Lely High School

2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (50%) 2018-19: B (57%) 2017-18: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 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	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

School Board Approval

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SIP Authority

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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.

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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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.
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.
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.

Demographic Information

Principal start date
Thursday 7/1/2021, Jennifer Bledsoe

Number of teachers with a 2022 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 2022 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.*

9

Total number of teacher positions allocated to the school

81

Total number of students enrolled at the school

1,548

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

15

Identify the number of instructional staff who joined the school during the 2022-23 school year.

8

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	377	419	426	296	1518
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	58	61	80	38	237
One or more suspensions	0	0	0	0	0	0	0	0	0	59	66	95	44	264
Course failure in ELA	0	0	0	0	0	0	0	0	0	66	99	138	60	363
Course failure in Math	0	0	0	0	0	0	0	0	0	87	118	132	59	396
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	103	114	133	69	419
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	75	71	133	50	329
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	103	114	132	69	418

Using the table above, complete the table below with the number of students by current grade level who have 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	100	126	167	70	463

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Wednesday 8/24/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	38%	54%	51%				45%	59%	56%
ELA Learning Gains	40%						46%	52%	51%
ELA Lowest 25th Percentile	26%						33%	41%	42%
Math Achievement	40%	35%	38%				54%	58%	51%
Math Learning Gains	39%						44%	44%	48%
Math Lowest 25th Percentile	38%						53%	46%	45%
Science Achievement	52%	51%	40%				59%	72%	68%
Social Studies Achievement	67%	47%	48%				68%	76%	73%

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

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
2022					
2019	55%	68%	-13%	67%	-12%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	69%	72%	-3%	70%	-1%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	29%	67%	-38%	61%	-32%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	61%	59%	2%	57%	4%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	18	32	25	25	36	40	32	57		86	35
ELL	12	30	23	21	26	34	23	36		92	46
BLK	33	39	27	39	38	41	34	66		89	51
HSP	35	39	26	37	33	32	51	60		93	58
MUL	64	58									
WHT	49	45		49	58	50	80	88		95	84
FRL	33	39	27	37	37	39	47	62		91	57

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									
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	48
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	36
Total Points Earned for the Federal Index	532

ESSA Federal Index	
Total Components for the Federal Index	11
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	61
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

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%	0

White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

In review of FY22 results, we noticed that ELA proficiency decreased by about 3% points jointly with gains by about 1% point. In math proficiency decreased by 1%, while gains slightly increased by 1%. Science achievement decreased by 4% points. In reviewing student subgroups, LY students underperformed across all tested content areas making this a central area of focus for the FY22-23 school year.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELA proficiency, lowest 25% and science proficiency demonstrated the greatest need for improvement. All three areas have been identified as a central area of focus for the 22-23 school year.

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

Minimal collaborate efforts and group based instructional practices as a result of COVID were key areas that were missed within our classrooms. We have made strategic collaborate discussion a main area of focus for the 22-23 school year within our classrooms in an effort to provide students with greater practice and general language elaboration within peer-based activities.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

US History showed a significant increase in proficiency by approximately 8% points. Additionally, our math learning gains slightly went up by about 1% point.

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

We have identified small individualized groups, recurrence in formative practices, various opportunities to express understanding and comprehension of the curriculum to have served as evidences for a significant increase in student proficiency. Particular focus on student subgroups and strategic pull out through the use of our social studies support coach were key in providing students with greater supports.

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. We will also place particular focus on understanding historical student data trends and assisting instructors in identifying areas of focus within each of their class periods.

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. This year we are focusing on the 4DX model across our tested subject areas in order to enhance student targeted focus, increase overall engagement and create a consistent/reliable measure of student accountability through individualized data tracking.

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

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.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Data in both the 2022 FSA and benchmark assessments in October and January have shown a decrease in the percent of students acquiring proficiency on the FSA 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of the 2023 school year, the percentage of students that meet proficiency in ELA will increase by 5% as evidenced by the F.A.S.T end of year assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The desired outcome will be monitored through the use of formative, summative and anecdotal data. Students will also be monitoring their own individual performance through the use of their 4DX binders which they will have in every tested area. Our 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 to continue to determine intervention needs and student growth.
Person responsible for monitoring outcome:	Jennifer Bledsoe (bledsoje@collierschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	For the FY23 school year, we have introduced the 4DX model with the goal of organizing students to focus on small attainable goals, increase academic engagement through individualized monitoring and encourage student accountability through the use of student data binders where each learner will be responsible for monitoring their academic growth. Additional to this, the reading coach and reading resource will provide support to both teachers and small student groups that are strategically organized based on subgroup learning needs. Teachers will review item analysis from quarterly benchmarks to identify instructional areas of focus.
Rationale for Evidence-based Strategy: Explain the	In review of our state assessment and local benchmark data, literacy continues to be an area of concern and needed focus. Anecdotal classroom observations, local formative and summative practices have revealed through the use of data chats a continued need to support literacy attainment and general comprehension in all core content courses.

rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Our efforts will continue focused on strategic implementation strategies to enhance reading and language development among our students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will use data from common formatives/summatives in addition to benchmark assessments during bi-weekly PLC's. Weekly common planning will be utilized to share best practices and data with regards to standards in which students demonstrate lack of proficiency and additional needed supports.

Person Responsible	Tracey Alvarez (alvaretr@collierschools.com)

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

Person Responsible	Tracey Alvarez (alvaretr@collierschools.com)

#2. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	In review of FY22 EOC, benchmark and classroom observations our ELL subgroup dropped in proficiency to 34%, our goal will be to strive for a 41% proficiency through targeted vocabulary instruction and language practice in all core content courses. In reflection of last year's instructional practices a root cause of low performance in our ELL learners is due to a reduced amount of small group discussion based vocabulary/ language practice in conjunction with a reduction of decoding strategies when presented with core content.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	For FY23 our goal is to increase student proficiency within out ELL subgroup 7% to meet minimally 41% proficiency as evidenced by the F.A.S.T end of the year assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The desired outcome will be monitored through the use of formative, summative and anecdotal data. Students will also be monitoring their own individual performance through the use of their 4DX binders which they will have in every tested area. Our 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 to continue to determine intervention needs and student growth.
Person responsible for monitoring outcome:	Jennifer Bledsoe (bledsoje@collierschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	A cross-curricular focus has been implemented across all tested areas in literacy to support vocabulary development, decoding and deconstruction skills in courses that require extensive on level reading. Our literacy coach and reading resource will both work with various classrooms in supporting reading strategies and ways in which to assist students in absorbing the content being presented by understanding reading material and strategic intervention to assist with general language development.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific	In review of our state assessment and local benchmark data, literacy continues to be an area of concern and needed focus for our English Language Learners. Anecdotal classroom observations, local formative and summative practices have revealed through the use of data chats a continued need to support vocabulary attainment and general comprehension in all core content courses. Our efforts will continue focused on strategic implementation strategies to enhance reading and language development among our ELL students in all core content courses.

**strategy.
Describe the
resources/
criteria used
for selecting
this strategy.**

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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**   Tracey Alvarez (alvaretr@collierschools.com)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	We noticed a decrease in the percentage of students scoring at a level 3 on the Algebra EOC from SY21 to SY22 across all subgroups, with the most significant drop occurring within the ELL subgroup. The overall percentage of students scoring at a level 3 from SY21 to SY22 on the Geometry EOC remained unchanged at 49%. Our data revealed a small drop in the percentage of students scoring at a level 3 or higher within our ESE subgroup, but a small increase of level 3 or higher within our ELL subgroup.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of the 2023 school year, the percentage of students in all subgroups that meet proficiency in Math, will increase by 5% as measured on the Algebra 1 and Geometry EOC.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Various modalities for monitoring progression towards target goal will be used, such as formative assessments, utilization of data-based discussions during professional learning communities, and quarterly benchmark assessments.
Person responsible for monitoring outcome:	Yesenia Garcia (garciy2@collierschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	Our focus for SY23 will be on student engagement and motivation. We will be focusing on a multitiered approach. It will be a priority that all teachers know the past state mathematics data for their particular students. Within common planning meetings we are prioritizing activities to facilitate more engaging learning and creating weekly common formative assessments to gain a deeper understanding of where our students are struggling. Additionally, our math instructors will be participating in a 4dx training, where both teachers and students will be asked to track their progress throughout the year. Small group pull outs and push ins with the math coach will be imperative with a focus on remediation of the weekly common formative assessments.

for this Area of Focus.	
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**	The math coach is trained in using effective instructional practices that have been proven to increase proficiency in Math. We will be utilizing "Big Ideas Math, Skills trainer" to assist us in monitoring the implementation of the evidence-based strategies in addition to formatives and small groups. Specific strategies of focus were selected in review of the Algebra 1 EOC, Geometry EOC, district benchmarks and anecdotal student academic performance for the FY 22 school year.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will use data from common formatives/summatives in addition to benchmark assessments during bi-weekly PLC's. Weekly common planning will be utilized to share best practices and data with regards to standards in which students demonstrate lack of proficiency and additional needed supports.

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 Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Biology continues to be an area of concern with about a 4% decrease in student proficiency from FY22. Quarterly student benchmarks continue to show the same trends with decreased student proficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of the 2023 school year, the percentage of students in all subgroups that meet proficiency on the Biology EOC will increase by 4%.It will be our goal to increase ELL subgroup proficiency specifically by 5% as measured by the Biology EOC.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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 targeting collaboration in instructional practices and data-based discussions through the use of formative assessments/summative assessments results.
Person responsible for monitoring outcome:	Yesenia Garcia (garciy2@collierschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being	We will continue to work on developing our Biology departments common planning time and focus professional development on literacy and science language augmentation. Our ELA coach will embed cross-curricular strategies that support literacy development in biology classrooms. A greater emphasis has been placed on vocabulary development and general literacy strategies in our science classrooms through the support of our reading resource/reading coach. Additionally, small groups specific to reading subskill deficiencies will be pulled and supported within the area of lower performance as measured by the

implemented for this Area of Focus.	previously used FSA statewide assessment in addition to general academic performance in core classes.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this 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 incorporating 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. These strategies were selected in analysis of the Bio EOC standards, statewide assessment subskill data and student performance.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 (garciy2@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 (garciy2@collierschools.com)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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.

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

Students, teachers, administrators, staff, general community members are all key stakeholders in promoting a positive school culture and environment. As a leadership team we aim to empower our students and 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.