

The School District of Lee County

Lehigh Senior High School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	8
III. Planning for Improvement	12
IV. ATSI, TSI and CSI Resource Review	17
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	17
VII. Budget to Support Areas of Focus	20

Lehigh Senior High School

901 GUNNERY RD N, Lehigh Acres, FL 33971

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

School Board Approval

This plan was approved by the Lee County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Mission: To improve teaching and increase student achievement.

Provide the school's vision statement.

Vision: To be a World Class High School.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Grote, Darya	Principal	The role of a principal is to provide strategic direction in the school system. Principals develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Szafran, Amy	Assistant Principal	Assist the Principal in ensuring continuous improvement in measurable student performance and achievement, customer satisfaction, performance management, and compliance. Assist the Principal in the overall administration and operation of the school.
Young, Veronica	Assistant Principal	Assist the Principal in ensuring continuous improvement in measurable student performance and achievement, customer satisfaction, performance management, and compliance. Assist the Principal in the overall administration and operation of the school.
Krevinko, Timothy	Assistant Principal	Assist the Principal in ensuring continuous improvement in measurable student performance and achievement, customer satisfaction, performance management, and compliance. Assist the Principal in the overall administration and operation of the school.
Souza, Susan	Assistant Principal	Assist the Principal in ensuring continuous improvement in measurable student performance and achievement, customer satisfaction, performance management, and compliance. Assist the Principal in the overall administration and operation of the school.
	Assistant Principal	

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholder engagement is the process by which LSHS communicates and gets to know their stakeholders. By getting to know them, LSHS is able to better understand what they want, when they want it, how engaged they are and how the school's plans and actions will affect their goals. Stakeholders input is solicited via email and surveys that help drive development.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP is monitored via data chats held at the district and school level. The plan is monitored by the administrative team in addition to other instructional leaders.

The Plan will be reviewed quarterly, and revised as needed based on specific data points.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	89%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C

	2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	27	47	50	45	49	51	45		
ELA Learning Gains				48			46		
ELA Lowest 25th Percentile				36			38		
Math Achievement*	25	34	38	28	33	38	23		
Math Learning Gains				38			24		
Math Lowest 25th Percentile				41			22		
Science Achievement*	40	54	64	35	35	40	50		
Social Studies Achievement*	60	58	66	56	40	48	58		
Middle School Acceleration					38	44			
Graduation Rate	91	84	89	93	49	61	96		
College and Career Acceleration	67	65	65	67	60	67	56		
ELP Progress	29	36	45	54			47		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	339
Total Components for the Federal Index	7
Percent Tested	94
Graduation Rate	91

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	541
Total Components for the Federal Index	11
Percent Tested	98
Graduation Rate	93

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	4	1
ELL	31	Yes	4	1
AMI				
ASN	45			
BLK	41			
HSP	50			
MUL	49			
PAC				
WHT	63			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	47			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	3	
ELL	35	Yes	3	
AMI				
ASN	84			
BLK	45			
HSP	49			
MUL	60			
PAC				
WHT	56			
FRL	47			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	27			25			40	60		91	67	29
SWD	15			12			19	39		18	7	22
ELL	15			15			24	28		39	7	29
AMI												
ASN	50			40							2	
BLK	21			18			39	50		57	7	15
HSP	29			28			38	59		71	7	34
MUL	13			10			13	75		90	6	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	35			37			58	80		73	6	
FRL	25			23			39	57		64	7	30

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	45	48	36	28	38	41	35	56		93	67	54
SWD	18	34	23	15	30	37	16	28		83	36	52
ELL	22	40	30	13	31	31	18	27		87	35	54
AMI												
ASN	77	58								100	100	
BLK	41	48	36	21	35	43	29	48		95	61	40
HSP	44	47	34	28	39	40	34	55		93	66	58
MUL	56	57		36	50		61	73		90		
PAC												
WHT	55	50	42	43	39	38	49	74		92	81	
FRL	40	47	38	24	36	43	32	50		94	65	51

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	45	46	38	23	24	22	50	58		96	56	47
SWD	16	30	27	7	17	18	21	32		96	19	44
ELL	17	38	39	12	25	30	24	33		90	30	47
AMI												
ASN	75	58								100	80	
BLK	38	39	32	15	22	22	41	46		98	53	39
HSP	45	48	41	26	23	20	52	61		96	53	49
MUL	57	37		36	33		73	80		100	69	
PAC												
WHT	56	50	46	34	30	20	63	74		93	64	
FRL	38	40	36	19	22	21	44	52		96	51	42

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	40%	45%	-5%	50%	-10%
09	2023 - Spring	39%	46%	-7%	48%	-9%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	17%	39%	-22%	50%	-33%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	34%	43%	-9%	48%	-14%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	38%	50%	-12%	63%	-25%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	56%	54%	2%	63%	-7%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Over all, the algebra 1 student scoring proficient was the lowest performing data point.

Contributing factors include:

- * An algebra 1 teacher being out of the building for first semester on LOA
- *Loss of instructional time due to Hurricane

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Overall a decrease in math student scoring proficient was the lowest performing data point.

Contributing factors include:

- * An algebra 1 teacher being out of the building for first semester on LOA
- * Geometry teacher quitting at semester, covered by Admin and PCT but loss of instructional time
- *Loss of instructional time due to Hurricane

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math proficiency.

- * An algebra 1 teacher being out of the building for first semester on LOA
- * Geometry teacher quitting at semester, covered by Admin and PCT but loss of instructional time
- *Loss of instructional time due to Hurricane

Which data component showed the most improvement? What new actions did your school take in this area?

Most improvement came in the area of US History.

- * Support for US History begins in the World history Level.
- *Implementing high Yield instructional strategies in World history.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Students that are failing 1 class or more is a large area of concern.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

- 1) Math scores
- 2) ELA Scores
- 3) Performance of bottom 25%
- 4) ELL Performance
- 5) Biology Performance

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Attendance in class is one of the highest indicators of performance and ability.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

For the 2023-2024, 85% of students (1,976 of 2,524 students) will maintain an attendance rate higher than 90% as measured by daily attendance records by May 2024.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Student attendance will be tracked on a quarterly to monthly basis, depending on the individual students. Students with poor attendance will be contacted by counselors, Administration and then social worker as needed.

Person responsible for monitoring outcome:

Veronica Young (veronicayo@leeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Sound and reasonable attendance policies will be implemented in order to foster self-discipline in students while building a positive school climate and community. Students will have the ability to see their attendance in Castle and focus on a daily basis and positive trends will be celebrated with students that have had high absences in the past.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students will know in advance the expectations that are set forth for them. They will be supported along the way and build relationships with those around them to ensure that they are on the right track.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Instructional Coaching/Professional Learning**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

While our school have very strong PLCs in place, it has been determined that the planning for the level of rigor necessary for student achievement is below expectation.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

PLCs will be held weekly and during those PLCs, teams will examine exemplars in order to backwards plan to allow instruction to meet the rigor of the standards.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Admin over departments will attend PLCs weekly/bi-weekly depending on needs of the team. During this time, the admin will ensure that discussion is leading to student achievement and mastery of standards.

Person responsible for monitoring outcome:

Amy Szafran (amysz@leeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

PLCs are an ongoing process in which educators work together and learn from each other by using Data to drive discussion and improve instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Since our PLCs are strong and our teachers care about our kids, they spend more time working on filling in the gaps in learning, than instructing to the rigor of the standards. This is evident by the gradebook and EOC/FSA deficit.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

- 1) Ensure that PLCs are meeting weekly
- 2) PLCs attended by admin over department

- 3) Using exemplars to backward plan and design instruction.
- 4) Review data from exemplars weekly, to guide instruction including remediation

Person Responsible: [no one identified]

By When:

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Student performance in 9th grade closely predicts how they will do later in high school and potentially college. The 9th grade co-hort performance will be a great predictor on performance moving forward as they progress through high school.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

For the 2023-2024, 90% of 9th grade students (619 of 687 students) will meet requirements for graduation by passing all required courses.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Student performance will be monitored quarterly by grade checks and transcript reports.

Person responsible for monitoring outcome:

Amy Szafran (amysz@leeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students that are failing a class will be pulled for one on one meetings with their guidance counselors and/or AP.

Students will be pulled from Elective classes to make up in E2020 as appropriate for graduation requirements.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Student performance in 9th grade closely predicts how they will do later in high school and potentially college.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Fund Allocations are reviewed and processed monthly at SAC meetings.

During this time, the School Advisory Council works to ensure that the needs of the students and school are met appropriately.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

School Improvement Plans (SIPs) must be created and managed using the Florida CIMS website. This will allow for our completed SIPs to be made available publicly and parents can request a copy from the school's front office in their preferred language after publication approval.

On Aug 1, 2023, schools must have SIPs reviewed by Academic Services & Title I Depts

On or before Oct 6, 2023, School Advisory Council (SAC) must present, review, and request feedback on the SIP and budget. The meeting minutes will be uploaded into the school's Title I Crate (web-based site) and FY24 School document folder in the google team drive.

On Oct 17, 2023, The Lee County School Board will approve publication and dissemination.

Schools must review Annual School Improvement Assurances, complete & submit School Advisory Council Membership List 2023-2024, complete & submit School Advisory Council 2022-2023 Nomination and Election Process Verification on or before Nov 1, 2023, in the google drive FY24 School Document Folder.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Lehigh Senior High School recognizes the enormous importance of increasing parental and family engagement in raising student achievement at all levels. To accomplish this and to determine the needs/ barriers of our parents, schools, the PFEP team analyzes the current building capacity activities, compares participation numbers, and addresses the barriers that limit parent participation. These barriers include language barriers, working schedules, child care as well as many others. In addition, since we are a Title I school, we complete the Florida DOE template for the Parent and Family Educational Plan (PFEP). School data is reported to the district to become a part of the District PFEP

Evaluation and goal setting process. Schools' baseline data sources. i.e., number of volunteers and volunteer service hours, become the guiding force to annual evaluation and improvement of the school's parent involvement program to enhance student achievement for the upcoming school year. The PFEP will be a principal element of the review process for each school in gathering data at the end of the year as the schools complete their SIP (Comprehensive Needs Analysis) in preparation for revising School Improvement Plans.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

- Personnel hired (Teachers, Coaches, PCTs, Counselor, Social Workers, Instructional Support/Para).
- Extended day/Tutoring/Enrichment Programs if you have reserved funds to do such
- Curriculum and Development Supplemental Contracts for processing for improvement include ongoing data chats at the classroom level, data review and instructional change, baseline/midyear/final, and adjustments to align curriculum, resources, and the results for assessments aligned to Florida's academic standards.
- PD opportunities to improve teacher quality made available using Title I funds

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

District general funds provide the foundation for all programs. Title I A funds will be the primary supplemental source for the activities listed in this need. Title I, Part A coordinates with other federal grants, such as Titles 1C, 1D, II, III and IV, IDEA, and Homeless to expand academic enrichment opportunities for subgroups of students and Professional Development for teachers. These services include extended learning opportunities, professional development, supplemental evidence-based resources, and materials.

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include; tutorials in reading and math, health services, and literacy workshops for parents because of the coordination of these funds.

Periodic district level meetings with managers of all programs funded under ESEA also open lines of communication and encourage cooperation between programs to align towards student academic success.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The Lee County School District follows the mental health guidelines set forth by the State of Florida Department of Education. This includes providing universal positive and behavioral support. The district also, with parental permission, assesses and screens students to determine what level of mental health support would best meet their mental health needs. These supports range from school check-ins, school-based mental health counseling as well as a referral pathway to outside mental health services. The Lee County School District employs evidence-based practices in the foundational instruction of students with a focus on building resiliency, promoting physical and emotional wellness, overall health, social development, overcoming adversity, critical thinking and problem solving, prevention of substance

use, and other topics.

The Lee County School District employs school-based mental health professionals, school counselors, school social workers, school psychologists, and licensed mental health professionals to ensure that school-based mental health services are provided to students.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

AVID Program – The AVID (Advancement Via Individual Determination) program is an in school academic support program that prepares students for college eligibility and success by placing academically average students in advanced classes with extra support. Students are enrolled in a rigorous curriculum that includes honors and Advanced Placement classes, but also in the AVID elective. For one period a day, students learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivation. AVID students attend tutorials 2 days a week during the school day with a trained volunteer from the community.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The district ensures that every school implements a tiered model of evidence-based behavior supports within a Multi-tiered System of Supports (MTSS). District level personnel are designated to assist schools with their site-based implementation by providing training, modeling, program monitoring, technical assistance, and data collection/analysis. They work with site-based personnel to implement the tiered approach that includes:

Positive Behavior Intervention Supports (PBIS)/Positive Behavior System (PBS) - All schools are required to implement the elements of PBIS including a school-based team that facilitates systems that support positive behavior: school-wide expectations, classroom expectations and rules, positive recognition/rewards, data collection and analysis, and ongoing professional development. Most schools participate in the Florida PBIS Project. Some schools implement the elements within other approaches including the Building Assets Reducing Risks (BARR) program. PBIS/PBS integrates with the Multi-Tiered System of Supports (MTSS) utilized in Florida school districts for behavior support.

All schools in the School District of Lee County are required to maintain MTSS for all students (tier 1), students needing supplemental support (tier 2), and students needing intensive support (tier 3). Each school has a team that utilizes the Response to Intervention (RtI) process in examining individual student data to identify those that may need additional behavior support beyond the universal PBIS/PBS approach, and to monitor the effectiveness of these interventions. Data analyzed include office discipline referrals, in-school suspension, out-of-school suspension, bus referrals/suspension, as well as positive behavior data. Interventions may include supplemental positive behavior interventions and/or interventions to address inappropriate behavior.

Each school has a designated Intervention Specialist that facilitates team processes and ensures that identified interventions are implemented and monitored for effectiveness. Currently, the district utilizes "Insights to Behavior" to assist with the ongoing teamwork for behavior support in the tiered model using RtI. This includes the use of additional tools such as the Functional Behavior Assessment (FBA), data collection tools, reporting tools, and behavior intervention plan tools. Intervention Specialists assist classroom teachers and school-based personnel in the implementation of behavioral interventions and data collection, as well as serve as the primary contact for families with students receiving interventions. In the School District of Lee County, the Multi-tiered System of Supports school-based teams may, when needed, refer students to other district/school supports including the school-based mental health team, Section 504 eligibility consideration, and/or evaluation for consideration of eligibility under IDEA.

Likewise, when students respond to interventions, the team may recommend maintaining current levels of interventions, reducing interventions, or exiting interventions as appropriate.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

The district’s Curriculum and Staff Development department will offer training opportunities for paraprofessionals in the core subject areas and technology. In addition, new ESOL paraprofessionals will receive 12 hours of training regarding strategies to assist English Language Learners (ELL) to improve student performance. When appropriate, Instructional Support (Para) will participate in the same training as teachers at Title I schools.

Curriculum and Staff Development will offer teachers a multitude of opportunities to improve effectiveness. They will include (but are not limited to) the following: Florida Standards, Differentiated Instructional Strategies, Analytics (Data Analysis) and Instructional Change, Classroom Walkthrough, Kagan Cooperative Learning, Instruction within the Block, SIOP, and subject area training for adopted texts.

Teacher leaders at schools will support classroom instructional staff daily by coaching, modeling, and/or providing resources to improve instructional activities. Professional development and Peer Collaborative Teachers (PCTs) will further support the initiative by collaborating closely with the teacher leaders. These individuals are chosen through a selective process that ensures highly effective instructional practices are shared with classroom teachers.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes