

The School District of Lee County

Estero High School



2021-22 Schoolwide Improvement Plan

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Estero High School

21900 RIVER RANCH RD, Estero, FL 33928

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

Demographics

Principal: Michael Amabile

Start Date for this Principal: 9/20/2021

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	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	64%
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* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (59%) 2017-18: A (62%) 2016-17: C (52%)
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 Lee 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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Estero High School

21900 RIVER RANCH RD, Estero, FL 33928

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

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	No	45%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Estero High School is to provide each member of our diverse student body with the knowledge and skills necessary to succeed in an increasingly complex world.

Provide the school's vision statement.

The vision of Estero High School is where students come to learn and leave to succeed.

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
Amabile, Mike	Principal	
Davie, Kristin	Assistant Principal	
Howdyshell, David	Assistant Principal	
Turner, Chad	Assistant Principal	
Plucker, Jaclyn	Assistant Principal	
Baird, Cassie	Other	

Demographic Information

Principal start date

Monday 9/20/2021, Michael Amabile

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.*

0

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.*

12

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

1,370

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

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

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	365	361	326	318	1370
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	42	48	46	44	180
One or more suspensions	0	0	0	0	0	0	0	0	0	16	24	17	10	67
Course failure in ELA	0	0	0	0	0	0	0	0	0	9	69	47	17	142
Course failure in Math	0	0	0	0	0	0	0	0	0	16	15	31	45	107
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	64	75	54	55	248
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	52	112	85	35	284
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	53	104	83	63	303

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	3	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	0	1	3	6

Date this data was collected or last updated

Tuesday 9/21/2021

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	336	309	314	344	1303
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	15	10	22	18	65
One or more suspensions	0	0	0	0	0	0	0	0	0	11	13	25	18	67
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	24	25	17	66
Course failure in Math	0	0	0	0	0	0	0	0	0	1	4	17	29	51
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	63	34	39	40	176
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	43	30	41	44	158

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	36	33	37	42	148

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	4	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	2	3	6

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	336	309	314	344	1303
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	15	10	22	18	65
One or more suspensions	0	0	0	0	0	0	0	0	0	11	13	25	18	67
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	24	25	17	66
Course failure in Math	0	0	0	0	0	0	0	0	0	1	4	17	29	51
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	63	34	39	40	176
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	43	30	41	44	158

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	36	33	37	42	148

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	4	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	2	3	6

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				67%	55%	56%	66%	55%	56%
ELA Learning Gains				47%	49%	51%	57%	50%	53%
ELA Lowest 25th Percentile				34%	37%	42%	44%	42%	44%
Math Achievement				56%	50%	51%	58%	54%	51%
Math Learning Gains				41%	45%	48%	41%	43%	48%
Math Lowest 25th Percentile				37%	43%	45%	52%	43%	45%
Science Achievement				74%	62%	68%	71%	70%	67%
Social Studies Achievement				75%	67%	73%	73%	66%	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	66%	51%	15%	55%	11%
Cohort Comparison						
10	2021					
	2019	68%	48%	20%	53%	15%
Cohort Comparison		-66%				

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	73%	56%	17%	67%	6%
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	75%	64%	11%	70%	5%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	35%	59%	-24%	61%	-26%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	65%	50%	15%	57%	8%

Grade Level Data Review - Progress Monitoring Assessments

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

Data was collected through a quarterly progress monitoring cycle, which included instruments such as STAR, iReady, and district-created progress monitoring assessments.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	156/48.6	140/41.7	148/44.4
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	4/12.5	2/5.7	4/11.8
	English Language Learners	3/11.1	2/6.7	2/6.7
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	161/51.6	165/49.8	171/52.3
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	7/22.6	11/30.6	10/27.8
	English Language Learners	5/17.9	5/16.7	5/17.2
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	164/85.4	177/91.2	172/93.5
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	6/75	6/75	6/85.7
	English Language Learners	1/100	1/100	1/100
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	95/44.6	85/36.8	69/37.7
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	4/14.3	4/13.3	3/8.8
	English Language Learners	1/7.1	0/0	1/5.9
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	36/28.3	26/19	29/22.3
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	5/17.9	4/12.9	5/16.1
	English Language Learners	1/7.7	1/6.3	1/7.1
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	29/35.8	42/50	45/64.3
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	7/31.8	9/39.1	7/36.8
	English Language Learners	0/0	4/30.8	5/45.5
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	102/89.5	106/93.8	110/97.3
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	1/100	1/100	1/100
	English Language Learners	1/100	1/100	1/100

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	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	2/33.3	1/20	2/50
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	0/0	0/0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	17/32.1	12/25	17/33.3
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	0/0	1/11.1	2/20
	English Language Learners	0/0	0/0	0/0

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	2/50	2/50	1/33.3
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	0/0	0/0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	1/100	1/100	1/100
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	0/0	0/0

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	11	21	16	13	13	12	13	28		88	31
ELL	13	31	32	16	23	22	22	42		78	34
ASN	71	50		55	45					91	90
BLK	48	45		29	17					92	73
HSP	42	40	29	31	22	21	42	67		94	56

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	68	47	26	48	25	29	72	78		98	86
FRL	44	40	30	32	24	24	47	67		93	63
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	25	19	21	27	28	21	39		95	28
ELL	33	40	30	21	35	27	30	32		80	42
ASN	94	53		64	36		100	92			
BLK	64	82		40			50				
HSP	53	41	31	34	35	31	56	62		93	54
MUL	94	36		58	27		91				
WHT	72	49	33	69	45	44	81	84		97	69
FRL	54	38	32	43	37	37	60	68		92	50
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	27	44	42	20	56	62	32	32		76	32
ELL	7	36	37	21	35	35	21	32		44	18
ASN	88	67		92	40			85			
BLK	58	47		36	38					91	80
HSP	49	51	37	40	37	45	58	59		81	56
MUL	73	45									
WHT	76	61	55	70	45	59	81	80		96	65
FRL	56	55	41	50	43	54	63	63		84	52

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	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	579
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	27
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	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	67
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	51
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	45
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	58
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?

Overall, for the grade level data review (assessments), we are scoring above state and district percentages in all areas but the Algebra EOC. For progress monitoring data (content), we are seeing the following for 9th grade: ELA decreased in overall proficiency, Math increased in proficiency minimally, and Biology steadily increased proficiency. For 10th grade (content), we are seeing the following for progress monitoring data: a decrease in Math and ELA, while Biology and US History increased. For 11th and 12th grades, students increased proficiency percentage in all areas (Biology & USH) with the exception of 12th grade Biology. For subgroup data, all subgroups showed a decline in ELA L25% from the 2018 to 2019 data sets.

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

Based off progress monitoring and 2019 state assessments, the data components showing the greatest need for improvement are Math and ELA proficiency for all 9th and 10th grade students. Additionally, there should be emphasized focus on our Students with Disabilities and English Language Learners to improve proficiency.

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

The main contributing factors to this need for improvement are the COVID pandemic, Lee Home Connect, cooperative learning restrictions, and overall student attendance. In order to address this need for improvement, we will continue to utilize our Attendance Alliance (attendance team) to focus on students that are tardy to or missing school excessively. Additionally, we are reincorporating the use of Kagan strategies, Promethean boards and cooperative learning strategies to increase engagement for all learners. In addition, through staff PLC's, we are focusing on identifying and developing interventions for students in these subgroups not making progress toward proficiency.

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

Based off 2019 state assessments, US History showed the most improvement. Based off of progress monitoring, 9th, 10th and 11th grade Biology showed the most improvement. Additionally, 10th and 11th grade US History had improvements.

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

All Biology progress monitoring data increased due to academic integrity concerns. We believe this to be true based on the discrepancy from the progress monitoring assessments compared with the data from the state and teacher created tests. Biology is not a valid improvement.

US History maintained consistent, strong performing teachers and had higher in-person attendance rates.

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

In order to accelerate learning, we will implement regular data review with teachers and student data self-analysis. Additionally, we will focus on engagement and intervention strategies.

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.

In order to support teachers and leaders, we will be hosting monthly subject area data chats with the principal, specific PLC's targeting our ESSA subgroups, and continued opportunities for professional development through district and school offerings (Performance Matters, Castle Data, Promethean, etc).

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

We will continue to host monthly subject area data chats with the principal, specific PLC's targeting our ESSA subgroups, and host opportunities for professional development through district and school offerings (Performance Matters, Castle Data, Promethean, etc).

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale: Based on the data from the 2020-2021 school year, administration determined that a new policy needed to be instituted in order to reduce the amount of electronic device referrals that were being written, mainly for cell phone use in the classroom. Approximately 48% of the referrals written during the 2020-2021 school year were for electronic devices. Due to this, the administrative team determined that a new electronic device policy needed to be instituted to ensure focus was on the teachers and not on electronics, which in turn caused discipline concerns.

Measurable Outcome: Decrease the number of electronic device referrals from 48% to 38% of the total number of school year referrals as measured by FOCUS in June 2022.

Monitoring: Administration will monitor the new electronic device policy while in classrooms. Additionally, administration will ensure that teachers are following the new procedures when a student is in violation of the electronic device policy.

Person responsible for monitoring outcome: Kristin Davie (kristind@leeschools.net)

Evidence-based Strategy: EHS will continue to monitor correct implementation of the policy and procedures in order to keep the focus on the instruction instead of on electronics. Research indicates that the use of personal electronic devices while in the classroom decreases engagement, resulting in lower achievement levels and learning gains.

Rationale for Evidence-based Strategy: We are using this new policy and procedure to return student focus to instruction in the classroom, therefore increasing their knowledge on the subject matter. Students not having access to their electronic devices will also decrease the inappropriate socializations during class time while improving academic integrity.

Action Steps to Implement

Implementation of the new policy within classrooms - teachers
 Follow through with new discipline procedures in Student Affairs - administration
 Consistent communication with parents regarding policy/procedures or concerns - administration

Person Responsible Kristin Davie (kristind@leeschools.net)

#2. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:	To assist with data understanding for all (administration and teachers), we have implemented a monthly data chat PLC with the principal. During this time, each core subject area will spend their PLC time reviewing data with the principal and assistant principal for that subject area. The purpose of this is to monitor growth and share support for all teachers in order to increase proficiency rates and close achievement gaps amongst the students.
Measurable Outcome:	The intended outcome is to see an overall growth in student proficiency across all subjects areas based on 2021-2022 test results as compared to 2019 State assessments. We would like to see the following growth for each tested area: ELA (overall)-5%; Biology-5%; USH-2%; and Math (overall)-4%.
Monitoring:	This area of focus will be monitored monthly through the PLC Data Chat with each department. Teachers are responsible for compiling and providing up to date progress monitoring data. Goals will be set and notes will be taken based off of discussions, and shared with all members of the related department.
Person responsible for monitoring outcome:	Mike Amabile (michaella@leeschools.net)
Evidence-based Strategy:	EHS will continue to utilize PLC's to review data and focus on areas of concern and need. Additionally, EHS staff will incorporate strategies and tools from PLC discussions within the classroom to assist with the overall goal of student proficiency growth.
Rationale for Evidence-based Strategy:	PLC's are a great way for teachers to share data and learn from each other in order to increase proficiency and close achievement gaps. PLC's provided a time for teachers to reflect and be cognizant of and plan for areas of focus.

Action Steps to Implement

1. Collect and review data (teachers/administration)
2. During PLC, review and discuss data based on the 4 PLC questions (teachers/administration)
3. Discuss strategies to implement within the classroom to assist with student learning and achievement (teachers/administration)
4. Implement strategies to minimize achievement gap for L25 students.

Person Responsible Mike Amabile (michaella@leeschools.net)

#3. ESSA Subgroup specifically relating to English Language Learners**Area of Focus Description and Rationale:**

Estero High School will focus on English Language Learner students in order to increase student achievement based on data from the 2019 Subgroup Data.

Measurable Outcome: Increase the English Language Learner Achievement percentage to 37% for ELA, 23% for Math, 35% for Science, and 34% for Social Studies.

Monitoring: Estero High School will use progress monitoring data to drive instructional decisions during PLC's in order to support English Language Learner students. Estero High School will also utilize our ESOL team for in-class monitoring and to provide insights and data for each ELL student.

Person responsible for monitoring outcome:

David Howdyshell (davidjh@leeschools.net)

Evidence-based Strategy: Progress monitoring will be used to drive instruction throughout the school year in order to focus on areas of need. Additionally, we will utilize district support materials to ensure that ELL students are being given appropriate assistance and guiding tools.

Rationale for Evidence-based Strategy:

Data driven decision making has been proven to be an effective strategy for increasing student achievement.

Action Steps to Implement

1. Collect and review data based on determined data source (teachers)
2. During PLC, review data based on the 4 PLC questions (teachers/administration)
3. Discuss strategies to implement within the classroom to assist with student learning and achievement (teachers/administrators/coaches)
4. Work with ESOL Para and district support personnel to ensure students are being given supports to assist in learning (teachers/ESOL paraprofessional)

Person Responsible

David Howdyshell (davidjh@leeschools.net)

#4. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale:	We determined that teachers at Estero High School needed consistent communication and support to best implement strategies to close achievement gaps and increase proficiency amongst all students. Due to the need, we are implementing an Academic Leadership Committee (ALC), Principal Data Chats, and Mentoring Homeroom Team.
Measurable Outcome:	The intended outcome is to increase student scores and decrease achievement gaps. Additionally, we intend this focus area to show an increase in school morale, which lends itself to students having increased attendance rates, staying engaged in classroom lessons and activities, and having increased academic performance.
Monitoring:	Estero High School will implement the use of an Academic Leadership Committee to focus on academic areas of need throughout departments. They will review PLC data and information monthly for effective implementation of research-based strategies. Additionally, Estero High School will implement a Homeroom Planning Team for weekly lessons to be utilized in homeroom periods. A minimum of once a month will focus on mental health, while other weeks in the month will focus on academics, attendance, morale, relationships, future success, and soft skills necessary for overall success in and out of an educational environment.
Person responsible for monitoring outcome:	David Howdyshell (davidjh@leeschools.net)
Evidence-based Strategy:	Research shows that when students are in a safe and supportive environment, achievement gaps decrease, proficiency increases, and overall, social and emotional well being is improved.
Rationale for Evidence-based Strategy:	Research shows that when students are in a safe and supportive environment, achievement gaps decrease, proficiency increases, and overall, social and emotional well being is improved. We will utilize district provided resources for Mental Health course offerings. Additionally, the Homeroom Planning team will work with school guidance counselors, the social worker and the mental health specialist for lessons to improve student social and mental well being.

Action Steps to Implement

1. Meet with respective teams, specifically ALC and Homeroom Team (team members/administration)
2. Review data and research (team members/administration)
3. Plan implementation strategies and lesson (team members/administration)

Person Responsible David Howdyshell (davidjh@leeschools.net)

#5. DJJ Components specifically relating to Increased Attendance**Area of Focus Description and Rationale:**

Due to the COVID pandemic and at home learning, positive attendance trends over the past two school years has decreased.

Measurable Outcome:

Increase the Average Daily Attendance for Cycle Y from 94.21% to 94.5% by June 2022.

Monitoring:

This area of focus will be monitored through data provided by the Attendance Alliance at their monthly attendance meetings. Each month, they will analyze the attendance trends for students, focusing on students that have perpetual attendance concerns. Additionally, the school social worker will contact families and hold attendance meetings with students and families when necessary. If needed, the school social worker will also visit student residences to speak with family members regarding student attendance.

Person responsible for monitoring outcome:

Jaclyn Plucker (jaclynep@leeschools.net)

Evidence-based Strategy:

The Check and Connect evidence-based strategy will be implemented throughout the school year. This strategy is proven to increase overall attendance rates for students. PBS strategy further provides positive attendance incentives, thus resulting in increased student attendance.

Rationale for Evidence-based Strategy:

The Check and Connect strategy allows staff to consistently monitor attendance of all students and effectively connect with them to provide support and motivation to increase attendance. PBS rewards students for positive attendance with incentives such as certificates, snacks/treats, homework pass, EHS merchandise, and more.

Action Steps to Implement

1. Attendance Alliance will meet to review monthly student attendance data.
2. Quarterly incentives for perfect or improved attendance.
3. Attendance meetings with at-risk students/families.

Person Responsible

Jaclyn Plucker (jaclynep@leeschools.net)

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.

After looking at the data, our main concern is tobacco incidents on campus. We are the 5th highest in the Lee County school district for tobacco related incidents with a 1.78 per 100 student rate. In order to decrease the use of tobacco products on campus, we will educate students through homeroom as well as course offerings the dangers of smoking tobacco and tobacco related products. Additionally, we will increase patrols of campus throughout the school day, focusing on stairwells, locker room, parking lot and restrooms.

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.

Estero High School address building a positive school culture and environment in many ways. To begin, there is a morale committee dedicated to supporting and boosting morale for all staff members on campus through various means including but not limited to: Woot Woot Wagon (monthly goodies), WWE (staff members of the month), mail room decorations, positive affirmations, and attendance awards. We also utilize weekly homeroom periods to foster and build a welcoming, safe and supportive environment for students and staff members. We are starting the process of becoming a PBS school in which we will focus on positive reinforcements for attendance, behavior and academic progress. EHS utilizes social media on a daily basis through Instagram, Facebook, and Twitter platforms. Through these platforms, we showcase a positive daily quote, highlight student achievements and successes, both individual and team oriented, Wins for the Week, general information distribution, and upcoming events and opportunities. Estero High also incorporates many clubs (30+) and activities for students and staff to promote positive school culture and inclusivity. Some of these include general athletic teams, Interact Club, Spirit Club, National Honor Society, Key Club, Best Buddies, Gardening Club, Gender Sexuality Alliance, Gamers Club, A-Team, AICE Student Union, STEM at Work, "On the Prowl" Student Newspaper, art club and many more. The College and Career Center, run by a guidance counselor, provides students with information and support for their success in their endeavors after graduating from Estero High School. Supports include but are not limited to: FAFSA and college application assistance, consistent parent meetings and contact, individualized student plans and supports, and a Google Classroom that provides supplemental materials and opportunities (workshops, virtual college visits, professionals/guest speakers explaining career paths and opportunities). Additionally, the College and Career center, provided COVID requirements allow it, holds a College and Career Fair where numerous agencies visit campus for students to learn from and speak with.

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

The stakeholders for Estero High School include: faculty and staff, students, families, and community members. These stakeholders help promote a positive culture and environment in the following ways:

Faculty and Staff ensure a safe and orderly school environment on a daily basis both inside their classrooms and throughout the school. Faculty and Staff also participate in school-wide events such as Homecoming, dress-up days, athletic events, and serve as club sponsors, to name a few.

Students help promote a positive school culture and environment by following school rules and procedures, joining or supporting athletic teams and school clubs, volunteering for school beautification events, and by

participating in school events such as Homecoming and Fall/Spring Festivals.

Families promote a positive culture and environment by ensuring their student(s) follows school rules and procedures, participating in the School Advisory Committee, participating in student led on-campus clubs, joining the Athletic and/or Band Booster organizations, or providing general volunteer assistance.

Community members promote a positive school culture by donating items to the school including clothing for the clothes closet, backpacks and supplies for students in need, and other items students need to ensure they are able to grow personally and educationally (dorm supplies for college, computers, financial aid for living necessities). Additionally, community members support the school through the School Advisory Committee, as classroom speakers and volunteers (when permitted on campus), by providing career learning experiences for our Leadership Academy and STEM at Work students, attending and supporting our students in their club and athletic endeavors, and helping raise funding for students and staff.