

Collier County Public Schools

Lely High School



2021-22 Schoolwide Improvement Plan

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Lely High School

1 LELY HIGH SCHOOL BLVD, Naples, FL 34113

<https://www.collierschools.com/lhs>

Demographics

Principal: Jennifer Bledsoe

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (57%) 2017-18: B (55%) 2016-17: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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Lely High School

1 LELY HIGH SCHOOL BLVD, Naples, FL 34113

<https://www.collierschools.com/lhs>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	79%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	83%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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SIP Authority

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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.

Learning For All, Whatever It Takes.

Provide the school's vision statement.

Lely High School is committed to excellence by meeting the needs of diverse learners in a safe, respectful and positive environment while providing opportunities for lifelong learning, critical thinking and problem solving which foster self-worth and dignity.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Bledsoe, Jennifer	Principal	The role of the principal is to provide the leadership and facilitate the SIP structures. The principal ensures that professional development is available to staff in these areas, regularly attends meetings to support these processes, as well as identifies the needs of the team, communicates with school stakeholders, regarding the SIP and addresses each core concern. The principal serves as the instructional leader and makes informed decisions, with the leadership team, that will ultimately improve student achievement.
Garcia, Yesenia	Assistant Principal	The assistant principal assists the principal in providing the leadership and support for the SIP process, regularly attends meetings to support the process, as well as identifies the needs of the team and communicates with school stakeholders about the SIP.
Lopez, Israel	Assistant Principal	The assistant principal assists the principal in providing the leadership and support for the SIP process, regularly attends meetings to support the process, as well as identifies the needs of the team and communicates with school stakeholders about the SIP.
Indelicato, Chuck	Assistant Principal	The assistant principal assists the principal in providing the leadership and support for the SIP process, regularly attends meetings to support the process, as well as identifies the needs of the team and communicates with school stakeholders about the SIP.

Demographic Information

Principal start date

Thursday 7/1/2021, Jennifer Bledsoe

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

87

Total number of students enrolled at the school

1,578

Identify the number of instructional staff who left the school during the 2020-21 school year.

8

Identify the number of instructional staff who joined the school during the 2021-22 school year.

10

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	399	399	478	288	1564	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	65	64	151	39	319	
One or more suspensions	0	0	0	0	0	0	0	0	0	69	97	128	39	333	
Course failure in ELA	0	0	0	0	0	0	0	0	0	90	81	184	34	389	
Course failure in Math	0	0	0	0	0	0	0	0	0	104	91	167	48	410	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	125	123	178	51	477	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	72	122	160	29	383	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	122	140	221	52	535

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	77	0	77
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	12	2	14

Date this data was collected or last updated

Thursday 9/16/2021

2020-21 - As Reported

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	403	416	448	379	1646
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	26	35	55	24	140
One or more suspensions	0	0	0	0	0	0	0	0	0	36	77	74	37	224
Course failure in ELA	0	0	0	0	0	0	0	0	0	51	64	79	33	227
Course failure in Math	0	0	0	0	0	0	0	0	0	54	66	105	53	278
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	98	118	140	90	446
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	60	57	109	36	262

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	61	92	134	57	344

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	6	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	1	7	9

2020-21 - 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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	403	416	448	379	1646
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	26	35	55	24	140
One or more suspensions	0	0	0	0	0	0	0	0	0	0	36	77	74	37	224
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	51	64	79	33	227
Course failure in Math	0	0	0	0	0	0	0	0	0	0	54	66	105	53	278
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	98	118	140	90	446
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	60	57	109	36	262

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	61	92	134	57	344	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	6	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	1	7	9

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				45%	59%	56%	48%	62%	56%
ELA Learning Gains				46%	52%	51%	46%	57%	53%
ELA Lowest 25th Percentile				33%	41%	42%	34%	46%	44%
Math Achievement				54%	58%	51%	59%	63%	51%
Math Learning Gains				44%	44%	48%	45%	56%	48%
Math Lowest 25th Percentile				53%	46%	45%	38%	50%	45%
Science Achievement				59%	72%	68%	60%	70%	67%
Social Studies Achievement				68%	76%	73%	69%	76%	71%

Grade Level Data Review - State Assessments

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	2021					
	2019	44%	56%	-12%	55%	-11%
Cohort Comparison						
10	2021					
	2019	39%	53%	-14%	53%	-14%
Cohort Comparison		-44%				

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
2021					
2019	55%	68%	-13%	67%	-12%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	69%	72%	-3%	70%	-1%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	29%	67%	-38%	61%	-32%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	61%	59%	2%	57%	4%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Data below was compiled through the use of district quarterly benchmarks. Additional, progress monitoring tools include general formative, summative assessments and anecdotal observations throughout the school year.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	48%	46%	38%
	Economically Disadvantaged	44%	40%	33%
	Students With Disabilities	38%	21%	9%
	English Language Learners	20%	14%	14%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	56%	63%	63%
	Economically Disadvantaged	53%	61%	61%
	Students With Disabilities	41%	48%	42%
	English Language Learners	36%	42%	39%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	93%	95%	91%
	Economically Disadvantaged	94%	95%	90%
	Students With Disabilities	100%	100%	100%
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34%	40%	26%
	Economically Disadvantaged	29%	34%	21%
	Students With Disabilities	9%	16%	5%
	English Language Learners	8%	9%	3%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	38%	44%	48%
	Economically Disadvantaged	36%	40%	43%
	Students With Disabilities	13%	21%	33%
	English Language Learners	45%	50%	42%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	42%	41%	42%
	Economically Disadvantaged	40%	39%	41%
	Students With Disabilities	27%	31%	33%
	English Language Learners	24%	23%	20%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	30%	34%	28%
	Economically Disadvantaged	29%	35%	29%
	Students With Disabilities	32%	28%	29%
	English Language Learners	33%	29%	24%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	66%	75%	71%
	Economically Disadvantaged	67%	75%	67%
	Students With Disabilities	57%	60%	53%
	English Language Learners	48%	58%	67%

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	21	27	28	31	34	40	44	43		64	28
ELL	14	36	39	26	41	43	31	37		91	47
BLK	34	41	41	27	38	40	51	61		92	52
HSP	37	37	28	41	40	37	54	50		89	67
MUL	55	40									

2021 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 2019-20	C & C Accel 2019-20
WHT	62	53	31	56	38		67	80		95	80
FRL	35	38	32	37	39	38	51	53		90	66
2019 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 2017-18	C & C Accel 2017-18
SWD	22	32	28	38	29	11	29	28		92	37
ELL	19	39	36	32	41	46	30	29		88	43
BLK	38	43	34	45	38	42	47	57		98	59
HSP	35	41	34	49	43	52	52	62		94	75
MUL	73	57		54	70						
WHT	74	60	29	73	49	61	85	89		97	79
FRL	39	42	32	50	42	51	51	62		96	68
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	21	29	22	38	22	8	11	46		79	32
ELL	16	43	42	35	40	31	26	30		83	40
BLK	40	48	35	53	44	33	54	58		92	41
HSP	40	38	32	55	39	38	54	66		94	58
MUL	67	42									
WHT	70	63	47	76	62	42	77	87		97	72
FRL	42	42	34	55	42	38	55	65		94	54

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	41
Total Points Earned for the Federal Index	546
Total Components for the Federal Index	11
Percent Tested	93%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	48
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

For FY 2021 we noted Math Achievement decreased significantly (-13%) from our FY19 end of year results. Math gains in the lowest 25% quadrant decreased from 53% to 38% (-15%). ELA meeting standards and making learning gains decreased by 5%. US History proficiency decreased by 9%. Biology decreased by 3 %.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Math achievement showed the greatest decrease along with students in the lowest 25% quadrant. Score differences from previous years were about (-15%) This area is typically one of concern and a greater emphasis will be placed on identifying students who are in the lowest 25% and targeting their individual needs during bi-weekly professional learning communities. General achievement was also low in comparison to previous years (-14%). Strategic scheduling, use of formative assignments and emphasis on lesson planning essentials will be reinforced this year during monthly professional development and bi-weekly professional learning through the use of instructional common planning time.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors include social distancing and virtual learning norms as a result of COVID-19 inhibiting collaborative instructional practices and small group differentiation within classrooms. Our focus this year is on student engagement and formative assessments in addition to standards based planning. We have strategically scheduled students in need of remediation as a result of low performance in a supplemental Math/ELA course.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Due to social distancing and virtual learning our assessed core content areas didn't show significant improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

N/A

What strategies will need to be implemented in order to accelerate learning?

During monthly professional development, our efforts will be focused on lesson planning , formative assessments and interdisciplinary instruction across all content areas. Additionally, a strong emphasis has been placed on formative instructional practices and monitoring student academic progress before reaching summative unit assessments, these strategies and instructional techniques will be reinforced during bi-weekly professional learning communities.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Our professional learning will be centered on effective lesson planning, formative assessments and student collaboration in addition to interdisciplinary or cross-curricular instruction on a bi-weekly basis. Our goal is to engage teachers in practicing strategies that will enhance their ability to monitor academic student performance within each unit/lesson. Assessing student understanding throughout teaching is essential in monitoring student performance. Professional developing opportunities will be available through professional learning communities and through monthly faculty presentations. Through the use of instructional surveys we plan to offer monthly virtual "workshops" catered to teachers based on their areas of interest in an effort to assist with technology use for formative practices, new general instructional practice ideas and general tips and tricks.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We are continuing to work within our bi-weekly professional learning communities with an emphasis on lesson plan development and student academic monitoring through formative assessments. Our goal is to have students working in collaborative groups and to ensure instructors are able to easily assess through informal means where students are in the lesson process before summative unit assessments. We are also continuing to work on interdisciplinary instruction across all subject areas in an effort to provide students with cross curricular applications and further support their academic performance and development in all areas throughout the school year.

Part III: Planning for Improvement**Areas of Focus:**

#1. Instructional Practice specifically relating to Science

Area of Focus	Biology continues to be an area of concern at LHS. Proficiency decreased by 2% as a school from FY19 to FY 21. Quarterly benchmarks support a continued decrease in student performance particularly in the lowest 25% subgroup.
Description and Rationale:	
Measurable Outcome:	By the end of the 2022 school year, the percentage of students in all subgroups that meet proficiency on the Biology EOC will increase by 3%.
Monitoring:	There is a strong correlation between reading comprehension, FSA subskill performance and biology EOC student achievement. Strong correlations exists between the FSA subskill performance and acquisition of Biology standards particularly "Key Ideas and Structure" analysis. We will continue to incorporate a cross-disciplinary approach and review formative assessments, benchmarks and anecdotal data in monitoring our desired area of focus during our bi-weekly professional learning communities and monthly professional development sessions.
Person responsible for monitoring outcome:	Yesenia Garcia (garcy2@collierschools.com)
Evidence-based Strategy:	We will continue to work on developing our Biology departments common planning time and focus professional development on formative assessments. Our ELA coach will embed cross-curricular strategies that support literacy development in biology classrooms. Our teachers will also continue working on graphical interpretative based exercises and further support those with the use of Gizmo's and formative practices.
Rationale for Evidence-based Strategy:	Our Biology PLC will continue to focus on incorporating formative practices and embedding ELA subskill strategies into the instructional practice in. Literacy needs will continue to be reinforced through the use of ELA instructional coaches. Small group supports will be provided by our biology resource instructor and a greater emphasis on literacy attainment within the science curriculum will be reinforced. These areas can be supported in our biology classrooms by the incorporation of literacy decoding skills, inductive reasoning and contextualizing allowing students to dissect the biology language and increase their comprehension of biological concepts. These strategies will be imbedded and reinforced during our bi-weekly professional learning communities and monthly professional development.

Action Steps to Implement

Weekly common planning will be geared toward discussing student performance within the biological main ideas. Cross curricular supports will be implemented with our ELA instructional coaches in an effort to target literacy needs within the biology classrooms. Small group supports will be provided by our biology resource instructor and a greater emphasis on literacy attainment within the science language will be placed/discussed during our professional learning communities.

Person Responsible Yesenia Garcia (garcy2@collierschools.com)

Teachers will receive training on how to infuse literacy skills into daily lessons. Lessons will be modeled and teachers will discuss best practices during PLCs.

Person Responsible Yesenia Garcia (garcy2@collierschools.com)

Bi-weekly common planning will take place to discuss data, specifically from common formative assessments and quarterly benchmark assessments.

Person Responsible Yesenia Garcia (garcy2@collierschools.com)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Data in both the 2021 FSA and benchmark assessments in October and January have shown a decrease in the percent of students making learning gains in ELA. This continues to be an area of concern for Lely High School. In FY 21, 41% of students made gains in ELA, this was a decrease of about 5% from FY19. A difference from FY 19-21 is noted of about 1% in students within the lowest 25% making learning gains. The LY,SWD and student on free-reduced subgroups making learning gains in ELA also decreased.

Measurable Outcome: By the end of the 2022 school year, the percentage of students in all subgroups will increase learning gains as measure on the FSA by 3%.

Monitoring: Monitoring will occur through data chats in professional learning communities, quarterly benchmarks and formative assessments through bi-weekly professional learning communities.

Person responsible for monitoring outcome: Jennifer Bledsoe (bledsoje@collierschools.com)

Evidence-based Strategy: The reading coach and reading resource teacher will provide support to both teachers and students to help increase learning gains in all subgroups. Teachers will review item analysis from quarterly benchmarks to identify areas of weakness and/or confusion. Reading Coach and Reading Resource teacher will hold data chats with teachers and students to discuss areas for improvement. Small groups will be pulled for Tier two and Tier three interventions, specifically focusing on standards. Read 180 and System 44 will be utilized by the teacher and support personnel. In addition, the reading coach will work closely with the Social Studies Resource Teacher to provide reading strategies to World History teachers.

Rationale for Evidence-based Strategy: The reading coach and reading resource teacher are trained in using effective instructional practices that have been proven to increase learning gains in ELA. Monitoring data and identifying low tested standards will help to target instruction. World History teachers use various non-fiction texts and can infuse reading strategies into the lessons.

Action Steps to Implement

Teachers will participate in bi-weekly data chats to monitor progress of students during professional learning communities.. The data from common assessments, along with quarterly benchmarks will be used to guide these conversations.

Person Responsible Tracey Alvarez (alvaretr@collierschools.com)

Teachers will receive monthly professional development on effective instruction and how to target individual student needs.

Person Responsible Tracey Alvarez (alvaretr@collierschools.com)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Math achievement levels over the last couple of years have decreased. From FY 19 to FY 21 there was a decrease in students meeting proficiency by 13% percentage points. The data from the quarterly benchmarks this school year have shown a slight improvement but we are still well below the district average. Students within the lowest 25% decreased in making gains by 15% points.

Measurable Outcome: By the end of the 2022 school year, the percentage of students in all subgroups that meet proficiency in Math, will increase by 5% as measure on the Algebra 1 and Geometry EOC.

Monitoring: Monitoring will occur through data chats in professional learning communities, quarterly benchmarks and formative assessments.

Person responsible for monitoring outcome: Yesenia Garcia (garcy2@collierschools.com)

Evidence-based Strategy: The math teachers will continue to use ALEKS as a supplement to instruction as well as use data to drive instruction.

Rationale for Evidence-based Strategy: The math coach is trained in using effective instructional practices that have been proven to increase proficiency in Math. The ALEKS program is an evidence-based strategy that has proven success. Students that use this resource have shown improvement throughout the year and increased benchmark scores.

Action Steps to Implement

Teachers will use data from 2021 to identify the lowest 25% in both Algebra 1 and Geometry

Person Responsible Suzanne Szczepanski (szczes@collierschools.com)

Teachers will use data from benchmark assessments, ALEKS and Reveal Math to analyze effective instruction during bi-weekly. Weekly common planning will be utilized to share best practices and data.

Person Responsible Suzanne Szczepanski (szczes@collierschools.com)

Tiered intervention and small group instruction will be modified based on student needs.

Person Responsible Suzanne Szczepanski (szczes@collierschools.com)

#4. Instructional Practice specifically relating to Social Studies**Area of Focus
Description and Rationale:**

Enhanced focus on addressing the state US History standards and ongoing progress monitoring will lead to increased achievement on the US History EOC assessment.

Measurable Outcome: By the end of the 2022 school year, students in all subgroups will increase achievement on the US History EOC, by 4%.

Monitoring: Our goal is to continue to incorporate proper lesson planning, use of formative assessment and monitoring practices in our social studies professional learning communities. Benchmark assessments, formatives and anecdotal observations will be used to monitor the desired outcome during bi-weekly professional learning communities.

Person responsible for monitoring outcome:

Chuck Indelicato (indelc@collierschools.com)

Evidence-based Strategy:

US History instructors will focus on unpacking content area standards and common formative assessments during weekly professional learning communities.

Rationale for Evidence-based Strategy:

Teachers should have an understanding of the content standards, know how to analyze data and examine the effectiveness of instruction.

Action Steps to Implement

US History teachers will work together to breakdown content standards within and plan how to teach each standard, throughout the year.

Person Responsible Chuck Indelicato (indelc@collierschools.com)

Teachers will use data from common assessments and quarterly benchmark assessments to analyze effective instruction.

Person Responsible Chuck Indelicato (indelc@collierschools.com)

US History teachers will meet bi-weekly in common planning meetings to discuss content focus and instructional strategies.

Person Responsible Chuck Indelicato (indelc@collierschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Our district has embedded a connect for success period within student schedules, we feel this will be a paramount variable in establishing relationships with students and creating a greater sense of school pride, sense of belonging and community within our school. Our goal is to instill a profound sense of community and school pride within our students, we will continue to enhance our efforts with quarterly PBIS celebrations in our student courtyard in conjunction with recurrent monthly student acknowledgements for perfect attendance and student of the month nominations. Our work will continue to be focused on positive interventions to dissuade discipline through student incentives and recurrent positive highlights.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

At Lely we strive to fulfill our motto of "We are Lely" through open collaborative dialogue among teachers, students, coaches, administrators and our community. We work towards building capacity by involving instructional leaders in the decision making process with regards to school initiatives and instructional practice through bi-weekly department leader meetings. Our professional learning communities are teacher driven and facilitated by content area administrators in an effort to guide and encourage all instructional members to have an active role in the development of commonly used instructional strategies and department team initiatives. It is our goal to relay student data and drive instruction through collaborative analysis of state and local assessment results. As a leadership team we aim to empower our staff through professional development, communication and involvement. Our community is an an integral part of our school through sponsorship and individualized student mentoring. We regularly invite our school community, staff and students to events that promote acceptance and cultural competence among all stakeholders.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Students, teachers, administrators, staff, general community members.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$438,533.43
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	0261 - Lely High School	Title, I Part A	3.0	\$252,526.98
			<i>Notes: Resource Teacher Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
	5100	150-Aides	0261 - Lely High School	Title, I Part A	3.0	\$127,373.81
			<i>Notes: Tutors Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
	6150	160-Other Support Personnel	0261 - Lely High School	Title, I Part A	1.0	\$31,523.85
			<i>Notes: PI Assistant Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
	5900	130-Other Certified Instructional Personnel	0261 - Lely High School	Title, I Part A		\$9,373.79
			<i>Notes: Afterschool program - Instructional</i>			
	5900	150-Aides	0261 - Lely High School	Title, I Part A		\$3,076.96
			<i>Notes: Afterschool program -Non- Instructional</i>			
	7300	160-Other Support Personnel	0261 - Lely High School	Title, I Part A		\$3,076.96
			<i>Notes: Afterschool program - Non-instructional</i>			
	7800	790-Miscellaneous Expenses	0261 - Lely High School	Title, I Part A		\$2,064.00
			<i>Notes: Transportation - Afterschool Program</i>			
	6400	750-Other Personal Services	0261 - Lely High School	Title, I Part A		\$1,875.00
			<i>Notes: Guest Teachers for Staff Dev.</i>			
	5900	510-Supplies	0261 - Lely High School	Title, I Part A		\$3,022.55
			<i>Notes: Afterschool Program supplies</i>			
	6150	390-Other Purchased Services	0261 - Lely High School	Title, I Part A		\$3,484.28
			<i>Notes: PI Supplies</i>			
	6150	510-Supplies	0261 - Lely High School	Title, I Part A		\$1,135.25
			<i>Notes: PI Supplies</i>			
3	III.A.	Areas of Focus: Instructional Practice: Math				\$92,143.96
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	130-Other Certified Instructional Personnel	0261 - Lely High School	Title, I Part A		\$92,143.96

			<i>Notes: Math Coach Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>
4	III.A.	Areas of Focus: Instructional Practice: Social Studies	\$0.00
Total:			\$530,677.39