2013-2014 SCHOOL IMPROVEMENT PLAN

Estero High School
21900 RIVER RANCH RD
Estero, FL 33928
239-947-9400
http://est.leeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	No	53%

Alternative/ESE Center	Charter School	Minority Rate
No	No	45%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	B	A	B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Estero High School

Principal

George Clover

School Advisory Council chair

Lenoir Bennett

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
George Clover	Principal
Marjorie Hanlon	Teacher Leader
Kathleen Jasper	Assistant Principal
Misty Bernard	Assistant Principal
James Buchanon	Assistant Principal
Jeffrey Estes	Assistant Principal
Meg Krieg	Guidance Department Head
Nancy Foley	Technology Specialist
Barry Harris	Science Department Head
Gary White	Social Studies Departmetn Head
Doug Orchison	English Department Head
Aimie Petrikas	Reading Department Head
Troy Beall	Driver Education Department Head
Jorge Romanach	ESOL Department Head
Alberta Fabbro	PE Department Head
Jennifer Brownlee	Health Department Head
Jennifer Hambling	Art Department Head
Michelle Aldrich	Foreign Language Department Head
Jayne Klinker	Business Department Head
Steve Soderstrom	Construction Trades Department Head
Jan Doten	Consumer Science Department Head
Cinda Smock	Industrial Arts Department Head
Bryant Robinson	JROTC Department Head
Suzanne Giordanno	Medical Academy Deparment Head
Samantha Strawman	Music Department Head

District-Level Information

District

Lee

Superintendent

Dr. Nancy J Graham

Date of school board approval of SIP

10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

George Clover - Administrator
James Buchanon - Administrator/DAC Alternate
Lenoir Bennett - Community Member
Romelia Gallegos- Teacher
Mairee Elliott - Teacher
Ruthy Cepeda - Support Staff
Vera Plaut - Support Staff
Thomas Gilhooly - Student
Caitlyn Nicholson - Student
Sergio Plaut - Business Member
Sherri Obrochta - Parent
Dana Nicholson - Parent/DAC Representative
Nicci Garcia - Parent
Robert Marrero - Parent
Mark Beland - Parent
Felicia Williamson - Parent
Nicki Hazen - Parent
Susana Gravitt - Parent
Johnine Philip - Parent
Pam Bestrom - Parent

Teachers were nominated during and voted on during a faculty meeting. Volunteers from the support staff were requested and then voted upon. Parents as potential members for SAC were nominated during a SAC meeting and chosen. Business and community members were notified by a Parentlink call out message/marquee, nominated during the SAC meeting, and voted upon. Students were nominated in their student government class and voted upon.

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

The purpose of the SAC is to perform the functions that are prescribed by the regulations of the School Board. The SAC will assist in the preparation and evaluation of the School Improvement Plan, will give advice concerning the annual school budget, and will approve the use of School Improvement funds.

Projected use of school improvement funds, including the amount allocated to each project

School improvement funds will be spent to directly support school improvement goals when/if the funds are allocated to schools.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
5

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

George Clover		
Principal	Years as Administrator: 22	Years at Current School: 10

Credentials	Masters in Educational Administration Certified: School Principal, Secondary Social Studies Endorsements: Driver's Education, Middle Grades
Performance Record	Principal of Estero High in 2012-13 Grade: Pending High Standards in Reading: 54% High Standards in Math: 59% High Standards in Writing: 57% High Standards in Science: 68% Learning Gains in Reading: 63% Learning Gains in Math: 60% % of Lowest 25% making Learning Gains in Reading: 59% % of Lowest 25% making Learning Gains in Math: 52% Principal of Estero High in 2011-12 Grade: A High Standards in Reading: 53% High Standards in Math: 62% High Standards in Writing: 79% Learning Gains in Reading: 60% Learning Gains in Math: 50% % of Lowest 25% making Learning Gains in Reading: 60% % of Lowest 25% making Learning Gains in Math: 29% Principal of Estero High in 2010-11 Grade: B High Standards in Reading: 45% High Standards in Math: 79% High Standards in Science: 38% High Standards in Writing: 64% Learning Gains in Reading: 47% Learning Gains in Math: 79% % of Lowest 25% making Learning Gains in Reading: 45% % of Lowest 25% making Learning Gains in Math: 77% AYP: The White subgroup made AYP in Math The Total and White subgroup made AYP in Writing All subgroups increased graduation rate by at least 2%

Jeffrey Estes		
Asst Principal	Years as Administrator: 5	Years at Current School: 2

Credentials	Bachelor of Science in Mathematics, Masters in Educational Leadership Certified: Educational Leadership and Mathematics (6-12)
Performance Record	Assistant Principal of Estero High in 2012-13 Grade: Pending High Standards in Reading: 54% High Standards in Math: 59% High Standards in Writing: 57% High Standards in Science: 68% Learning Gains in Reading: 63% Learning Gains in Math: 60% % of Lowest 25% making Learning Gains in Reading: 59% % of Lowest 25% making Learning Gains in Math: 52% Assistant Principal of Diplomat Middle School in 2011-12 Grade: A High Standards in Reading: 64% High Standards in Math: 64% High Standards in Writing: 90% High Standards in Science: 53% Learning Gains in Reading: 68% Learning Gains in Math: 68% % of Lowest 25% making Learning Gains in Reading: 65 % of Lowest 25% making Learning Gains in Math: 61% Assistant Principal of Diplomat Middle School in 2010-11 Grade: A High Standards in Reading: 77% High Standards in Math: 76% High Standards in Science: 52% High Standards in Writing: 94% Learning Gains in Reading: 65% Learning Gains in Math: 69% % of Lowest 25% making Learning Gains in Reading: 57% % of Lowest 25% making Learning Gains in Math: 73% The Total, White, Hispanic, and Economically Disadvantaged subgroups made AYP through Safe Harbor in Math. All subgroups made AYP in Writing.

Kathleen Jasper		
Asst Principal	Years as Administrator: 3	Years at Current School: 3

Credentials

Masters in Educational Leadership
Certified: Educational Leadership, Secondary Biology, and Secondary English

Performance Record

Assistant Principal of Estero High in 2012-13
Grade: Pending
High Standards in Reading: 54%
High Standards in Math: 59%
High Standards in Writing: 57%
High Standards in Science: 68%
Learning Gains in Reading: 63%
Learning Gains in Math: 60%
% of Lowest 25% making Learning Gains in Reading: 59%
% of Lowest 25% making Learning Gains in Math: 52%
Assistant Principal of Estero High in 2011-12
Grade: A
High Standards in Reading: 53%
High Standards in Math: 62%
High Standards in Writing: 79%
Learning Gains in Reading: 60%
Learning Gains in Math: 50%
% of Lowest 25% making Learning Gains in Reading: 60%
% of Lowest 25% making Learning Gains in Math: 29%
Teacher at Estero High in 2010-11
Grade: B
High Standards in Reading: 45%
High Standards in Math: 79%
High Standards in Science: 38%
High Standards in Writing: 64%
Learning Gains in Reading: 47%
Learning Gains in Math: 79%
% of Lowest 25% making Learning Gains in Reading: 45%
% of Lowest 25% making Learning Gains in Math: 77%
AYP: The White subgroup made AYP in Math
The Total and White subgroup made AYP in Writing
All subgroups increased graduation rate by at least 2%

Misty Bernard		
Asst Principal	Years as Administrator: 3	Years at Current School: 3

Credentials	Bachelor of Science in Mathemathics, Masters in Educational Leadership Certified: Educational Leadership, Mathematics (6-12), and Exceptional Student Education
Performance Record	Assistant Principal of Estero High in 2012-13 Grade: Pending High Standards in Reading: 54% High Standards in Math: 59% High Standards in Writing: 57% High Standards in Science: 68% Learning Gains in Reading: 63% Learning Gains in Math: 60% % of Lowest 25% making Learning Gains in Reading: 59% % of Lowest 25% making Learning Gains in Math: 52% Assistant Principal of Estero High in 2011-12 Grade: A High Standards in Reading: 53% High Standards in Math: 62% High Standards in Writing: 79% Learning Gains in Reading: 60% Learning Gains in Math: 50% % of Lowest 25% making Learning Gains in Reading: 60% % of Lowest 25% making Learning Gains in Math: 29% Teacher at ELCHS in 2010-11 Grade: Pending High Standards in Reading: 26% High Standards in Math: 62% High Standards in Science: 26% High Standards in Writing: 72% Learning Gains in Reading: 38% Learning Gains in Math: 70% % of Lowest 25% making Learning Gains in Reading: 38% % of Lowest 25% making Learning Gains in Math: 64% The White and ED subgroups made AYP in Math The Total, White, Hispanic, ED, and ELL subgroups made AYP in Writing The Total, Black, Hispanic, ED, and SWD subgroups increased graduation rate by at least 2%

James Buchanon		
Asst Principal	Years as Administrator: 15	Years at Current School: 3

Credentials	Masters in Educational Leadership Certified: School Principal and Sociology (6-12)
Performance Record	Assistant Principal of Estero High in 2012-13 Grade: Pending High Standards in Reading: 54% High Standards in Math: 59% High Standards in Writing: 57% High Standards in Science: 68% Learning Gains in Reading: 63% Learning Gains in Math: 60% % of Lowest 25% making Learning Gains in Reading: 59% % of Lowest 25% making Learning Gains in Math: 52% Assistant Principal of Estero High in 2011-12 Grade: A High Standards in Reading: 53% High Standards in Math: 62% High Standards in Writing: 79% Learning Gains in Reading: 60% Learning Gains in Math: 50% % of Lowest 25% making Learning Gains in Reading: 60% % of Lowest 25% making Learning Gains in Math: 29% Principal of Dunbar Community School in 2010-2011

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Jennifer Seluk		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2

Areas	Reading/Literacy
Credentials	Bachelors Degree in Elementary Education Masters Degree Educational Leadership Certified: Educational Leadership, Elementary Education, Reading and ESOL Endorsed
Performance Record	Reading Coach of Estero High in 2012-2013 Grade: Pending High Standards in Reading: 54% High Standards in Math: 59% High Standards in Writing: 57% High Standards in Science: 68% Learning Gains in Reading: 63% Learning Gains in Math: 60% % of Lowest 25% making Learning Gains in Reading: 59% % of Lowest 25% making Learning Gains in Math: 52% Teacher and Reading Department Head of Estero High in 2011-12 Grade: A High Standards in Reading: 53% High Standards in Math: 62% High Standards in Writing: 79% Learning Gains in Reading: 60% Learning Gains in Math: 50% % of Lowest 25% making Learning Gains in Reading: 60% % of Lowest 25% making Learning Gains in Math: 29% Teacher and Reading Department Head at Estero High in 2010-11 Grade: B High Standards in Reading: 45% High Standards in Math: 79% High Standards in Science: 38% High Standards in Writing: 64% Learning Gains in Reading: 47% Learning Gains in Math: 79% % of Lowest 25% making Learning Gains in Reading: 45% % of Lowest 25% making Learning Gains in Math: 77% The White subgroup made AYP in Math The Total and White subgroup made AYP in Writing All subgroups increased graduation rate by at least 2%

Classroom Teachers

# of classroom teachers
78

 # receiving effective rating or higher
66, 85%

 # Highly Qualified Teachers
95%

 # certified in-field
74, 95%

 # ESOL endorsed
16, 21%

 # reading endorsed
10, 13%

 # with advanced degrees
24, 31%

 # National Board Certified
1, 1%

 # first-year teachers
8, 10%

 # with 1-5 years of experience
18, 23%

 # with 6-14 years of experience
23, 29%

 # with 15 or more years of experience
29, 37%

Education Paraprofessionals

# of paraprofessionals
8

 # Highly Qualified
8, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
12

 # receiving effective rating or higher
11, 92%

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The Assistant Principal will be responsible for conducting regular meetings of new teachers with the Assistant Principal, partnering new teachers or teachers with less than 3 years experience with veteran staff, and implementing E.T.I.P.S. (Estero Teacher Induction Program for Success) mentoring program.

The Principal will be responsible for incorporating professional learning communities into bi-weekly professional development.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Mentee Mentor
Mairee Elliot Rebecca Bianco
Domenic Frank Jayne Klinker
Zachary Hoffman Erika Anderson
Cody Rimes Kelley Kaminsky
Samantha Strawman Melissa Schachtschneider
All mentees are first year teachers or are new to the district. Mentees were paired with a mentor from the same content area where applicable. The mentor and mentee meet regulary throughout the year to discuss evidence based strategies. The mentor will observe the mentee and provide feedback in a timely manner. The mentor will also serve to assist in planning. The mentee will also be provided opportunities to observe various other effective and highly effective teachers within the school.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The MTSS Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems. The roles of each member are as follows:
Classroom Teacher:
• Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, FCAT scores, EOC scores, work samples, anecdotals) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing.
• Attend MTSS Team meetings to collaborate on & monitor students who are struggling.
• Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
• Deliver instructional interventions with fidelity.
Reading Coach
• Attend MTSS Team meetings.
• Train teachers in interventions, progress monitoring, differentiated instruction.

• Implement supplemental and intensive interventions.
• Keep progress monitoring notes & anecdotals of interventions implemented.
• Administer screenings.
Speech-Language Pathologist
• Attend MTSS Team meetings for students receiving supplemental and intensive supports.
• Complete Communication Skills screening for students unsuccessful with Tier 2 interventions.
• Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact.
• Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions.
Principal/Assistant Principal
• Facilitate implementation of the MTSS problem-solving process.
• Provide or coordinate valuable and continuous professional development.
• Assign paraprofessionals to support MTSS implementation when possible.
• Attend MTSS Team meetings to be active in the MTSS change process.
• Conduct classroom walk-throughs to monitor fidelity.
Guidance Counselor
• MTSS Team facilitator.
• Schedule and attend MTSS Team meetings.
• Maintain log of all students involved in the MTSS process.
• Send parent invites.
• Complete necessary MTSS forms.
• Conduct social-developmental history interviews when requested.
School Psychologist
• Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports.
• Monitor data collection process for fidelity.
• Review & interpret progress monitoring data.
• Collaborate with MTSS Team on effective instruction & specific interventions.
• Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions.
ESE Teacher/Staffing Specialist
• Consult with MTSS Team regarding intensive interventions.
• Incorporate MTSS data when making eligibility decisions.
• Attend MTSS Team meetings when requested.
• Conduct social-developmental history interviews and share with MTSS Team.
ESOL/ELL Representative
• Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork.
• Conduct language screenings and assessments.
• Provide ELL interventions at all tiers.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Lee County School District has developed a comprehensive training plan for faculty and staff. School based MTSS contacts and administrators have been identified and are provided on-going staff development training regarding the MTSS problem-solving process throughout the school year in the areas of problem identification, instructional best practices, curriculum supports, data analysis, implementation of supplemental and intensive interventions, and behavior management techniques. Additionally, district personnel provide coaching and modeling to assist schools with strategies that are designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Estero High School utilizes the district adopted data management system, Performance Matters. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analysis assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The Lee County School District has hired District level support personnel to sustain the implementation of the MTSS problem solving process for all students within schools. They provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports. These personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, curriculum resources, behavior management techniques, research based practices, and problem-solving processes to support the academic and behavioral needs of students within a multi-tiered student support system.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
George Clover	Principal
Misty Bernard	Assistant Principal
James Buchanon	Assistant Principal
Jennifer Seluk	Reading Coach
Jayne Klinker	Business Department Head
Aimie Petrikas	Reading Department Head
Nancy Foley	Math Department Head
Michelle Aldrich	Foreign Language Department Head
Doug Orchison	English Department Head
Amy Koenig	Teacher Leader
Stephanie Cardarella	Teacher Leader

How the school-based LLT functions

The LLT team at Estero High School meets on a monthly basis to analyze school and/or student progress data in order to monitor the progress of students and to identify students in need of more support.

Major initiatives of the LLT

The major initiative for the LLT is to analyze data of students in the lowest 25% and develop initiatives for improving student learning gains. Students in the lowest 25% will be identified and those students will be provided additional small group instruction during their reading class. The Reading Coach will provide professional development to Integrated Science teachers and will model the use of reading strategies

and the Empower3000 program in the science classroom. The Reading Coach and Teacher Leaders will also model mini-lessons in other content areas during Paws to Read time. After modeling, the Reading Coach and Teacher Leaders will provide additional support and professional development opportunities as needed. Members of the LLT will assist with developing plans for reading strategy implementation during PLCs.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The Literacy Leadership Team, comprised of a cross section of faculty, help grow department wide literacy strategies across all disciplines in all classrooms.
The Reading Coach and Teacher Leaders will assist content area teachers with the use of reading strategies in their classrooms through model lessons and professional development activities.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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

Strategies for improving student readiness for the public postsecondary level

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

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	57%	54%	No	61%
American Indian				
Asian	73%	82%	Yes	75%
Black/African American	62%	33%	No	66%
Hispanic	43%	39%	No	49%
White	65%	65%	Yes	69%
English language learners	23%	12%	No	31%
Students with disabilities	35%	15%	No	42%
Economically disadvantaged	49%	43%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	203	24%	27%
Students scoring at or above Achievement Level 4	236	28%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		25%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	476	63%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	112	59%	61%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	46	48%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	19	20%	22%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	25	27%	29%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	252	72%	74%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	219	57%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		75%

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	59%	Yes	58%
American Indian				
Asian				
Black/African American		42%		
Hispanic	51%	51%	Yes	56%
White	55%	64%	Yes	60%
English language learners	36%	35%	No	42%
Students with disabilities	33%	25%	No	40%
Economically disadvantaged	53%	52%	No	57%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		45%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		5%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	396	60%	62%
Students in lowest 25% making learning gains (EOC)	343	52%	55%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	178	51%	55%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	169	46%	48%
Students scoring at or above Achievement Level 4	47	13%	16%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	94	27%	29%
Students scoring at or above Achievement Level 4	99	28%	30%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		10%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	166	44%	46%
Students scoring at or above Achievement Level 4	83	22%	24%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	8		9
Participation in STEM-related experiences provided for students	517	32%	35%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	612	38%	40%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		37%	40%
Students taking one or more advanced placement exams for STEM-related courses	62	4%	6%
CTE-STEM program concentrators	199		250
Students taking CTE-STEM industry certification exams	765	48%	50%
Passing rate (%) for students who take CTE-STEM industry certification exams		94%	95%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	1239	78%	80%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	100	6%	8%
Completion rate (%) for CTE students enrolled in *accelerated* courses		90%	92%
Students taking CTE industry certification exams	765	49%	50%
Passing rate (%) for students who take CTE industry certification exams		94%	95%
CTE program concentrators	199	12%	14%
CTE teachers holding appropriate industry certifications	10	91%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	40	3%	2%
Students in ninth grade with one or more absences within the first 20 days	131	29%	27%
Students in ninth grade who fail two or more courses in any subject	105	23%	20%
Students with grade point average less than 2.0	207	13%	12%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	515	32%	30%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	54	3%	2%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.			
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	316	85%	87%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	31	49%	53%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

During the 2013-2014 school year, Estero High School will increase the number of parent informational meetings from eleven to twelve.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase number of parent informational meetings	11		12%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Estero High School will increase student achievement gains school-wide by focusing on teaching and learning.

Goals Detail

G1. Estero High School will increase student achievement gains school-wide by focusing on teaching and learning.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, Postsecondary Readiness)

- Writing

- Math (High School, High School AMO's, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Science

- Science - High School

- Science - Biology 1 EOC

Resources Available to Support the Goal

- TIF Teacher Leaders

- Professional Learning Communities

- Flexible schedule to allow for collaborative planning

- Performance Matters

Targeted Barriers to Achieving the Goal

- Students' inability to answer high level questions

Plan to Monitor Progress Toward the Goal

Monitor student performance on high level questions within the common assessments

Person or Persons Responsible
Administrative Team

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Performance Matters reports

Action Plan for Improvement

Problem Solving Key

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

G1. Estero High School will increase student achievement gains school-wide by focusing on teaching and learning.

G1.B1 Students' inability to answer high level questions

G1.B1.S1 Implement PLCs to allow for collaborative planning, professional development for questioning techniques, and data analysis to plan for student learning.

Action Step 1

Develop flexible schedule

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Pre-school week

Evidence of Completion

Schedule is in place

Action Step 2

Create PLCs

Person or Persons Responsible

Common Core Council

Target Dates or Schedule

Second week of school

Evidence of Completion

List of PLC group members

Facilitator:

Common Core Council members

Participants:

Common Core Council

Action Step 3

Complete Title II plan to include time for curriculum mapping and study groups

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

October

Evidence of Completion

Title II Plan

Facilitator:

PLC Team Leader

Participants:

Assistant Principal

Action Step 4

Train individual PLC groups on higher level questioning and data analysis.

Person or Persons Responsible

TIF Teacher Leaders

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-in sheets and lesson plans.

Facilitator:

TIF Teacher Leaders

Participants:

TIF Teacher Leaders

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

Monitor PLC implementation

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Common Assessments and Lesson Plans

Plan to Monitor Effectiveness of G1.B1.S1

Monitor student data from common assessments

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Performance Matters Reports

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Estero High School will increase student achievement gains school-wide by focusing on teaching and learning.

G1.B1 Students' inability to answer high level questions

G1.B1.S1 Implement PLCs to allow for collaborative planning, professional development for questioning techniques, and data analysis to plan for student learning.

PD Opportunity 1

Create PLCs

Facilitator

Common Core Council members

Participants

Common Core Council

Target Dates or Schedule

Second week of school

Evidence of Completion

List of PLC group members

PD Opportunity 2

Complete Title II plan to include time for curriculum mapping and study groups

Facilitator

PLC Team Leader

Participants

Assistant Principal

Target Dates or Schedule

October

Evidence of Completion

Title II Plan

PD Opportunity 3

Train individual PLC groups on higher level questioning and data analysis.

Facilitator

TIF Teacher Leaders

Participants

TIF Teacher Leaders

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-in sheets and lesson plans.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Estero High School will increase student achievement gains school-wide by focusing on teaching and learning.	$5,000
	Total	$5,000

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development		Total
Title II		$5,000	$5,000
Total		$5,000	$5,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Estero High School will increase student achievement gains school-wide by focusing on teaching and learning.

G1.B1 Students' inability to answer high level questions

G1.B1.S1 Implement PLCs to allow for collaborative planning, professional development for questioning techniques, and data analysis to plan for student learning.

Action Step 3

Complete Title II plan to include time for curriculum mapping and study groups

Resource Type

Professional Development

Resource

Webb's DOK wheel and question stems, academic plans, Performance Matters, TIF Teacher Leaders

Funding Source

Title II

Amount Needed

$5,000