William Holohan and District support expert in math/mentor teachers

**Participants**

Math teacher new to content and/or teaching

**Schedule**

On 5/18/2018

## 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	Data review/planning for instruction will occur during weekly PLC's initiated by instructional coaches				\$0.00
2	G1.B2.S1.A1					\$0.00
3	G1.B4.S1.A1	Teacher attendance will be reviewed quarterly. Teachers will receive a monetary incentive based on his/her absences each quarter.				\$680,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0745 - East Lee County High School	UniSIG		\$680,000.00
			Notes: Teachers with 0 absences for the quarter will receive \$1500. Teachers with 1 absence for the quarter will receive \$1000. Teachers with 2 absences for the quarter will receive \$500.			
4	G1.B7.S1.A1	Embed PD in select classrooms (new teachers) focusing on modeling rigor and student engagement strategies.				\$0.00
5	G1.B7.S2.A1	Veteran and new math teachers will be paired for just in time support.				\$0.00
6	G1.B8.S1.A1	Students will have the opportunity to participate in educational field trips.				\$22,920.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0745 - East Lee County High School	UniSIG		\$22,920.00
			Notes: Travel - students' admission fees on field trips to the following: -Mote Marine Institute for approximately 490 Biology students -Rookery Bay National Estuarine Research Reserve for approximately 500 Environmental Science Students to attend a seminar and learn about the protection of SWFL's environment			
7	G1.B8.S2.A1	Evening and Sunday events will occur to offer parents the opportunity to connect with community partners that provide education and resources.				\$0.00
8	G1.B9.S1.A1	Notify highly qualified teachers in the district of the offer to transfer to East Lee County High School and receive a monetary incentive.				\$0.00
9	G1.B9.S1.A2	Teachers who transfer will receive a \$10,000 supplement.				\$70,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0745 - East Lee County High School	UniSIG		\$70,000.00
			Notes: \$10,000 supplement per teacher			
					<b>Total:</b>	<b>\$772,920.00</b>