

# East Lee County High School



2014-15 School Improvement Plan

## East Lee County High School

715 THOMAS SHERWIN AVE S, Lehigh Acres, FL 33974

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

### School Demographics

**School Type**

High

**Title I**

Yes

**Free/Reduced Price Lunch**

86%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

81%

### School Grades History

| Year  | 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|-------|---------|---------|---------|---------|
| Grade | C       | D       | D       | D       |

### School Board Approval

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

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

| DA Category | Region            | RED                          |
|-------------|-------------------|------------------------------|
| Not In DA   | 5                 | <a href="#">Gayle Sitter</a> |
| Former F    | Turnaround Status |                              |
| No          |                   |                              |





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

To provide a learning environment which prepares all students to be successful adults.

##### **Provide the school's vision statement**

To be a world-class provider of academic, career, and technical education.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Knowing the importance of students' cultures, teachers were all trained on Choosing excellence. This training gave them the tools to have data chats, implement the questioning process when students are struggling to help them evaluate choices, having class meetings to create class rules/expectation, goals and mission statements. Also, teachers were Kagan trained to incorporate cooperative learning and team building structures. The use of these structures allow the students and teachers to build strong relationships and create a positive learning environment.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

There are policies and procedures in place to ensure safety for all such as: teacher wear their name badges, visitors are screened at the front office and issued a badge, students also have students' IDs. Every year, the rules and procedures are presented and explained to students during class meeting, and we enforce the student code of conduct. Administrators, SRO, and security personnel is available throughout the day and are always visible during class changes and at lunch. Teachers and administrators build positive relationships with students that make them feel comfortable in coming to them and report a problem. Also, there are parking lots or issue bins in each classroom where students can leave class or school concerns (if they are concern about privacy). There are procedures in place for students to meet with administrators one on one to discuss any safety concern they might have.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

To reinforce East Lee County High's focus on academics, we are making progress in fostering citizenship, responsibility, and value in our students via our Positive Behavior Support (PBS) Program. The school's PBS Program, which recognizes and rewards our students' positive choices and exceeded expectations, was founded on the following principles: J - Just be prompt! A - Act Respectfully! G - Get focused! S - Stay Proud!

In the classrooms, teachers have a common board, clear set of rules/expectations, incorporate higher-order questioning, thinking, and problem-solving skills, teach courses at higher levels of rigor and relevance, incorporate AVID strategies.



**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

To further provide students a well-rounded education and develop talents and interests outside of the classroom, East Lee County High School offers a complete program of sports and extra-curricular clubs/organizations. The extra-curricular activities listed below are currently available at East Lee County High School:

- Athletics: Basketball, Baseball, Golf, Bowling, Cheerleading, Cross Country, Football, Soccer, Softball, Tennis, Track, Volleyball, Swimming, and Wrestling.
- Performing Arts: Marching Band, Piano, Dance & Step, Drama, Stagecraft, and Vocal Ensemble.
- Clubs: Action Club, College Reach Out Program, Debate, Fellowship of Christian Athletes, Future Educators of America, Interact Club, Literary Magazine, Newspaper, National Honor Society, Key Club, Student Government, Students Working Against Tobacco, Take Stock in Children, TV Production, Upward Bound, Yearbook, Anti-Bullying Club, Health Occupation Students of America, Scholar's Club, and JAGS 21.

There is also a career center, two graduation resource teachers, and four counselors to provide mentoring and counseling services to all students (as needed).

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

The school's early warning system includes looking at student attendance of a daily basis, tracking referrals, looking at students scores on standardized assessments and their performance in English Language Arts and/or Math, as well as senior standing towards graduation. Teachers look at a lot more data in the classroom and they track it in a weekly basis.

The strategies include: intensive and remedial classes in reading and math, assignment of students to a different teacher, small group targeted tutoring, data monitoring of grades of the lowest quartile, credit retrieval opportunity, MTSS, alternative to suspension, Safe School Program, Character Education through Learning For Life.

**Provide the following data related to the school's early warning system**

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

| Indicator                       | Grade Level |     |     |     | Total |
|---------------------------------|-------------|-----|-----|-----|-------|
|                                 | 9           | 10  | 11  | 12  |       |
| Attendance below 90 percent     | 59          | 102 | 124 | 65  | 350   |
| One or more suspensions         | 92          | 72  | 54  | 46  | 264   |
| Course failure in ELA or Math   | 180         | 85  | 34  | 5   | 304   |
| Level 1 on statewide assessment | 289         | 242 | 208 | 140 | 879   |
|                                 | 0           | 0   | 0   | 0   |       |
|                                 | 0           | 0   | 0   | 0   |       |
|                                 | 0           | 0   | 0   | 0   |       |

*The number of students identified by the system as exhibiting two or more early warning indicators:*

| Indicator                                  | Grade Level |     |    |    | Total |
|--|-------------|-----|----|----|-------|
|  | 9           | 10  | 11 | 12 |       |
| Students exhibiting two or more indicators | 160         | 117 | 87 | 40 | 404   |

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

The early warning indicators used at East include: intensive and remedial classes in reading and math, assignment of students to a different teacher, small group targeted tutoring, data monitoring of grades of the lowest quartile, credit retrieval opportunity, MTSS, alternative to suspension, Safe School Program, Character Education through Learning For Life.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/183378>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

The school reaches to businesses and the community to help us with resources to support the academic and athletic programs. The Gazele is an online newspaper that helps our journalism students post their writing and get feedback. Parks & Rec., Bowland and the Golf club allows our teams to practice at their facilities and even hold competitions. Other business buy an ad on the school yearbook and/or athletic program to support education and the extracurricular activities.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

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

| Name              | Title                    |
|-------------------|--------------------------|
| Mangan, Brian     | Principal                |
| Morales, Obed     | Assistant Principal      |
| Hall, Deadra      | Assistant Principal      |
| Dworzanski, Alex  | Assistant Principal      |
| Gutierrez, Vivian | Assistant Principal      |
| Gobran, Linda     | Instructional Coach      |
| Henderson, Detres | Assistant Principal      |
| Williams, Amey    | Instructional Coach      |
| Woods, Tamika     | Assistant Principal      |
| Hutto, Carolyn    | Teacher, K-12            |
| Castellano, Jill  | Teacher, K-12            |
| Link, Laura       | Teacher, K-12            |
| Sowers, Milagros  | Teacher, K-12            |
| Martin, Yolaine   | Instructional Technology |

### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

Administration – oversee the MTSS and SIP process; Coaches and Teacher Leaders – collect data, analyze it, train teachers, assist with implementation and its fidelity; Teachers – offer intervention and insight.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

During the summer the A+ team gathered end of the year data from various data sources to develop reports for analysis. These reports were used to make decisions on teaching assignments and course offerings. The A+ team then assigned each teacher to a SIP development team. The SIP team meets throughout the year for monitoring of assigned SIP goal. The teams are responsible for the collection of data, monitoring the fidelity of implementation and effectiveness.

Each teacher is assigned to a professional learning community (PLC). The master schedule allows for common planning. During common planning, teachers collaborately develop lesson plans, design assessments, analyze assessment results, and develop strategies to meet the needs of all students. The PLC also monitor the effectiveness of core instruction through the use of data retrieved from the common assessments. A professional development plan is generated to accommodate the needs of the PLC. The PLC also reports findings to administration and/or department chair.

Classroom walkthroughs are conducted on a regular basis to also monitor the effectiveness of core instruction. Data retrieved from classroom walkthroughs is used to determine needed professional development. Each department is allocated a teacher leader or coach. The primary duty of the teacher leader or learning resource is to improve teaching practices and analyze data.

Title I funds will be used to help secure highly qualified teachers, increase parent involvement, provide tutoring, and professional development to improve instruction and increase achievement.

Title II funds will be used to provide professional development directly aligned to our SIP and school goals.

Title III will be used to provide services to ELL students as per the SIP goals.

SAI will be used to help secure HQT and to provide focused instruction and increase achievement of the lowest quartile.

CAPE funds will be used to enhance CTE programs on campus.

### School Advisory Council (SAC)

#### Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name                  | Stakeholder Group          |
|-----------------------|----------------------------|
| Brian Mangan          | Principal                  |
| Gwynetta Gittens      | Teacher                    |
| Tamika Woods          | Teacher                    |
| Monica Drew           | Business/Community         |
| Nora Martin           | Parent                     |
| Ana Cristina Charneco | Education Support Employee |
| Ernesto Gonzalez      | Education Support Employee |
| David Reyes-Marquetti | Student                    |
| Joseph Walker         | Student                    |
| Robert Anderson       | Business/Community         |
| Marisia Barrientos    | Business/Community         |
| Angelica Pabon        | Parent                     |
| Estrella Cervantes    | Parent                     |
| Alexandria Drew       | Business/Community         |

#### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

SAC had an opportunity to evaluate the performance data for the school. Every area was looked at and target goals decisions were made for this year to show improvement in all areas.

*Development of this school improvement plan*

The initial meeting is to elect officers, inform members of the SIP process and educate them on the SIP Plan requirements and data for the previous school year. At a subsequent meeting the SAC committee members are presented with the tentative SIP goals for the year as prepared by teachers, staff and administration. The SAC committee has the responsibility to vote on the acceptance of the SIP goals as presented or with suggested changes.

*Preparation of the school's annual budget and plan*

During the SAC meeting, parents will be given the opportunity to provide input into how the funds will be allocated and how to improve parent involvement.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

Last year, there were approximately \$6,000 in the SAC account. The budget was open to teachers for mini grants and they were strictly to adhere to the uses that are directly related to the goals of the SIP Plan. They were given the opportunity to submit an application, present their goal, and upon approval, purchase goods.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

| Name              | Title                    |
|-------------------|--------------------------|
| Mangan, Brian     | Principal                |
| Morales, Obed     | Assistant Principal      |
| Castellano, Jill  | Teacher, K-12            |
| Gobran, Linda     | Instructional Coach      |
| Henderson, Detres | Instructional Coach      |
| Hutto, Carolyn    | Teacher, K-12            |
| Link, Laura       | Teacher, K-12            |
| Sowers, Milagros  | Teacher, K-12            |
| Williams, Amey    | Instructional Coach      |
| Woods, Tamika     | Instructional Coach      |
| Martin, Yolaine   | Instructional Technology |
| Hall, Deadra      | Assistant Principal      |
| Dworzanski, Alex  | Assistant Principal      |
| Gutierrez, Vivian | Assistant Principal      |

**Duties**

**Describe how the LLT promotes literacy within the school**

Major initiatives this year is to get our students to read more and understand the value that reading and writing have on their future.

The CPS initiative brought forth by our school district that emphasizes capitalization, punctuation, and spelling. It's our goal to help students understand the importance of CPS as it relates to their school work by working to strengthen their basic writing and reading skills.

Drop Every Thing and Read (D.E.A.R.) is bringing the school together by reading the same book at the same time every day. It will not only promote literacy within the school, but it will spark students' curiosity and allow discussions that will highly impact school dynamics.

Cornell Notes is another schoolwide strategy that will help students take better notes, remember more information and study for tests.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

The school's strategies to encourage positive working relationships include common planning, strategic planning in their professional learning communities, common lesson plans, and common assessments. During common planning, teachers collaborately develop lesson plans, design assessments, analyze assessment results, and develop strategies to meet the needs of all students. The PLC also monitor the effectiveness of core instruction through the use of data retrieved from the common assessments.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

The principal and APC selects and interviews only highly qualified candidates. We ensure that each candidate is certified in field. Once teachers are hired, they are paired with a mentor teacher for the year. The administration meets with teachers once per month to ensure a smooth transition. The administration regularly visits their classroom rooms and provide the necessary coaching. Department heads responsible for ensure all new teacher in their department have the all the tool they need to be successful. Teacher leaders are assisting new teachers as well.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

All teachers new to the school district and new to teaching are paired with a teacher mentor that has at least 4 years of experience and has been rated Effective or Highly Effective on the teacher evaluation system. The program is named A.P.P.L.E.S. New teachers are paired with teachers in their same or similar discipline, for example a math teacher is paired with a math teacher. The rationale for pairing the teachers is to offer as much support to new teachers in their chosen fields.

In order to successfully complete the requirements, new teachers will have to complete professional development in Code of Ethics, Protecting Florida Children, High Yield Strategies, and Curriculum. The mentor teachers will conduct a minimum of three classroom observations. Administration will also conduct a minimum of 3 observations. The new teacher will also develop an individual professional development plan. They will also be required to attend monthly meetings/professional development. At the end of the program, the new teacher will have to rate effective as measured by the teacher evaluation system.

## Ambitious Instruction and Learning

### **Instructional Programs and Strategies**

#### **Instructional Programs**

#### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Being the only comprehensive high school in the East Zone, East Lee County High School is a Title I school that offers students access to traditional academic programs, along with the unique opportunity to enroll in one of five career academies. Student learning is contextual and integrates academic subjects with real-world applications. We offer a very unique and diversified curriculum that will challenge any student. The pupil progression plan is followed, appropriate course codes are used, Highly Qualified Teachers are hired, textbooks and other materials are purchased from the approved district list, professional development on standards.

The academies are designed to introduce students to a variety of career choices that will allow them

to master basic skills required for success within those fields. Career Academies currently offered at East Lee County High School include: Building Construction (Computer Assisted Drafting and Design/ CADD; Building Construction Technology), Engineering and Manufacturing Technology (Pre-Engineering; Computer Engineering and Robotics; Automotive Technology), Welding, Digital Design and Information Technology (MOS Certification), Health Sciences (CNA Certification; EKG Certification), and Public Service (Journalism; Television Production; Criminal Justice; Firefighting). In conjunction with our signature academies, East Lee County High School offers students the opportunity to become involved in two additional programs. The first, our Advancement Via Individual Determination Program (AVID), is a nationally recognized program that prepares students for college readiness and success in a global society. The second, our East Lee Leadership Academy (ELLA), incorporates the JROTC principles of leadership, discipline, patriotism, community, service, and honor to develop future leaders. Supported through a multi-million dollar federal grant, the ELLA program has added a 65-foot rappel/rock wall/zip-line tower that will include an adjacent, soon to be constructed, 10-point firing range and pavilion.

To supplement our unique Career Academies and programs, students at East Lee County High School may also enroll in honors, Advanced Placement, Dual Enrollment, and virtual school courses.

### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Data drives everything. Teachers access performance matters to analyze data, plan instruction and differentiate whether mastery is there or not. In their core, teachers have common planning (when feasible, common lesson plans and assessments, they meet on regular basis to create their PLC action plans, discuss ESE/ESOL strategies and the supports needed to ensure they are being successful. Based on the student proficiency levels, they are recommended for targeted tutoring to supplement what is done during the day.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**Minutes added to school year:** 4,500

Students will have the opportunity to get support in the core academic subjects while in tutoring.

#### ***Strategy Rationale***

Students exhibiting early warning systems will be targeted for tutoring due to the fact that they need extra support in academics in order to be successful.

#### ***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment

#### ***Person(s) responsible for monitoring implementation of the strategy***

Martin, Yolaine, yolainem@leeschools.net

#### ***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Teachers will keep track of student's attendance and activities completed during tutoring.

**Strategy:** Extended School Day

**Minutes added to school year:** 23,400

The 21st Century Community Learning centers grant has two components. One is offering a credit retrieval opportunity to all students in need of meeting graduation requirements and the other one is offering enrichment opportunities to students who will like to be part of the project based learning team with an emphasis in reading, science, math and science.

**Strategy Rationale**

Excellent opportunity for students to get on track for graduation or to participate on hands-on activities which will provide academic enrichment.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Martin, Yolaine, yolainem@leeschools.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Teachers from both groups will be collecting data, progress on e2020 classes and pre, mid, and post assessments, as well as progress towards meeting the goals.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Administrators and counselors look at incoming cohorts to determine levels, placement in classes/ programs, eligibility for honors classes, and the need for academic support. Seniors are encouraged to take Advanced Placement courses to improve student readiness for postsecondary study, to acquire college credits, and to get the skills needed for adult life. Based on the students, they get on-the-job-training (having a job is a requirement) and/or have the opportunity to become student aides.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

School counselors meet with students twice before selecting courses. First, collectively to present information about course offerings, graduation requirements, and college and career information. Then, counselors meet each with each student individually. Students select their course for the upcoming year with the guidance of the counselors.

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

Each student is encouraged to take a CTE course. CTE teachers are required to implement reading and writing strategies into their lessons, as well as the core teachers. Teachers will receive monthly professional development to help incorporate these strategies into their lessons. This helps students



to see the relationship between subject and relevance to their future. Ninth graders will visit the different academies to get a first hand experience on what they have to offer to them, there will be a promotional video showcasing the programs, and during open house, parents and students have the opportunity to talk to the instructors and get a feel for what those academies are all about.

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

Each teacher is charged with increasing the rigor in their classroom to prepare students for postsecondary study and well as required assessments. Teachers will be provided monthly professional development focusing on increasing rigor. Also, students are encouraged to take Advanced Placement courses to improve student readiness for postsecondary study and to acquire college credits.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

To improve student readiness for the postsecondary level, we offer English and math for college readiness classes, opportunities to meet the online course requirement, AVID, clinical rotations and practicums, OJT, as well as college, career, vocational and military recruiters.

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Using cross content vocabulary words, students will increase student comprehension and writing skills.
- G2.** All teachers will implement CPS (Capitalization, Punctuation, and Spelling) and Cornell notes in all subject areas.
- G3.** Consistently analyze data to implement evidence-based strategies to differentiate instruction.
- G4.** All teachers will implement Cornell notes.
- G5.** Students routinely engage in vocabulary building activities to demonstrate understanding of the text.
- G6.** Using historical documents in class every day, students will be taught interpretation skills.
- G7.** More students will complete industry certifications in Career and Technical Education classes.
- G8.** The implementation of strategies in every day lessons, at an individualized level, will help LS and FS students perform in all classes.
- G9.** Teachers will be effectively implementing ESOL strategies in their classroom and our students will be trained to use the resources available in the classroom and after school tutoring.
- G10.** Using a positive reinforcement system, 92% of the students will be in attendance.
- G11.** Students will follow their course of studies and requirements to meet their graduation requirements.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1. Using cross content vocabulary words, students will increase student comprehension and writing skills.**

1a

G037271

**Targets Supported** 1b

| Indicator                                      | Annual Target |
|--|---------------|
| FSA - English Language Arts - Proficiency Rate | 54.0          |
| ELA/Reading Gains                              | 57.0          |
| ELA/Reading Lowest 25% Gains                   | 69.0          |

**Resources Available to Support the Goal** 2

- Cross-curriculum teachers in SIP Goal Team
- Performance Matters
- ACT & SAT books
- Lexile Scores
- Achieve3000
- Kagan Strategies
- ESOL & ESE strategies
- Differentiated instruction
- Daily D.E.A.R. time in all classes
- Cornell Notes and AVID site team

**Targeted Barriers to Achieving the Goal** 3

- Teacher’s motivation

**Plan to Monitor Progress Toward G1.** 8

Classroom common assessments and FCAT/FSA assessment reports.

**Person Responsible**

Vivian Gutierrez

**Schedule**

Monthly, from 9/5/2014 to 6/5/2015

**Evidence of Completion**

Assessment reports, PLC agendas/minutes, walk through

**G2.** All teachers will implement CPS (Capitalization, Punctuation, and Spelling) and Cornell notes in all subject areas. 1a

G037219

**Targets Supported** 1b

| Indicator                                      | Annual Target |
|--|---------------|
| FSA - English Language Arts - Proficiency Rate | 54.0          |

**Resources Available to Support the Goal** 2

- Cross-curriculum teachers in SIP Goal Team
- Writing Rubric
- Writing LRT
- Timed Writings
- Cornell Notes and AVID site team

**Targeted Barriers to Achieving the Goal** 3

- Lack of school wide consistency

**Plan to Monitor Progress Toward G2.** 8

Classroom walk through, PLC meetings and student notebooks.

**Person Responsible**

Deadra Hall

**Schedule**

On 6/5/2015

**Evidence of Completion**

Walk through forms, PLC agenda/minutes of meetings, student samples.

**G3. Consistently analyze data to implement evidence-based strategies to differentiate instruction.** 1a

G037220

**Targets Supported** 1b

| Indicator               | Annual Target |
|-------------------------|---------------|
| Algebra I EOC Pass Rate | 51.0          |
| Math Gains              | 63.0          |
| Math Lowest 25% Gains   | 73.0          |

**Resources Available to Support the Goal** 2

- Cross-curriculum teachers in SIP Goal Team
- Common Planning
- Math LRT
- Pacing Calendar
- CPALMS.org
- ALECK
- New Textbook
- Cornell Notes and AVID site team

**Targeted Barriers to Achieving the Goal** 3

- Need to create new sommon assessments

**Plan to Monitor Progress Toward G3.** 8

Assessments and data (Teachers & Team)

**Person Responsible**

Detres Henderson

**Schedule**

Quarterly, from 9/8/2014 to 6/5/2015

**Evidence of Completion**

Assessment data from PM, PLC agenda/minutes

**G4. All teachers will implement Cornell notes.** 1a

G037221

**Targets Supported** 1b

| Indicator              | Annual Target |
|------------------------|---------------|
| Geometry EOC Pass Rate | 51.0          |
| Math Gains             | 63.0          |
| Math Lowest 25% Gains  | 73.0          |

**Resources Available to Support the Goal** 2

- Cross-curriculum teachers in SIP Goal Team
- Common planning
- CPALMS
- Math LRT
- Cornell Notes and AVID site team

**Targeted Barriers to Achieving the Goal** 3

- Test format

**Plan to Monitor Progress Toward G4.** 8

Implementation plan

**Person Responsible**

**Schedule**

***Evidence of Completion***

LRT log, PLC minutes

**G5. Students routinely engage in vocabulary building activities to demonstrate understanding of the text.**

1a

G037222

**Targets Supported** 1b

| Indicator      | Annual Target |
|----------------|---------------|
| Bio I EOC Pass | 60.0          |

**Resources Available to Support the Goal** 2

- Cross-curriculum teachers in SIP team
- Life Science Team Collaboration using resource room
- Common planning
- Common Benchmarks per chapter/ unit
- Cornell Notes and AVID site team
- Science LRT
- PLCs
- Spiraling

**Targeted Barriers to Achieving the Goal** 3

- Knowledge of the 22 benchmarks.

**Plan to Monitor Progress Toward G5.** 8

Baseline, mid-year, benchmark sheet, and EOC.

**Person Responsible**

Brian Mangan

**Schedule**

Monthly, from 9/5/2014 to 6/5/2015

**Evidence of Completion**

Monthly meeting agenda/minutes, monitoring plan, walk through.

**G6.** Using historical documents in class every day, students will be taught interpretation skills. 1a

G037223

**Targets Supported** 1b

| Indicator                  | Annual Target |
|----------------------------|---------------|
| AMO Reading - All Students | 54.0          |

**Resources Available to Support the Goal** 2

- Cross-curriculum teachers in SIP Goal Team
- Common planning

**Targeted Barriers to Achieving the Goal** 3

- Vertical Alignment

**Plan to Monitor Progress Toward G6.** 8

Assessment Results

**Person Responsible**

Alex Dworzanski

**Schedule**

Monthly, from 8/28/2014 to 6/5/2015

**Evidence of Completion**

PM reports, Teacher data chats.



**G7. More students will complete industry certifications in Career and Technical Education classes.** 1a

G037224

**Targets Supported** 1b

| Indicator | Annual Target |
|-----------|---------------|
|-----------|---------------|

**Resources Available to Support the Goal** 2

- District CTE support
- Tracking certification sheet
- Collaboration among CTE teachers
- CAPE funds
- Teachers are expert in their fields.

**Targeted Barriers to Achieving the Goal** 3

- Scheduling and prerequisites

**Plan to Monitor Progress Toward G7.** 8

Certifications being completed by our student

**Person Responsible**

Deadra Hall

**Schedule**

Monthly, from 11/14/2014 to 6/5/2015

**Evidence of Completion**

CAPE report

**G8.** The implementation of strategies in every day lessons, at an individualized level, will help LS and FS students perform in all classes. 1a

G037225

**Targets Supported** 1b

| Indicator                   | Annual Target |
|-----------------------------|---------------|
| FAA Reading Proficiency     |               |
| FAA Mathematics Proficiency |               |
| FAA Science Proficiency     |               |
| FAA Writing Proficiency     |               |

**Resources Available to Support the Goal** 2

- Unique Curriculum
- Paraprofessionals
- Small group instruction
- Assistive Technology
- FAA teacher training

**Targeted Barriers to Achieving the Goal** 3

- Fidelity of FAA administration

**Plan to Monitor Progress Toward G8.** 8

Students' grades and FAA score report (SIP team)

**Person Responsible**

Vivian Gutierrez

**Schedule**

Monthly, from 9/2/2014 to 6/5/2015

**Evidence of Completion**

SIP team agenda/minutes, FAA report.

**G9.** Teachers will be effectively implementing ESOL strategies in their classroom and our students will be trained to use the resources available in the classroom and after school tutoring. 1a

G037226

**Targets Supported** 1b

| Indicator                            | Annual Target |
|--------------------------------------|---------------|
| CELLA Listening/Speaking Proficiency |               |
| CELLA Reading Proficiency            |               |
| CELLA Writing Proficiency            |               |

**Resources Available to Support the Goal** 2

- ESOL Coordinator
- Certified teachers
- District ESOL support
- Paraprofessionals

**Targeted Barriers to Achieving the Goal** 3

- ESOL strategies implementation

**Plan to Monitor Progress Toward G9.** 8

Students' grades, CELLA reports (SIP team)

**Person Responsible**

Vivian Gutierrez

**Schedule**

Quarterly, from 8/18/2014 to 6/9/2015

**Evidence of Completion**

Grade report, CELLA reports

**G10. Using a positive reinforcement system, 92% of the students will be in attendance.** 1a

G037227

**Targets Supported** 1b

| Indicator   | Annual Target |
|---|---------------|
| Students in ninth grade exhibiting two or more EWS indicators |               |

**Resources Available to Support the Goal** 2

- Teacher mentors
- Professional development
- Attendance coordinator
- Attendance report
- Graduation LRT and social worker

**Targeted Barriers to Achieving the Goal** 3

- Attendance not being recorded correctly by teachers

**Plan to Monitor Progress Toward G10.** 8

Attendance data will be reviewed every 20 days to determine progress (SIP team)

**Person Responsible**

Deadra Hall

**Schedule**

Monthly, from 9/15/2014 to 6/5/2015

**Evidence of Completion**

FTE data report, list of insentive activities.

**G11.** Students will follow their course of studies and requirements to meet their graduation requirements.

1a

G037228

**Targets Supported** 1b

| Indicator | Annual Target |
|-----------|---------------|
|-----------|---------------|

4-Year Grad Rate (Standard Diploma)

**Resources Available to Support the Goal** 2

- Career center running all day
- Graduation LRT
- Guidance counselors
- SIP team
- Grade level requirements

**Targeted Barriers to Achieving the Goal** 3

- Lack of graduation requirements awareness

**Plan to Monitor Progress Toward G11.** 8

Student graduation profiles, Score reports.

**Person Responsible**

Obed Morales

**Schedule**

Monthly, from 9/8/2014 to 5/22/2015

**Evidence of Completion**

PM reports.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** Using cross content vocabulary words, students will increase student comprehension and writing skills. **1**

 G037271

**G1.B1** Teacher's motivation **2**

 B089478

**G1.B1.S1** In their PLC, teachers will decide on a vocabulary word list for every quarter and they will create common assessments for every quarter. Teachers will introduce two words weekly and they will be posted in all reading classrooms and in the halls. Students will be given the opportunity to introduce the words to the school in creative ways through the school news program. **4**

 S104887

### Strategy Rationale

Students performed low in the vocabulary category of the FCAT.

### Action Step 1 **5**

Quarterly vocabulary word list

#### Person Responsible

Linda Gobran

#### Schedule

Weekly, from 8/27/2014 to 6/4/2015

#### Evidence of Completion

The Reading LRT will work with the department to generate the lists that they will be targeting.

### Action Step 2 5

Vocabulary will be posted in classroom and hallway.

**Person Responsible**

Linda Gobran

**Schedule**

Daily, from 9/2/2014 to 6/5/2015

***Evidence of Completion***

Word posters in all classrooms and in the hallways.

### Action Step 3 5

Students will promote two weekly words in the news.

**Person Responsible**

**Schedule**

Weekly, from 9/2/2014 to 6/5/2015

***Evidence of Completion***

Students will introduce the two words to the whole school by giving the definition and acting out the words on the school news program.

### Action Step 4 5

Quarterly pre and post common vocabulary assessments

**Person Responsible**

Linda Gobran

**Schedule**

Weekly, from 9/2/2014 to 6/5/2015

***Evidence of Completion***

Teachers will track the pre and post scores for the students and chart their progress.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Administrators will be checking lesson plans and having walk through to ensure fidelity of implementation.

**Person Responsible**

Vivian Gutierrez

**Schedule**

Quarterly, from 9/2/2014 to 6/5/2015

***Evidence of Completion***

Lesson plans will show intent for strategy implementation, and walk through will reflect implementation of the strategy.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Administrators will have data chats with the teachers to ensure effectiveness.

**Person Responsible**

Vivian Gutierrez

**Schedule**

On 6/5/2015

***Evidence of Completion***

Teacher data will show students mastery/progress.



**G2.** All teachers will implement CPS (Capitalization, Punctuation, and Spelling) and Cornell notes in all subject areas. 1

G037219

**G2.B1** Lack of school wide consistency 2

B089309

**G2.B1.S1** All teachers will implement CPS (Capitalization, Punctuation, and Spelling) and Cornell notes in all subject areas. 4

S099993

### **Strategy Rationale**

To improve critical thinking and organizational skills through writing.

### **Action Step 1** 5

Professional Development in Cornell Note taking

#### **Person Responsible**

Carolyn Hutto

#### **Schedule**

On 8/14/2014

#### **Evidence of Completion**

Training material and teacher sign-ins.

### **Action Step 2** 5

Create and distribute a CPS Checklist to all teachers.

#### **Person Responsible**

Amey Williams

#### **Schedule**

On 9/5/2014

#### **Evidence of Completion**

The CPS checklist will serve as a reminder for both teachers and students whenever writing is done in the classroom.

**Action Step 3** 5

The teachers will incorporate CPS standards on at least 1 writing lesson a week (i.e. bell ringer) in order to measure learning throughout the course.

**Person Responsible**

Obed Morales

**Schedule**

Weekly, from 9/8/2014 to 6/5/2015

***Evidence of Completion***

Lesson Plans

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Use of Cornell Notes in the classroom and teachers ensuring that students are following the CPS checklist.

**Person Responsible**

**Schedule**

Weekly, from 9/8/2014 to 6/5/2015

***Evidence of Completion***

Students' notes (interactive notebooks, binders,...)

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Data chats with the teachers to monitor that the CPS checklist and Cornell Notes are implemented efficiently in the classroom.

**Person Responsible**

Deadra Hall

**Schedule**

On 6/5/2015

***Evidence of Completion***

PLC meeting agenda/minutes

**G3.** Consistently analyze data to implement evidence-based strategies to differentiate instruction. 1

G037220

**G3.B4** Need to create new sommon assessments 2

B089315

**G3.B4.S1** In their PLC, teachers will work on developing common assessments for the year. 4

S109399

### Strategy Rationale

#### Action Step 1 5

Learn the new standards and become familiar with the new question format. (teachers)

#### Person Responsible

#### Schedule

Daily, from 8/25/2014 to 12/18/2014

#### Evidence of Completion

PLC meeting agenda/minutes

#### Action Step 2 5

Create common assessments (teachers)

#### Person Responsible

#### Schedule

On 6/5/2015

#### Evidence of Completion

Common assessments, PLC meeting agenda/minutes

**Plan to Monitor Fidelity of Implementation of G3.B4.S1** 6

Lesson plans and common assessments

**Person Responsible**

Detres Henderson

**Schedule**

On 6/5/2015

**Evidence of Completion**

Common assessments, PLC agendas/minutes, inservice sign in sheets

**Plan to Monitor Effectiveness of Implementation of G3.B4.S1** 7

Analyzing common assessments using FSA blue print and test item specifications (teacher feedback and +/- delta survey) SIP Team and PLC

**Person Responsible**

Detres Henderson

**Schedule**

Weekly, from 9/2/2014 to 6/5/2015

**Evidence of Completion**

Algebra PLC and SIP PLC agendas/minutes

**G4. All teachers will implement Cornell notes.** 1

G037221

**G4.B2 Test format** 2

B089317

**G4.B2.S1** Students will take notes using the Cornell notes format to ensure that they are covering all standards. 4

S109491

**Strategy Rationale**

Cornell Notes is a great way for students to take good notes and organize all the information is presented to them so they can use it when studying for a test.

**Action Step 1** 5

Redesign the Geometry curriculum to fit the new standards (Geometry PLC)

**Person Responsible**

Detres Henderson

**Schedule**

Weekly, from 8/25/2014 to 10/17/2014

**Evidence of Completion**

Pacing guide for the year.

**Action Step 2** 5

**Person Responsible**

**Schedule**

**Evidence of Completion**

**Action Step 3** 5

**Person Responsible**

**Schedule**

**Evidence of Completion**

**G5.** Students routinely engage in vocabulary building activities to demonstrate understanding of the text. 1

G037222

**G5.B1** Knowledge of the 22 benchmarks. 2

B089318

**G5.B1.S1** Life science teachers will have objectives aligning with benchmarks/ standards to ensure that they master the material which will be tested on the EOC. 4

S100007

### Strategy Rationale

#### Action Step 1 5

Implementing the knowledge and understanding of the 22 benchmarks (Classroom teachers)

#### Person Responsible

Tamika Woods

#### Schedule

Daily, from 8/25/2014 to 5/1/2015

#### Evidence of Completion

Lesson plans, rigorous assignments.

#### Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Pulling and Analyzing data from performance matters and data folders (Life Science teachers)

#### Person Responsible

Tamika Woods

#### Schedule

Weekly, from 9/8/2014 to 5/1/2015

#### Evidence of Completion

Student performance reports that by benchmark

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1** 7

Teacher feedback on data and +/- survey

**Person Responsible**

Brian Mangan

**Schedule**

On 9/5/2014

**Evidence of Completion**

PLC agenda/minutes, walk through forms.


**G6. Using historical documents in class every day, students will be taught interpretation skills.** 1

 G037223

**G6.B1 Vertical Alignment** 2

 B089321

**G6.B1.S1** Teaching the skills required to score a level 3 or higher on the United States History End-of-Course exam beginning at the 9th grade level and continuing at 10th grade level. 4

 S109944

**Strategy Rationale**

It is designed to provide a consistent framework to guide teachers and students in their teaching and learning.

**Action Step 1** 5

Common bellringers (classroom teachers)

**Person Responsible**

**Schedule**

Daily, from 8/25/2014 to 6/5/2015

**Evidence of Completion**

Lesson plans, student produced responses.

**Action Step 2** 5

PD during department meetings

**Person Responsible**

Alex Dworzanski

**Schedule**

Monthly, from 9/2/2014 to 6/5/2015

***Evidence of Completion***

**Action Step 3** 5

Common Assessments (classroom teachers)

**Person Responsible**

**Schedule**

Monthly, from 9/2/2014 to 6/5/2015

***Evidence of Completion***

PM reports.

**Plan to Monitor Fidelity of Implementation of G6.B1.S1** 6

Lesson plans will be reviewed and administrators will walk through the classrooms to ensure implementation

**Person Responsible**

Alex Dworzanski

**Schedule**

Weekly, from 8/25/2014 to 6/5/2015

***Evidence of Completion***

Lesson plans, walk through forms.



**Plan to Monitor Fidelity of Implementation of G6.B1.S1** 6

Observe and co-teach lessons implementing strategies (teachers and administrators)

**Person Responsible**

**Schedule**

Monthly, from 9/2/2014 to 6/5/2015

**Evidence of Completion**

lesson plans, walk through forms, teacher feedback.

**Plan to Monitor Effectiveness of Implementation of G6.B1.S1** 7

Teacher data chats and walk through

**Person Responsible**

Alex Dworzanski

**Schedule**

Monthly, from 9/8/2014 to 6/5/2015

**Evidence of Completion**

PLC agenda/minutes, walk through forms.

**G7.** More students will complete industry certifications in Career and Technical Education classes. 1

G037224

**G7.B1** Scheduling and prerequisites 2

B089325

**G7.B1.S1** Ensure that ALL students are aware of the academies being offered and the prerequisites for each. 4

S100010

### **Strategy Rationale**

Participation in academies can only be increased if we make the students aware of the programs we offer.

### **Action Step 1** 5

Communicate with freshmen teachers and students the prerequisites for the different academies (CTE team)

#### **Person Responsible**

#### **Schedule**

Monthly, from 8/18/2014 to 6/5/2015

#### **Evidence of Completion**

Academies prerequisite poster in all classrooms.

### **Action Step 2** 5

Academies video

#### **Person Responsible**

#### **Schedule**

On 10/17/2014

#### **Evidence of Completion**

Video, schedule of presentation.

**Action Step 3** 5

9th grade students do academies classroom walk through

**Person Responsible**

**Schedule**

On 10/10/2014

**Evidence of Completion**

Walk through feedback +/-

**Plan to Monitor Fidelity of Implementation of G7.B1.S1** 6

Walk through to ensure that academies poster is posted in classrooms.

**Person Responsible**

Deadra Hall

**Schedule**

On 6/5/2015

**Evidence of Completion**

Walk through forms

**Plan to Monitor Fidelity of Implementation of G7.B1.S1** 6

Schedule of 9th grade classrooms walk through per academy (CTE teachers)

**Person Responsible**

Deadra Hall

**Schedule**

On 12/12/2014

**Evidence of Completion**

Walk through schedule, +/- feedback from students.

**Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7**

Monitor that student walk through are taking place

**Person Responsible**

Deadra Hall

**Schedule**

On 10/17/2014


**Evidence of Completion**

Lesson plans, students +/- or consensograms.


**G8.** The implementation of strategies in every day lessons, at an individualized level, will help LS and FS students perform in all classes. 1

 G037225

**G8.B1** Fidelity of FAA administration 2

 B089330

**G8.B1.S1** Students will be taught at an individualized level to ensure that they perform in all subjects. 4

 S110794

**Strategy Rationale**

If administered correctly, FAA will assess each student at their performance level

**Action Step 1 5**

Individualized instruction (classroom teachers)

**Person Responsible**

**Schedule**

Daily, from 8/18/2014 to 6/9/2015

**Evidence of Completion**

Lesson plans, walk through

**Action Step 2** 5

ESE teachers will attend FAA training prior to proctoring test

**Person Responsible**

Vivian Gutierrez

**Schedule**

On 2/13/2015

**Evidence of Completion**

List of teachers FAA trained for the 2014-2015 school year.

**Action Step 3** 5

Conduct a practice FAA test in February to help students become familiar with test format (teachers)

**Person Responsible**

Vivian Gutierrez

**Schedule**

On 2/27/2015

**Evidence of Completion**

Practice test, lesson plan.

**Plan to Monitor Fidelity of Implementation of G8.B1.S1** 6

Classrooms will be visited to ensure that Individualized instruction is taking place

**Person Responsible**

Vivian Gutierrez

**Schedule**

On 6/5/2015

**Evidence of Completion**

lesson plans, walk through forms, data chats with the teachers.

**Plan to Monitor Fidelity of Implementation of G8.B1.S1** 6

Track FAA training attendance and administration of practice test

**Person Responsible**

Yolaine Martin

**Schedule**

On 2/27/2015

***Evidence of Completion***

List of teachers FAA trained, lesson plans.

**Plan to Monitor Effectiveness of Implementation of G8.B1.S1** 7

Walk through in all LS and FS classrooms (All administrators)

**Person Responsible**

Vivian Gutierrez

**Schedule**

Biweekly, from 9/2/2014 to 6/5/2015

***Evidence of Completion***

Data chats with teachers, walk through forms.

**G9.** Teachers will be effectively implementing ESOL strategies in their classroom and our students will be trained to use the resources available in the classroom and after school tutoring. 1

G037226

**G9.B1** ESOL strategies implementation 2

B089334

**G9.B1.S1** ESOL strategies will be implemented in all classrooms to ensure comprehensive instruction

4

S111475

### Strategy Rationale

ELL students are entitled to equal access to all programs appropriate to their academic needs.

### Action Step 4 5

Teachers will identify ESOL students and notify the administrator of need for language support

#### Person Responsible

Vivian Gutierrez

#### Schedule

Daily, from 8/25/2014 to 6/9/2015

#### Evidence of Completion

List of ESOL students in every class period, emails with admin.

### Action Step 4 5

ESOL strategies implementation training for all teachers (all teachers)

#### Person Responsible

#### Schedule

On 5/29/2015

#### Evidence of Completion

Training agendas, inservice report

**Action Step 4** 5

ESOL endorsement or needed classes (all teachers)

**Person Responsible**

**Schedule**

Monthly, from 9/8/2014 to 6/9/2015

**Evidence of Completion**

ESOL certification report.

**Action Step 4** 5

Use of ESOL strategies in daily lessons

**Person Responsible**

Vivian Gutierrez

**Schedule**

Daily, from 8/25/2014 to 6/9/2015

**Evidence of Completion**

Lesson plans, walk through

**Plan to Monitor Fidelity of Implementation of G9.B1.S1** 6

Classrooms will be visited to ensure that teachers are supporting the ELL daily (all admin)

**Person Responsible**

Vivian Gutierrez

**Schedule**

Weekly, from 9/2/2014 to 6/9/2015

**Evidence of Completion**

Lesson plans, walk through



**Plan to Monitor Fidelity of Implementation of G9.B1.S1** 6

ESOL certification report

**Person Responsible**

Vivian Gutierrez

**Schedule**

Monthly, from 9/2/2014 to 6/9/2015

**Evidence of Completion**

Monthly certification report, inservice sign ins.

**Plan to Monitor Effectiveness of Implementation of G9.B1.S1** 7

ELL grades to ensure that the strategies used are helping them be successful (ESOL department)

**Person Responsible**

Vivian Gutierrez

**Schedule**

Monthly, from 9/16/2014 to 6/5/2015

**Evidence of Completion**

Grade report, list of support offered to the students.

**G10.** Using a positive reinforcement system, 92% of the students will be in attendance. 1

G037227

**G10.B1** Attendance not being recorded correctly by teachers 2

B089340

**G10.B1.S1** Implement an incentive program focused on student attendance. 4

S109986

**Strategy Rationale**

Motivate students to attend school

**Action Step 1** 5

Professional Development for all classroom teachers

**Person Responsible**

Obed Morales

**Schedule**

On 8/15/2014

**Evidence of Completion**

Inservice sign-ins, attendance presentation.

**Action Step 2** 5

Reminders to teachers to take attendance (mentors, department chairs, buddy teachers and announcement on WJAG News)

**Person Responsible**

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Attendance reports.

**Action Step 3** 5

Design and implement an incentive program focused on attendance (SIP team)

**Person Responsible**

**Schedule**

Monthly, from 9/2/2014 to 6/5/2015

**Evidence of Completion**

Incentive plan, Student lists.

**Plan to Monitor Fidelity of Implementation of G10.B1.S1** 6

Attendance reports meeting 92% (SIP team)

**Person Responsible**

**Schedule**

Monthly, from 9/15/2014 to 5/15/2015

**Evidence of Completion**

FTE report

**Plan to Monitor Fidelity of Implementation of G10.B1.S1** 6

Incentive implementation plan (SIP team)

**Person Responsible**

**Schedule**

Monthly, from 9/15/2014 to 5/15/2015

**Evidence of Completion**

Incentive program schedule, pictures.

**Plan to Monitor Effectiveness of Implementation of G10.B1.S1** 7

Attendance will be monitored to assess the effectiveness of the program. (SIP team and administrators)

**Person Responsible**

Deadra Hall


**Schedule**

Monthly, from 9/15/2014 to 6/5/2015


**Evidence of Completion**

FTE reports.


**G11. Students will follow their course of studies and requirements to meet their graduation requirements.** 1

 G037228

**G11.B1 Lack of graduation requirements awareness** 2

 B089344

**G11.B1.S1 Meet with all students to ensure that they are aware and are on track for graduation (have a plan).** 4

 S109988

**Strategy Rationale**

Students' awareness will highly impact their performance towards meeting graduation requirements.

**Action Step 1** 5

Schedule and advertize boot camps. (guidance department)

**Person Responsible**

**Schedule**

Every 6 Weeks, from 9/9/2014 to 4/17/2015

**Evidence of Completion**

Flyers, student sign in rosters.

**Action Step 2** 5

Monitor students' progress and completion of graduation requirements.

**Person Responsible**

**Schedule**

Daily, from 9/2/2014 to 5/22/2015

**Evidence of Completion**

Student sign in logs, graduation list.

**Plan to Monitor Fidelity of Implementation of G11.B1.S1** 6

Boot camps attendance and graduation requirements reports.

**Person Responsible**

Obed Morales

**Schedule**

Monthly, from 9/8/2014 to 5/22/2015

**Evidence of Completion**

Attendance rosters, data chats with the guidance department, SIP team agenda/minutes.

**Plan to Monitor Effectiveness of Implementation of G11.B1.S1** 7

Score report from the boot camps and the progress towards graduation.

**Person Responsible**

Obed Morales

**Schedule**

Monthly, from 9/8/2014 to 5/22/2015

**Evidence of Completion**

SAT/ACT score reports, list of seniors meeting graduation requirements.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Lee - 0745 - East Lee County High School - 2014-15 SIP  
East Lee County High School

| Source       | Task, Action Step or Monitoring Activity   | Who               | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/End Date       |
|--------------|--|-------------------|-------------------------------|---|-------------------------|
| G2.B1.S1.A1  | Professional Development in Cornell Note taking  | Hutto, Carolyn    | 8/14/2014                     | Training material and teacher sign-ins.   | 8/14/2014 one-time      |
| G5.B1.S1.A1  | Implementing the knowledge and understanding of the 22 benchmarks (Classroom teachers)   | Woods, Tamika     | 8/25/2014                     | Lesson plans, rigorous assignments.   | 5/1/2015 daily          |
| G7.B1.S1.A1  | Communicate with freshmen teachers and students the prerequisites for the different academies (CTE team)   |                   | 8/18/2014                     | Academies prerequisite poster in all classrooms.  | 6/5/2015 monthly        |
| G1.B1.S1.A1  | Quarterly vocabulary word list   | Gobran, Linda     | 8/27/2014                     | The Reading LRT will work with the department to generate the lists that they will be targeting.  | 6/4/2015 weekly         |
| G3.B4.S1.A1  | Learn the new standards and become familiar with the new question format. (teachers)   |                   | 8/25/2014                     | PLC meeting agenda/minutes  | 12/18/2014 daily        |
| G4.B2.S1.A1  | Redesign the Geometry curriculum to fit the new standards (Geometry PLC)   | Henderson, Detres | 8/25/2014                     | Pacing guide for the year.  | 10/17/2014 weekly       |
| G6.B1.S1.A1  | Common bellringers (classroom teachers)  |                   | 8/25/2014                     | Lesson plans, student produced responses.   | 6/5/2015 daily          |
| G10.B1.S1.A1 | Professional Development for all classroom teachers  | Morales, Obed     | 8/11/2014                     | Inservice sign-ins, attendance presentation.  | 8/15/2014 one-time      |
| G11.B1.S1.A1 | Schedule and advertize boot camps. (guidance department)   |                   | 9/9/2014                      | Flyers, student sign in rosters.  | 4/17/2015 every-6-weeks |
| G8.B1.S1.A1  | Individualized instruction (classroom teachers)  |                   | 8/18/2014                     | Lesson plans, walk through  | 6/9/2015 daily          |
| G1.B1.S1.A2  | Vocabulary will be posted in classroom and hallway.  | Gobran, Linda     | 9/2/2014                      | Word posters in all classrooms and in the hallways.   | 6/5/2015 daily          |
| G2.B1.S1.A2  | Create and distribute a CPS Checklist to all teachers.   | Williams, Amey    | 9/2/2014                      | The CPS checklist will serve as a reminder for both teachers and students whenever writing is done in the classroom.                    | 9/5/2014 one-time       |
| G3.B4.S1.A2  | Create common assessments (teachers)   |                   | 8/25/2014                     | Common assessments, PLC meeting agenda/minutes  | 6/5/2015 one-time       |
| G4.B2.S1.A2  | [no content entered]   |                   |                               | one-time  |                         |
| G7.B1.S1.A2  | Academies video  |                   | 8/18/2014                     | Video, schedule of presentation.  | 10/17/2014 one-time     |
| G10.B1.S1.A2 | Reminders to teachers to take attendance (mentors, department chairs, buddy teachers and announcement on WJAG News)                                    |                   | 8/18/2014                     | Attendance reports.   | 6/5/2015 daily          |
| G6.B1.S1.A2  | PD during department meetings  | Dworzanski, Alex  | 9/2/2014                      |   | 6/5/2015 monthly        |
| G11.B1.S1.A2 | Monitor students' progress and completion of graduation requirements.  |                   | 9/2/2014                      | Student sign in logs, graduation list.  | 5/22/2015 daily         |
| G8.B1.S1.A2  | ESE teachers will attend FAA training prior to proctoring test   | Gutierrez, Vivian | 11/12/2014                    | List of teachers FAA trained for the 2014-2015 school year.   | 2/13/2015 one-time      |
| G1.B1.S1.A3  | Students will promote two weekly words in the news.  |                   | 9/2/2014                      | Students will introduce the two words to the whole school by giving the definition and acting out the words on the school news program. | 6/5/2015 weekly         |
| G2.B1.S1.A3  | The teachers will incorporate CPS standards on at least 1 writing lesson a week (i.e. bell ringer) in order to measure learning throughout the course. | Morales, Obed     | 9/8/2014                      | Lesson Plans  | 6/5/2015 weekly         |
| G4.B2.S1.A3  | [no content entered]   |                   |                               | one-time  |                         |
| G10.B1.S1.A3 | Desing and implement an incentive program focused on attendance (SIP team)   |                   | 9/2/2014                      | Incentive plan, Student lists.  | 6/5/2015 monthly        |

Lee - 0745 - East Lee County High School - 2014-15 SIP  
East Lee County High School

| Source       | Task, Action Step or Monitoring Activity  | Who               | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/End Date   |
|--------------|---|-------------------|-------------------------------|--|---------------------|
| G6.B1.S1.A3  | Common Assessments (classroom teachers)   |                   | 9/2/2014                      | PM reports.  | 6/5/2015 monthly    |
| G7.B1.S1.A3  | 9th grade students do academies classroom walk through  |                   | 8/18/2014                     | Walk through feedback +/-  | 10/10/2014 one-time |
| G8.B1.S1.A3  | Conduct a practice FAA test in February to help students become familiar with test format (teachers)                                    | Gutierrez, Vivian | 1/19/2015                     | Practice test, lesson plan.  | 2/27/2015 one-time  |
| G1.B1.S1.A4  | Quarterly pre and post common vocabulary assessments  | Gobran, Linda     | 9/2/2014                      | Teachers will track the pre and post scores for the students and chart their progress.                                   | 6/5/2015 weekly     |
| G9.B1.S1.A4  | Teachers will identify ESOL students and notify the administrator of need for language support  | Gutierrez, Vivian | 8/25/2014                     | List of ESOL students in every class period, emails with admin.  | 6/9/2015 daily      |
| G9.B1.S1.A4  | ESOL strategies implementation training for all teachers (all teachers)   |                   | 9/8/2014                      | Training agendas, inservice report   | 5/29/2015 one-time  |
| G9.B1.S1.A4  | ESOL endorsement or needed classes (all teachers)   |                   | 9/8/2014                      | ESOL certification report.   | 6/9/2015 monthly    |
| G9.B1.S1.A4  | Use of ESOL strategies in daily lessons   | Gutierrez, Vivian | 8/25/2014                     | Lesson plans, walk through   | 6/9/2015 daily      |
| G1.MA1       | Classroom common assessments and FCAT/FSA assessment reports.   | Gutierrez, Vivian | 9/5/2014                      | Assessment reports, PLC agendas/minutes, walk through  | 6/5/2015 monthly    |
| G1.B1.S1.MA1 | Administrators will have data chats with the teachers to ensure effectiveness.  | Gutierrez, Vivian | 9/2/2014                      | Teacher data will show students mastery/progress.  | 6/5/2015 one-time   |
| G1.B1.S1.MA1 | Administrators will be checking lesson plans and having walk through to ensure fidelity of implementation.                              | Gutierrez, Vivian | 9/2/2014                      | Lesson plans will show intent for strategy implementation, and walk through will reflect implementation of the strategy. | 6/5/2015 quarterly  |
| G2.MA1       | Classroom walk through, PLC meetings and student notebooks.   | Hall, Deadra      | 9/8/2014                      | Walk through forms, PLC agenda/minutes of meetings, student samples.   | 6/5/2015 one-time   |
| G2.B1.S1.MA1 | Data chats with the teachers to monitor that the CPS checklist and Cornell Notes are implemented efficiently in the classroom.          | Hall, Deadra      | 9/8/2014                      | PLC meeting agenda/minutes   | 6/5/2015 one-time   |
| G2.B1.S1.MA1 | Use of Cornell Notes in the classroom and teachers ensuring that students are following the CPS checklist.                              |                   | 9/8/2014                      | Students' notes (interactive notebooks, binders,...)   | 6/5/2015 weekly     |
| G3.MA1       | Assessments and data (Teachers & Team)  | Henderson, Detres | 9/8/2014                      | Assessment data from PM, PLC agenda/minutes  | 6/5/2015 quarterly  |
| G3.B4.S1.MA1 | Analyzing common assessments using FSA blue print and test item specifications (teacher feedback and +/- delta survey) SIP Team and PLC | Henderson, Detres | 9/2/2014                      | Algebra PLC and SIP PLC agendas/minutes  | 6/5/2015 weekly     |
| G3.B4.S1.MA1 | Lesson plans and common assessments   | Henderson, Detres | 8/25/2014                     | Common assessments, PLC agendas/minutes, inservice sign in sheets  | 6/5/2015 one-time   |
| G4.MA1       | Implementation plan   |                   | LRT log, PLC minutes          | once   |                     |
| G5.MA1       | Baseline, mid-year, benchmark sheet, and EOC.   | Mangan, Brian     | 9/5/2014                      | Monthly meeting agenda/minutes, monitoring plan, walk through.   | 6/5/2015 monthly    |
| G5.B1.S1.MA1 | Teacher feedback on data and +/- survey   | Mangan, Brian     | 9/5/2014                      | PLC agenda/minutes, walk through forms.  | 9/5/2014 one-time   |
| G5.B1.S1.MA1 | Pulling and Analyzing data from performance matters and data folders (Life Science teachers)  | Woods, Tamika     | 9/8/2014                      | Student performance reports that by benchmark  | 5/1/2015 weekly     |
| G6.MA1       | Assessment Results  | Dworzanski, Alex  | 8/28/2014                     | PM reports, Teacher data chats.  | 6/5/2015 monthly    |
| G6.B1.S1.MA1 | Teacher data chats and walk through   | Dworzanski, Alex  | 9/8/2014                      | PLC agenda/minutes, walk through forms.  | 6/5/2015 monthly    |

| Source        | Task, Action Step or Monitoring Activity   | Who               | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/End Date   |
|---------------|--|-------------------|-------------------------------|---|---------------------|
| G6.B1.S1.MA1  | Lesson plans will be reviewed and administrators will walk through the classrooms to ensure implementation | Dworzanski, Alex  | 8/25/2014                     | Lesson plans, walk through forms.   | 6/5/2015 weekly     |
| G6.B1.S1.MA2  | Observe and co-teach lessons implementing strategies (teachers and administrators)                         |                   | 9/2/2014                      | lesson plans, walk through forms, teacher feedback.                                   | 6/5/2015 monthly    |
| G7.MA1        | Certifications being completed by our student  | Hall, Deadra      | 11/14/2014                    | CAPE report   | 6/5/2015 monthly    |
| G7.B1.S1.MA1  | Monitor that student walk through are taking place   | Hall, Deadra      | 9/2/2014                      | Lesson plans, students +/- or consensograms.  | 10/17/2014 one-time |
| G7.B1.S1.MA1  | Walk through to ensure that academies poster is posted in classrooms.                                      | Hall, Deadra      | 9/15/2014                     | Walk through forms  | 6/5/2015 one-time   |
| G7.B1.S1.MA3  | Schedule of 9th grade classrooms walk through per academy (CTE teachers)                                   | Hall, Deadra      | 9/15/2014                     | Walk through schedule, +/- feedback from students.                                    | 12/12/2014 one-time |
| G8.MA1        | Students' grades and FAA score report (SIP team)   | Gutierrez, Vivian | 9/2/2014                      | SIP team agenda/minutes, FAA report.  | 6/5/2015 monthly    |
| G8.B1.S1.MA1  | Walk through in all LS and FS classrooms (All administrators)  | Gutierrez, Vivian | 9/2/2014                      | Data chats with teachers, walk through forms.   | 6/5/2015 biweekly   |
| G8.B1.S1.MA1  | Classrooms will be visited to ensure that Individualized instruction is taking place                       | Gutierrez, Vivian | 9/2/2014                      | lesson plans, walk through forms, data chats with the teachers.                       | 6/5/2015 one-time   |
| G8.B1.S1.MA2  | Track FAA training attendance and administration of practice test  | Martin, Yolaine   | 11/12/2014                    | List of teachers FAA trained, lesson plans.   | 2/27/2015 one-time  |
| G9.MA1        | Students' grades, CELLA reports (SIP team)   | Gutierrez, Vivian | 8/18/2014                     | Grade report, CELLA reports   | 6/9/2015 quarterly  |
| G9.B1.S1.MA1  | ELL grades to ensure that the strategies used are helping them be successful (ESOL department)             | Gutierrez, Vivian | 9/16/2014                     | Grade report, list of support offered to the students.                                | 6/5/2015 monthly    |
| G9.B1.S1.MA1  | Classrooms will be visited to ensure that teachers are supporting the ELL daily (all admin)                | Gutierrez, Vivian | 9/2/2014                      | Lesson plans, walk through  | 6/9/2015 weekly     |
| G9.B1.S1.MA2  | ESOL certification report  | Gutierrez, Vivian | 9/2/2014                      | Monthly certification report, inservice sign ins.                                     | 6/9/2015 monthly    |
| G10.MA1       | Attendance data will be reviewed every 20 days to determine progress (SIP team)                            | Hall, Deadra      | 9/15/2014                     | FTE data report, list of insentive activities.  | 6/5/2015 monthly    |
| G10.B1.S1.MA1 | Attendance will be monitored to assess the effectiveness of the program. (SIP team and administrators)     | Hall, Deadra      | 9/15/2014                     | FTE reports.  | 6/5/2015 monthly    |
| G10.B1.S1.MA1 | Attendance reports meeting 92% (SIP team)  |                   | 9/15/2014                     | FTE report  | 5/15/2015 monthly   |
| G10.B1.S1.MA2 | Insentive implementation plan (SIP team)   |                   | 9/15/2014                     | Insentive program schedule, pictures.   | 5/15/2015 monthly   |
| G11.MA1       | Student graduation profiles, Score reports.  | Morales, Obed     | 9/8/2014                      | PM reports.   | 5/22/2015 monthly   |
| G11.B1.S1.MA1 | Score report from the boot camps and the progress towards graduation.                                      | Morales, Obed     | 9/8/2014                      | SAT/ACT score reports, list of seniors meeting graduation requirements.               | 5/22/2015 monthly   |
| G11.B1.S1.MA1 | Boot camps attendance and graduation requirements reports.   | Morales, Obed     | 9/8/2014                      | Attendance rosters, data chats with the guidance department, SIP team agenda/minutes. | 5/22/2015 monthly   |

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*



## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G2.** All teachers will implement CPS (Capitalization, Punctuation, and Spelling) and Cornell notes in all subject areas.

### **G2.B1** Lack of school wide consistency

**G2.B1.S1** All teachers will implement CPS (Capitalization, Punctuation, and Spelling) and Cornell notes in all subject areas.

#### **PD Opportunity 1**

Professional Development in Cornell Note taking

##### **Facilitator**

Carolyn Hutto

##### **Participants**

All teachers

##### **Schedule**

On 8/14/2014

**G6.** Using historical documents in class every day, students will be taught interpretation skills.

### **G6.B1** Vertical Alignment

**G6.B1.S1** Teaching the skills required to score a level 3 or higher on the United States History End-of-Course exam beginning at the 9th grade level and continuing at 10th grade level.

#### **PD Opportunity 1**

PD during department meetings

##### **Facilitator**

Social studies department head

##### **Participants**

All US History teachers

##### **Schedule**

Monthly, from 9/2/2014 to 6/5/2015

**G8.** The implementation of strategies in every day lessons, at an individualized level, will help LS and FS students perform in all classes.

**G8.B1** Fidelity of FAA administration

**G8.B1.S1** Students will be taught at an individualized level to ensure that they perform in all subjects.

**PD Opportunity 1**

ESE teachers will attend FAA training prior to proctoring test

**Facilitator**

District

**Participants**

ESE teachers of alternate assessment students

**Schedule**

On 2/13/2015

**G9.** Teachers will be effectively implementing ESOL strategies in their classroom and our students will be trained to use the resources available in the classroom and after school tutoring.

**G9.B1** ESOL strategies implementation

**G9.B1.S1** ESOL strategies will be implemented in all classrooms to ensure comprehensive instruction

**PD Opportunity 1**

ESOL endorsement or needed classes (all teachers)

**Facilitator**

District

**Participants**

Teachers needing the ESOL endorsement or their required hours.

**Schedule**

Monthly, from 9/8/2014 to 6/9/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

### Summary

| Description | Total |
|-------------|-------|
| Grand Total | 0     |