

The School District of Lee County

Estero 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	11
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	24
V. Reading Achievement Initiative for Scholastic Excellence	25
VI. Title I Requirements	27
VII. Budget to Support Areas of Focus	29

Estero High School

21900 RIVER RANCH RD, Estero, FL 33928

<http://est.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.

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, 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
Amabile, Mike	Principal	
Cobb, Kasey	Assistant Principal	APPLES Transportation
Hauger, Carol	Assistant Principal	Curriculum Daily Email Communication Mastre Schedule, student schedules, registration Teacher Location assignments Guidance and Career Admin Site Contact Academic Programs Site Contact Assigned Instructional Observations Monitor Math and Foreign Language lesson plans and PLC's Assigned hallway and lunch duty Textbook orders Title II, other grants Walk-through your department once a week, 2 documented per semester Open House Office staff SPALC evaluations Professional Development and Inservice site contact
Houghton, Kim	Teacher, K-12	ELA Department Head
White, Gary	Administrative Support	Athletics and Activities Director Field Trips Fundraising Extracurricular activities Events Clubs
Heyboer, Norm	Other	
Puckett, Carrie	Reading Coach	Reading Support
Seluk, Jennifer	Assistant Principal	Facilities/Operations co-APC onboarding APPLES new teachers Discipline SIP ELA CTE student interventions

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.

SAC meetings

Newsletters Monthly/Quarterly

Personal Invites

Social Media

Website

Parent/Teacher conferences; Parents who are identified as not receiving school messenger contacts will receive direct contact from office staff

Tiered plan to ensure all parents have a FOCUS Parent Portal account set up

Social Worker assists in reaching the most hard to reach parents

D/F callouts at interim and quarter

IEP Meetings

Each student assigned a mentor for the entire year

Business Partnerships and community support

The School Improvement Plan is discussed, planned for, and reviewed during our School Advisory Meetings. This gives teachers, staff, parents, students, families and business leaders an opportunity to work as a team to ensure our learning goals are being met. Once the SIP is discussed and created, SAC will have another opportunity to review, make changes or updates before being approved and finalized.

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 was created as a working document and will be reviewed by the leadership team and SAC quarterly. As we see the need for updates and revisions, we will do so with the input of our stakeholders.

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	No
2022-23 Minority Rate	46%
2022-23 Economically Disadvantaged (FRL) Rate	64%
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: B 2019-20: B 2018-19: B 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	46	
One or more suspensions	0	0	0	0	0	0	0	0	0	18	
Course failure in ELA	0	0	0	0	0	0	0	0	0	29	
Course failure in Math	0	0	0	0	0	0	0	0	0	39	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	291	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	477	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	240

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

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

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*	40	47	50	53	49	51	58		
ELA Learning Gains				43			45		
ELA Lowest 25th Percentile				37			28		
Math Achievement*	38	34	38	42	33	38	41		
Math Learning Gains				39			24		
Math Lowest 25th Percentile				39			23		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	67	54	64	62	35	40	61		
Social Studies Achievement*	64	58	66	70	40	48	74		
Middle School Acceleration					38	44			
Graduation Rate	96	84	89	97	49	61	96		
College and Career Acceleration	78	65	65	78	60	67	75		
ELP Progress	32	36	45	45			54		

* 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	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	415
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	96

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	605
Total Components for the Federal Index	11
Percent Tested	98
Graduation Rate	97

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	33	Yes	3	
ELL	30	Yes	4	1
AMI				
ASN	82			
BLK	65			
HSP	49			
MUL	100			
PAC				
WHT	70			
FRL	51			

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	35	Yes	2	
ELL	35	Yes	3	
AMI				
ASN	63			
BLK	45			
HSP	48			
MUL	50			
PAC				
WHT	61			
FRL	49			

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	40			38			67	64		96	78	32
SWD	14			12			28	28		26	7	25
ELL	12			10			26	19		45	7	32
AMI												
ASN	71			67				100		70	5	
BLK	50			45				73			4	
HSP	28			27			53	49		64	7	31
MUL										100	2	
PAC												
WHT	48			45			77	70		84	6	
FRL	30			27			55	56		65	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	53	43	37	42	39	39	62	70		97	78	45
SWD	14	27	24	16	38	45	35	24		96	38	25
ELL	17	34	31	20	38	43	17	28		82	28	45
AMI												
ASN	71	35		67	27		77	100				
BLK	63	37		33	29			64				
HSP	40	42	34	32	34	41	50	54		92	65	43
MUL	50											
PAC												
WHT	60	46	41	51	47	35	69	78		100	84	
FRL	42	38	36	35	31	32	52	62		96	70	50

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	58	45	28	41	24	23	61	74		96	75	54
SWD	11	21	16	13	13	12	13	28		88	31	55
ELL	13	31	32	16	23	22	22	42		78	34	54

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
AMI												
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	55
MUL												
PAC												
WHT	68	47	26	48	25	29	72	78		98	86	
FRL	44	40	30	32	24	24	47	67		93	63	54

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	50%	45%	5%	50%	0%
08	2023 - Spring	*	44%	*	47%	*
09	2023 - Spring	55%	46%	9%	48%	7%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	*	43%	*	44%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	23%	39%	-16%	50%	-27%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	47%	43%	4%	48%	-1%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	64%	50%	14%	63%	1%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	60%	54%	6%	63%	-3%

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.

Estero saw a substantial loss overall with our Social Studies population. However, this was not the case with our ELA Learning Gains overall as we increased and made a gain of 1 point. We experienced a 9 point deficit over the prior year's data in Social Studies.

Estero is still ranked 4th in the district for ELA Achievement, even though we only had a one point gain over the FY 23 data. Our ELLs are also substantially lower in ELA achievement in comparison to other high schools in our district.

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

US History decreased by 9% from the prior year. One reason for this decline is that we did not have as much support with instructional coaches, loss in educators, scheduling issues, etc. Our goal is to be tighter in PLC's and classroom to assist with reaching higher proficiency rates by the end of the year. We will also use our reading coach to support more frequently in these classes to assist with reading comprehension.

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.

Estero's greatest area of need is in our ELA LG and the overall Math achievement. In addition, we need to do a better job of serving our ELL population in Math and ELA. The overall gains for our ELL population are disproportionate to the rest of our student population.

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

The most improvement was shown in the area of Science. Science Achievement improved by 2%. Teachers were able to really dig into the data. We changed some teachers to meet the needs of our students. Students were also given the opportunity to take Environmental as 9th graders so they had a stronger background in the science.

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

n/a

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

1. Increase ELA 10th grade proficiency
2. Increase Algebra 1/Math proficiency
3. Increase Social Science / US History proficiency
4. Safety and Security
5. Increase Graduation Rate

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 Other**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.

Positive Culture specifically related to Discipline:

As a school we would like to see a decrease in missed instructional time due to referrals and all day ISS. When students miss instruction as a punishment for acting up in class it adversely affects their learning and decreases their direct instructional time within the classroom.

Measurable Outcome:

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

Estero High will decrease the number of resultant actions for ISS by 9% (25) by the end of the 23/24 school year.

Monitoring:

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

This will be monitored through Focus Discipline reports.

Person responsible for monitoring outcome:

Kasey Cobb (kaseycob@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.)

The administrative team responsible for discipline in conjunction with our ISS and security staff will develop a plan that will strive to limit the amount of time students miss instructional time by being placed in ISS by striving to use alternative means of restorative practices and interventions. These practices will include, but are not limited to conferencing with student, creating check-in system with students, reviewing, notes, behavior, referrals, minor infractions, academics, attendance, etc. classroom agreements, work details, mediation, and classroom restoration.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

While ISS might serve the immediate problem of disruptive behavior in the classroom, it doesn't get the root of why the disruption is happening in the first place. Restorative practice are interactions and approaches which help to build and maintain positive, healthy relationships, resolve difficulties and repair harm where there has been conflict. By utilizing these practices, the admin team, security and counselors will seek to cut down on time off task and correct the disruptive behavior so it doesn't continue in the future.

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. Identify the major behaviors incidents and create a behavior matrix for unified discipline.
2. Train all discipline staff on restorative practices.
3. Collaborate with counselors for open communication and resources.
4. Track referrals and repeated student behaviors for appropriate interventions.

Person Responsible: Kasey Cobb (kaseycob@leeschools.net)

By When: Throughout each quarter with Monday Trainings incorporated and professional development as needed.

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, sports and academic highlights, 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).

Person Responsible: Carol Hauger (carolah@leeschools.net)

By When: monitored regularly;weekly

#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 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.

Our ELL subgroup is 10% lower than the general population in learning gains for ELA.

Measurable Outcome:

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

Increase the English Language Learner Achievement percentage to 37% for ELA, 42% for Math, 35% for Science, and 34% for Social Studies.

Monitoring:

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

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:

Carol Hauger (carolah@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.)

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 Intervention:

Explain the rationale for selecting this specific strategy.

Data driven decision making has been proven to be an effective strategy for increasing student achievement. In addition, we will use the Everyday English program for our monolingual learners.

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. 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: Carol Hauger (carolah@leeschools.net)

By When: monitored regularly

#3. Instructional Practice specifically relating to Math**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.

Academic - Math L25 Learning Gains

Area of Focus

Learning gains for the lowest 50% of math students have been relatively flat for the past several years (-1% two-year trend; lagging behind overall math learning gains of -1% over last two years).

Measurable Outcome:

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

Math S.M.A.R.T. Goal (School Grade Proficiency) aligned to Envision 2030

Increase the percentage of Math students scoring a level 3 or higher on the EOC assessments from 41% in 2023 to 44% in 2024.

Algebra S.M.A.R.T. Goal aligned to Envision 2030 EHS will increase Math

Learning gains in the L25 cohort by 3% (from 41% to 44%) by May 2024 as measured by proficiency as measured by the FY23 Math/Algebra I EOC results.

Geometry S.M.A.R.T. Goal aligned to Envision 2030 EHS will increase Math

Learning gains in the L25 cohort by 3% (from ?% to ?%) by May 2024 as measured by proficiency as measured by the FY23 Math/Geometry EOC results.

Monitoring:

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

*Consistent data chats with students independently (teachers, Dept Head's administrators, Math District Support)

*Aggressive intervention as needed for high risk students

*Progress monitoring data, checks for understanding

Person responsible for monitoring outcome:

Kasey Cobb (kaseycob@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.)

We are continuing the PLC process at EHS, and will focus on norms, smart goal (from these students, how many would be able to move in making learning gains?), common syllabus, review goals, dive into essential standards, plan with the assessment in mind, data chats, unpacking the standards, assessment review, emphasis on "Time on task"...sense of urgency, teaching bell to bell, have an academic activity (back up enrichment activity) if time permits.

We are following the Algebra and Geometry Planning guide that we have created to tune in and focus on the 4 PLC questions with the Scope and Sequence:

Topic Instruction: How will we teach it?

Assessment: How will we know if they learn it?

Benchmarks: What do we want our students to know and be able to do?

Response: How will we remediate or extend learning for all students?

See Geometry Lesson Plan 2023-2024 here:

https://docs.google.com/spreadsheets/d/16RvHciZNGbcXZASyNYFMpmPF9OjqTZ_bh8wpj-bRpD0/edit#gid=0

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Be guided through Algebra and Geometry Instructional Guides – noting objectives, lesson planning resources, and pacing Map out Quarter 1 lessons and common assessments on shared Outlook calendar that is shared with Admin Review Test Item Specs for Quarter 1 content to clarify for teachers what needs to be taught Admin attends PLC meetings; Universal use of PLC process and Peer Observations Individual Quarterly conversations with teachers in the assigned subject areas Conversation Guide / Topics with agenda. During individual quarterly conversations with teachers discuss their specific needs

and recommend observations that may help them in their focus area. We will embed the standards into instruction, students who are significantly lower will be referred to our intervention specialist and departmental coaches so that aggressive intervention can occur.

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. Identify L25 students and ensure all math teachers are aware of these students (planning accordingly and checking in regularly)
2. Review baseline data (BEST MATH Onboarding, USA Test Prep, past FSA/EOC results), progress monitoring, as a team(PLCs and data meetings)
3. Provide focused interventions utilizing additional staff based on strategic scheduling (PCT in-class support and ESE teacher flexible scheduling for SWDs)
4. Ensure ELL teachers are maintaining required level of rigor with ELL students(coaching and monitoring by content area administrator and department head)
5. Ongoing High-Yield Instructional Strategies training (starting with full day workshop by ESOL Specialists during pre-school week)
6. BARR Block Meeting sub-group grade/progress analysis with recommended next steps

Person Responsible: Kasey Cobb (kaseycob@leeschools.net)

By When: monitoring weekly/PLC's

#4. Instructional Practice specifically relating to Professional Learning Communities**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.

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:

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

achievement gaps amongst the students.

Measurable

Outcome:

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

The intended outcome is to see an overall growth in student proficiency across all subjects areas based on 2023-2024 test results as compared to 2022 State assessments. We would like to see the following growth for each tested area: ELA (overall) 3%; Biology 3%; USH 9%; and Math (overall) 3%.

Monitoring:

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

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 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.)

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 Intervention:

Explain the rationale for selecting this specific 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.

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. 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)

By When: monitored weekly during PLC meetings on Wednesday's after school.

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).

Interventions used for ESE and ELL

How are we specifically tracking standards' mastery for each student?

Teachers will use progress monitoring assessments to track data and take part in quarterly data chats with administration during PLC meetings. School Counselors will provide ongoing monitoring, beginning with scheduling and transcript review before the start of each school year for each grade. This will continue for students throughout each school year and grade level, focusing on the end of semester, end of year, and beginning of year. The Assistant Principal over Curriculum and school counselors will conduct quarterly data analysis to identify students who are at-risk of being off-track for semester targets.

What is our plan to provide interventions for 9th graders who fall behind (fail a course or multiple)?

Meeting with their assigned mentor during mentoring period to review grades weekly and build relationships with students

Counselors and administrators can meet with students to create academic plans and goals

Admin can create "check in lists" for students that are failing a course or multiple.

Admin can set up parent meetings to address concerns and provide support.

Teachers are expected to contact all parents for students that have a D or F for the quarter

Parent/teacher/team conferences

*This area of focus will be monitored through progress monitoring data checks, exemplars, and district assessments quarterly. Checks for understanding and conducting purposeful, meaningful data chats with each student will support the progress monitoring and goal setting throughout each quarter.

We will continue to tune in and focus on the 4 PLC questions with the Scope and Sequence:

Topic Instruction: How will we teach it?

Assessment: How will we know if they learn it?

Benchmarks: What do we want our students to know and be able to do?

Response: How will we remediate or extend learning for all students?

Strategies include:

After school tutoring

back on track in room 218

Academic learning lunch

mandatory morning or lunch check-ins

*ESE teacher flexible scheduling to ensure SWDs are getting maximum supports

*Reading Coach awareness and progress monitoring of ESSA subgroup performance; related teacher coaching

*Targeted interventions based on progress monitoring (with special attention paid to level 2 students considered to be "on the bubble")

*Differentiated reading intervention programs (e.g., Read 180, System 44)

*Supports for ELL students through specific courses; SIOP strategies and bilingual instructors and paraprofessionals

*Assignment of mentors and invitations to after-school tutoring program

*targeted student feedback

*summarize the text

*student collaboration

*guided and independent student work

*pre-writing and pre-reading strategies

*On-going High-Yield Instructional Strategies training (starting with full day workshop by ESOL Specialists during pre-school week)

What is our plan to ensure every senior is on track to graduate?

Senior contracts will be completed with individual seniors and their counselors in the month of August/ September.

We will be using additional supports from the district to assist our teachers in the subjects of ELA, Math, and Science. Teachers will continue to common plan, keeping to an agenda to ensure time is not lost. Data will be used to drive instruction. Teachers will work to reteach and scaffold within their classrooms, activating prior knowledge to help with filling in gaps.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

n/a

Grades 3-5: Instructional Practice specifically related to Reading/ELA

n/a

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

n/a

Grades 3-5 Measurable Outcomes

n/a

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

n/a

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Hauger, Carol, carolah@leeschools.net

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

n/a

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

n/a

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

n/a

Amabile, Mike, michaella@leeschools.net**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.

n/a

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))

n/a

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)

n/a

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))

n/a

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))

n/a

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))

n/a

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).

n/a

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))

n/a

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: Other	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: English Language Learners	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
4	III.B.	Area of Focus: Instructional Practice: Professional Learning Communities	\$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