East Lee County High School

2018-19 Schoolwide Improvement Plan

Table of Contents

East Lee County High School

715 THOMAS SHERWIN AVE S, Lehigh Acres, FL 33974

http://elc.leeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	85%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	D	D	D*

School Board Approval

This plan is pending approval by the Lee County School Board.

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

To provide a relevant and rigorous learning environment that prepares all students to reach their highest potential.

Provide the school's vision statement.

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

Our Motto is:
own-engage-represent

School Leadership Team

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

Name	Title
Robery, Melissa	Principal
Castellano, Jill	Instructional Coach
Hutto, Carolyn	Instructional Coach
Trelease, Donald	Assistant Principal
Prentice, Karen	Assistant Principal
Kurtz, Jason	Assistant Principal
Gibson, Brian	Assistant Principal
Holohan, William	Instructional Coach
Neal, Vonea	Other
Scoville, Catherine	Assistant Principal
Iovine, Martha	Assistant Principal
Green, Ellen	Assistant Principal
Thomas, Lisanne	Instructional Coach
Stevens, Kristin	Other
Neal, Misty	Instructional Coach

Duties

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

The School Leadership Team meets on a monthly basis to discuss old and new business items and make timely decisions so information can be communicated to all stakeholders.

As instructional leaders, each administrative member of the School Leadership Team has been assigned specific subject areas that he/she is responsible for monitoring, observing, and coaching.

Each department head member of the School Leadership Team is responsible for working in a collaborative manner to share best practices and provide coaching, mentoring, and leadership to his/ her respective departments.

Decision-making is a collaborative effort from all team members. Initiatives are discussed and a thumbs-up/thumbs-down system is used to come to consensus.

Early Warning Systems

Year 2017-18

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	78	99	119	118	414
One or more suspensions	0	0	0	0	0	0	0	0	0	34	28	25	24	111
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	198	315	299	59	871
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	200	204	280	258	942

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	193	204	253	650

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected
Monday 7/23/2018

Year 2016-17 - As Reported

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA achievement scores were the lowest. This has been the trend over the last few years in both STAR Progress Monitoring Assessments and FSA ELA.

Which data component showed the greatest decline from prior year?

Biology proficiency dropped 2% from last year's data. The Compass progress monitoring trend during the year indicated scores would increase, not decrease.

Which data component had the biggest gap when compared to the state average?

Biology achievement scores were thirty-one points below the state average. This was the largest gap.

Which data component showed the most improvement? Is this a trend?

US History showed the most improvement. Compass US History scores were high as well throughout the school year.

Describe the actions or changes that led to the improvement in this area.

The US History PLC met weekly to common plan and create formative assessments. They analyzed data and two instructional coaches pushed into the class periods with the largest concentrations of students who were close to earning a level 3 on progress monitoring assessments.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	31%	55%	56%	27%	53%	52%
ELA Learning Gains	37%	50%	53%	32%	44%	46%
ELA Lowest 25th Percentile	31%	42%	44%	28%	36%	38%
Math Achievement	34%	54%	51%	17%	38%	43%
Math Learning Gains	38%	43%	48%	23%	32%	39%
Math Lowest 25th Percentile	37%	43%	45%	31%	34%	38%
Science Achievement	36%	70%	67%	26%	59%	65%
Social Studies Achievement	51%	66%	71%	37%	62%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	78 (70)	99 (68)	119 (73)	118 (33)	414 (244)
One or more suspensions	34 (24)	28 (19)	25 (5)	24 (6)	111 (54)
Course failure in ELA or Math	198 (353)	315 (397)	299 (372)	59 (63)	871 (1185)
Level 1 on statewide assessment	200 (73)	204 (87)	280 (86)	258 (28)	942 (274)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	33%	51%	-18%	53%	-20%
	2017	22%	50%	-28%	52%	-30%
Same Grade Comparison		11%				
Cohort Comparison						
10	2018	25%	50%	-25%	53%	-28%
	2017	21%	46%	-25%	50%	-29%
Same Grade Comparison		4%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	33%	61%	-28%	65%	-32%
2017	35%	57%	-22%	63%	-28%
Compare		-2%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	48%	62%	-14%	68%	-20%
2017	38%	59%	-21%	67%	-29%
Compare		10%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	31%	60%	-29%	62%	-31%
2017	33%	62%	-29%	60%	-27%
Compare		-2%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	36%	53%	-17%	56%	-20%
2017	27%	43%	-16%	53%	-26%
Compare		9%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	10	34	30	9	44	50	15	30		60	13
ELL	10	28	28	16	42	43	15	12		41	37
BLK	30	36	32	26	40	52	27	48		65	18
HSP	29	35	28	36	37	28	35	49		71	45
MUL	24	36		27							
WHT	38	45	48	41	42	47	52	56		75	41
FRL	29	37	30	34	37	34	34	49		69	36

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	10	22	19	31	42	60	14	29		60	32
ELL	5	27	26	23	48	53	23	14		56	25
BLK	22	31	24	27	26	29	23	33		87	41
HSP	21	27	26	29	34	41	37	41		80	50
MUL	23	31		31	38			55			
WHT	31	31	29	32	34	33	52	50		74	44
FRL	22	28	26	30	32	36	38	39		82	45

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Student Attendance
Rationale	Research shows that if student attendance improves, student achievement scores will increase.
Intended Outcome	During the 18-19 school year, the ELCHS student attendance percentage will be higher than the district average for the 14 non-charter high schools in at least 6 out of 9 of the district attendance cycles.
Point Person	Martha Iovine (marthabi@leeschools.net)

Action Step	
Description	1) Two full-time social workers will provide support for students and families to prevent excessive absenteeism from school. 2) One full-time nurse will provide support to students and families with medical and health concerns that would cause a student to be absent from school. 3) Attendance processes have been developed to address attendance issues before they becomes excessive. Teachers call home after a student is absent three class periods and documents call in Castle. If a student reaches five absences, teachers email student names to the Attendance Outlook Group. The attendance secretary will notify social workers and administration and mail a formal attendance letter if a student reaches seven absences. 4) Attendance meetings will be scheduled with the students and families of students who have 10 or more absences to address excessive absenteeism and develop a support plan to encourage improved attendance. 5) The Ready to Represent initiative that began Spring 2018 will continue to promote and recognize students who are on time to class and prepared to learn. 6) Student recognition activities/ceremonies will be scheduled to recognize and reward students with excellent attendance. 7) Capturing Kids' Hearts training will take place during SINI days with follow-up in the Spring. Strategies will be instituted to support teacher-student relationships and increased student engagement to promote improved student attendance. 8) ModEL (Men of Distinction Exhibiting Leadership) Men program will be implemented first quarter to promote student leadership and academic excellence. A similar program for female students will be implemented second quarter.
Person Responsible	Martha Iovine (marthabi@leeschools.net)

Plan to Monitor Effectiveness	
Description	District attendance data will be monitored at the end of each attendance cycle.
Person Responsible	Martha Iovine (marthabi@leeschools.net)

Activity #2	
Title	Teacher Attendance
Rationale	When teachers are absent from school, students miss out on opportunities to learn from highly qualified instructors. Improved teacher attendance will correlate to increased student achievement scores.
Intended Outcome	During the 18-19 school year, the percentage of ELCHS teachers who are absent 10 or more days will decrease 10%, from 30% to 20%.
Point Person	Melissa Robery (melissasr@leeschools.net)

Action Step	
Description	1) A process will be developed to document teacher attendance so excessive absences can be addressed in a timely and efficient manner. 2) Weekly exercise classes will be offered to promote a healthy lifestyle and support good attendance at work. 3) Teacher recognition activities will be scheduled to recognize and reward teachers with excellent attendance. 4) Monthly staff and family activities will be scheduled to promote a positive culture and relationships with other staff members to increase teacher engagement in our school. 5) The Culture Task Force, started in 2018, will continue with additional sub-committee focus on specific strategies to increase teacher engagement.
Person Responsible	Melissa Robery (melissasr@leeschools.net)

Plan to Monitor Effectiveness	
Description	Teacher attendance data will be monitored monthly and discussed at weekly administrative meetings. Additional processes will be implemented if the data shows a need.
Person Responsible	Melissa Robery (melissasr@leeschools.net)

Activity #3	
Title	Student Discipline
Rationale	In-School and Out-of-School Suspension is an indicator of at-risk students in the Early Warning System. If we decrease suspensions, student achievement scores will increase.
Intended Outcome	During the 17-18 school year, 93.6% of all discipline referrals were written for four offenses: skipping, insubordination/disrespect, disruptive behavior, and electronics. During the 18-19 school year, the percentage of referrals in those four areas will decrease 10% to 83.6%..
Point Person	Jason Kurtz (jasonwku@leeschools.net)

Action Step	
Description	1) Monthly professional development related to the support of classroom management and student engagement with be offered to teachers. 2) A school behavior plan will be implemented that clarifies who will address a student's behavior (the teacher or an administrator) and how specific behaviors will be addressed. 3) Student recognition activities will be scheduled to recognize and reward students who exhibit excellent behavior or have improved their behavior. 4) Capturing Kids' Hearts training will take place during SINI days with follow-up in the Spring. Strategies will be instituted to support teacher-student relationships and increased student engagement to promote and support improved student behavior. 5) The Ready to Represent initiative that began Spring 2018 will continue to promote and recognize students who are on time to class and in dress code. 6) A software program called Suite360 will be implemented in the Restorative Justice (Internal Suspension) Room that helps students identify the cause of their discipline referral/behavior and provides support for students to make better decisions in future situations. 7) A group of students will be trained as peer mediators to help other students work through peer conflicts.
Person Responsible	Jason Kurtz (jasonwku@leeschools.net)

Plan to Monitor Effectiveness	
Description	Student discipline data (number and type of referrals) from Castle will reviewed at weekly administrative meetings and discussed monthly at leadership and Culture Task Force meetings.
Person Responsible	Jason Kurtz (jasonwku@leeschools.net)

Activity #4	
Title	Math Learning Gains for the Lowest 25%
Rationale	Our math learning gains for the lowest 25% decreased by 1% last year. Other than our Biology achievement scores and graduation rate, this is the only area of decline. Within the lowest 25%, our white and black subgroups did see increases in gains; however, the other subgroups declined.
Intended Outcome	During the 18-19 school year, the math learning gains for our lowest 25% will increase from 37% to 47%.
Point Person	Catherine Scoville (catherinehsc@leeschools.net)
Action Step	
Description	1) PLC facilitator training will be provided and protocols implemented to support standards-based instruction. 2) After school tutoring will be offered four days a week to support students in need of academic support. 3) L25 students have been identified by teachers to ensure awareness of students' specific academic needs and better plan and instruct lessons that support their needs. 4) High yield instructional practices will be focused on and embedded into the school's instructional model. 5) PLCs will have common planning time and will be product driven. 6) Teachers in all content areas will observe each other to learn how others utilize strategies for classroom management and implement high yield instructional strategies. 7) USA Test Prep, Math Nation, and Triumph Learning resources will be used to differentiate lessons and provide individualized student support. 8) Monthly professional development will be offered for teachers based on teacher and student needs.
Person Responsible	Catherine Scoville (catherinehsc@leeschools.net)
Plan to Monitor Effectiveness	
Description	STAR Math and USA Test Prep progress monitoring data will be analyzed quarterly to monitor student growth.
Person Responsible	Catherine Scoville (catherinehsc@leeschools.net)

Activity #5	
Title	ELA Learning Gains
Rationale	69% of our students in 9th and 10th grade did not meet proficiency standards in ELA during the 17-18 school year.
Intended Outcome	During the 18-19 school year, the ELA learning gains will increase from 37% to 47%.
Point Person	Karen Prentice (karensb@leeschools.net)

Action Step	
Description	1) PLC facilitator training will be provided and protocols implemented to support standards-based instruction. 2) After school tutoring will be offered four days a week to support students in need of academic support. 3) L25 students will be identified by teachers to ensure awareness of students' specific academic needs and better plan and instruct lessons that support their needs. 4) High yield instructional practices will be focused on and embedded into the school's instructional model. 5) PLCs will have common planning time and will be product driven. 6) Teachers in all content areas will observe each other to learn how others utilize strategies for classroom management and implement high yield instructional strategies. 7) USA Test Prep, EdPuzzle, NewsELA, and Teach Argument resources will be utilized to provide differentiated support to meet individual student needs. 8) Monthly professional development will be offered for teachers based on teacher and student needs.
Person Responsible	Karen Prentice (karensb@leeschools.net)

Plan to Monitor Effectiveness	
Description	STAR Reading and USA Test Prep progress monitoring data will be analyzed quarterly during PLCs to monitor student growth.
Person Responsible	Karen Prentice (karensb@leeschools.net)

Activity #6	
Title	College and Career Acceleration
Rationale	Students will be better prepared for college and/or a career upon graduation.
Intended Outcome	During the 18-19 school year the percentage of students that earn an industry certification or pass an advanced curriculum assessment/course will increase from 36% to 46%.
Point Person	Karen Prentice (karensb@leeschools.net)

Action Step	
Description	1) A tracking system will be developed to document student acceleration opportunities. School counselors and administrators will monitor the system and student conferences will be scheduled to determine the most appropriate acceleration option for each individual student. 2) A College and Career lab, staffed by a full-time educator, will be available to all staff and students to support college and career planning, the completion of scholarship and state/federal assistance applications, and the facilitation of quarterly college and career field trip opportunities that expose students to post-secondary opportunities. 3) A newly hired math teacher certified and approved by FSW to teach Dual Enrollment math classes will teach College Algebra on our campus to allow students without transportation the opportunity to enroll in a college course. 4) The existing career and technical education (CTE) programs will be enhanced to provide additional career experiences and industry certification opportunities. 5) The Agriscience program will be added to the CTE program offerings for the 18-19 school year.
Person Responsible	Karen Prentice (karensb@leeschools.net)

Plan to Monitor Effectiveness	
Description	Industry certification exam passing scores will be monitored quarterly.
Person Responsible	Karen Prentice (karensb@leeschools.net)

Activity #7	
Title	Social Studies and Science Achievement
Rationale	US History and Biology achievement scores are still well below the state average.
Intended Outcome	In 2017-18, US History proficiency was 51% and Biology proficiency was 36%. During the 2018-19 school year, the percentage of students proficient in US History and Biology will increase a total of 10% between the two scores.
Point Person	Ellen Green (ellenrg@leeschools.net)

Action Step	
Description	1) PLC facilitator training will be provided and protocols implemented to support standards-based instruction. 2) After school tutoring will be offered four days a week to support students in need of academic support. 3) High yield instructional practices will be focused on and embedded into the school's instructional model. 4) PLCs will have common planning time and will be product driven. 5) Teachers in all content areas will observe each other to learn how others utilize strategies for classroom management and implement high yield instructional strategies. 6) USA Test Prep and History Alive resources will be utilized to provide differentiated support to meet individual student needs. 8) Monthly professional development will be offered for teachers based on teacher and student needs.
Person Responsible	Ellen Green (ellenrg@leeschools.net)

Plan to Monitor Effectiveness	
Description	Compass and USA Test Prep progress monitoring data will be analyzed quarterly to monitor student growth.
Person Responsible	Ellen Green (ellenrg@leeschools.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Refer to uploaded Parent Involvement Plan.

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

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, 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 college and career specialist, two full-time social workers, and four school counselors who provide mentoring and counseling services to all students (as needed), as well as AVID tutors and an after-school tutoring/credit retrieval program available to all students.

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

All instructional personnel will receive training from the Flippen Group on Capturing Kids' Hearts, a program designed to teach educators how to build relationships with students in order to increase student achievement, improve attendance and discipline, and increase the graduation rate.

The program ISS360 will be utilized in the Restorative Justice Room to help students highlight their inappropriate behaviors and develop appropriate responses for future situations. The Restorative Justice teacher will also train a group of students to be peer mediators to help facilitate solutions to peer conflicts.

At-Risk seniors identified from the EWS will be paired with an adult mentor on campus for weekly support to help them meet their graduation requirements.

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

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 provided by instructional coaches. Reading informational text is highlighted in social studies and science courses through a collaborative teaching initiative with content area, reading and writing coaches and content area Peer Collaborative Teachers.

As students transition within the school from one grade level to another, they are supported by caring and informed staff. The District's Grad Tracker and EWS provide clear, concise data that every teacher can access. CASTLE provides a one stop data warehouse for teachers to access current and prior 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 College and Career Specialist, counselors, social workers, and support staff work with students and their parents to identify the next step for them in terms of

matriculation. A Graduation Tracker is utilized at the end of a student's junior year providing access to 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. FAFSA 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 aid documents and talk to admissions officers.

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.

School leadership evaluates areas of need regarding personnel, instruction, and curriculum on a continuing basis through the use of progress monitoring data analysis and teacher needs assessments in order to support the changing needs of our student population. Additionally, they review program offerings such as AVID, AP, AICE, and CTE to ensure we offer a rigorous program of study.

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. All expenditures of these funds are carefully tracked by the bookkeeper and an inventory of Title I purchased equipment is maintained.

Title II and III funds are coordinated to support students in the International Center. Two classrooms provide targeted and structured ELA support for ELL students for up to 2 years while they acquire academic and spoken language skills.

SAI funds will be used to secure HQ teachers, provide focused instruction, and increase student achievement in the lowest quartile through data analysis and additional support in targeted classrooms.

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

UniSig funds will be used to hire HQ instructional personnel, provide professional development to staff members, and purchase instructional resources that will supplement district resources and enhance career and technical education programs.

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.

IEP teams discuss college and career opportunities with students with disabilities and their families at IEP meetings as well as refer appropriate students to Vocational Rehabilitation.

Part V: Budget

Total:	**$846,996.25**