Estero High School

2014-15 School Improvement Plan

Estero High School

21900 RIVER RANCH RD, Estero, FL 33928

http://est.leeschools.net/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	No	53%

Alternative/ESE Center	Charter School	Minority
No	No	45%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	B	A	B

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.

Table of Contents

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	Gayle Sitter

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

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

Estero High School....where students come to learn and leave to succeed.

School Environment

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

Estero High School offers a variety of opportunities to learn about the students' culture and build relationships between students and teachers. For example, teachers and administrators participated in district Community Forums in an effort to understand community desires and needs. Estero regularly hosts open houses, parent information meetings, School Advisory Committee (SAC) meetings, freshman camp, and offers a variety of clubs and sports to capture the interests of all students.

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

Estero High School creates a safe environment through having clearly established, consistently enforced rules. A School Resource Officer (SRO) is present throughout the school day as well as after hours school events. Teachers and administrators monitor students before and after school as well as during class transitions.
After school activities such as clubs and sports provide the students with a sense of belonging and the coaches/sponsors an opportunity to mentor.

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

Estero High School began implementing the use of Castle for teachers to issue warnings, detentions, and referrals. The system has streamlined the process by allowing all teachers to view discipline records of all students. The ease of this system will reduce the amount of time students are out of class due to discipline issues. In addition, Estero has established a Learning Lunch to allow students the opportunity to complete assignments for full credit. The in-school suspension room has been revamped to provide learning opportunities while lunch and after school detention will reduce the number of students in ISS on a daily basis.
The use of Kagan Structures in the classrooms will increase student engagement, thereby minimizing distractions and behavioral issues.

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

Estero High School offers the following services and programs to meet the social-emotional needs of all students: club sponsors and coach mentors, school guidance counselors, ESE case managers, AVID, district school psychologist, Estero High School Leadership Academy, and outside services such as Lutheran Services and Take Stock In Children mentors.

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

Estero High School utilizes a variety of communication tools and interventions. Parentlink messages are sent by the school as well as teachers to alert parents of absences and grades. Automatic messages are sent weekly but teachers can send out a message as often as needed regarding specific classroom behaviors and performance. The Castle program being used at Estero this year helps all staff members monitor students' behavior infractions and warnings in order to be proactive in conferencing with students. The counselors also use the Castle program to prepare for one-on-one student conferences as well as parent-teacher conferencing. Likewise, the AVID site coordinator monitors all students enrolled in the AVID elective for behavior and grades calling conferences as needed. A Behavior Intervention Plan (BIP) is created when an ESE student accumulates four days of out-of-school suspension (OSS). The ESE case manager monitors the student's behavior and the specific strategies and interventions on the BIP. Finally,each student who scores non-proficient on statewide assessments is placed in intensive classes in order to help the students achieve proficiency.

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	37	67	72	112	288
One or more suspensions	2	43	48	63	156
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	66	110	100	37	313

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

The intervention strategies employed by the school to improve the academic performance of at-risk students include:
Learning lunch
NHS tutoring
Intensive classes
ACT bootcamp

Algebra bootcamp
ISS room with learning opportunities

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?
No

PIP Link
The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

During the 2014-2015 school year, Estero High School will increase parent involvement by extending Parentlink invitations to SAC meetings, parent information nights, and extracurricular activities and events. The school's website clearly communicates the school's vision and mission as well as opportunities for involvement. In addition, a quarterly school newsletter is distributed that includes information about academics, athletics, clubs, service opportunities and successes. Parentlink uses teacher gradebook data to inform parents of weekly grades. It includes the option to view individual teacher assignments and contact the teacher directly via email. In addition, the teachers utilize Parentlink to send out specific messages and alerts regarding student successes and areas of concern.

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

Estero High School builds and sustains partnerships within the community, including churches, local restaurants and businesses, service clubs such as Rotary, Lion's Club and Kiwanis, and The Chamber of Commerce. The Estero Leadership Academy members meet with various community leaders which promotes active involvement and provide real-world learning opportunities. Local churches and businesses regularly provide volunteer mentors and supplies while also providing for specific needs of students via teacher grants and individual grants for medical related expenses.

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
Simmons, Clayton	Principal
Aldrich, Michelle	Teacher, K-12
Baxa, Kimberly	Assistant Principal
Bolden, Benny	Assistant Principal
Estes, Jeff	Assistant Principal
Fabbro, Alberta	Teacher, K-12
Foley, Nancy	Teacher, K-12
Gallegos, Romelia	Teacher, K-12
Hanlon, Marjorie	Teacher, K-12
Harris, Barry	Teacher, K-12
Jasper, Jeremy	Teacher, K-12
Klinker, Jayne	Teacher, K-12
Puckett, Carrie	Teacher, K-12
Scherff, Elisa	Teacher, K-12
White, Gary	Teacher, K-12
Koenig, Amy	Teacher, K-12
Seluk, Jennifer	Assistant Principal

Duties

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

The School Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems. The roles of each member are as follows:
Classroom Teacher:
• Keep ongoing progress monitoring notes in a data folder (curriculum assessments, FCAT scores, EOC scores, work samples, anecdotals) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing.
• Attend MTSS Team meetings to collaborate on and monitor students who are struggling.
• Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
• Deliver instructional interventions with fidelity.
Reading Coach
• Attend MTSS Team meetings.
• Train teachers in interventions, progress monitoring, differentiated instruction.
• Implement supplemental and intensive interventions.
• Keep progress monitoring notes and anecdotals of interventions implemented.
• Administer screenings.
Speech-Language Pathologist
• Attend MTSS Team meetings for students receiving supplemental and intensive supports.
• Complete Communication Skills screening for students unsuccessful with Tier 2 interventions.
• Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact.
• Incorporate MTSS data when guiding a possible Speech/Language referral and when making

eligibility decisions.
Principal/Assistant Principal
• Facilitate implementation of the MTSS problem-solving process.
• Provide or coordinate valuable and continuous professional development.
• Assign paraprofessionals to support MTSS implementation when possible.
• Attend MTSS Team meetings to be active in the MTSS change process.
• Conduct classroom walk-throughs to monitor fidelity.
Guidance Counselor
• MTSS Team facilitator.
• Schedule and attend MTSS Team meetings.
• Maintain log of all students involved in the MTSS process.
• Send parent invites.
• Complete necessary MTSS forms.
• Conduct social-developmental history interviews when requested.
School Psychologist
• Attend MTSS Team meetings on some students receiving supplemental supports and on all students receiving intensive supports.
• Monitor data collection process for fidelity.
• Review and interpret progress monitoring data.
• Collaborate with MTSS Team on effective instruction and specific interventions.
• Incorporate MTSS data when guiding a possible ESE referral and when making eligibility decisions.
ESE Teacher/Staffing Specialist
• Consult with MTSS Team regarding intensive interventions.
• Incorporate MTSS data when making eligibility decisions.
• Attend MTSS Team meetings when requested.
• Conduct social-developmental history interviews and share with MTSS Team.
ESOL/ELL Representative
• Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork.
• Conduct language screenings and assessments.
• Provide ELL interventions at all tiers.

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

The MTSS Problem-Solving team at Estero High School meets on an as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Michelle Aldrich	Teacher
Mairee Elliott	Business/Community
Bennie Bolden	Education Support Employee
Anita Smith	Education Support Employee
Lenore Bennett	Business/Community
Lori Jenkins	Parent
Janet Patterson	Parent
Julie Yazici	Business/Community
Ingrid Walsh	Parent
Dania Duarte	Education Support Employee
Danny Andrade	Student
Ben Casey	Student
Nicci Garcia	Parent
Dana Nicholson	Parent
Sherri Obrochta	Parent
Dwight Philip	Parent
Mark Beland	Parent
Madeline Giovanniello	Parent
Paul Edmond	Education Support Employee
Susana Gravitt	Parent

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

The SAC reviews school data and provides input towards the development of school improvement plan goals. The SAC then votes on the goals.

Development of this school improvement plan

The SAC reviews school data and provides input towards the development of school improvement plan goals. The SAC then votes on the goals.

Preparation of the school's annual budget and plan

The principal presents the annual budget and expenditures. The SAC approves the budget and expenditures by vote. Extra expenditures are discussed and voted upon as they arise.

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

School improvement funds spent to directly support the school improvement goal of communication with stakeholders included a quarterly $500 stipend for the webmaster.

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
Aldrich, Michelle	Teacher, K-12
Puckett, Carrie	Teacher, K-12
Seluk, Jennifer	Assistant Principal
Scherff, Elisa	Teacher, K-12
Ferry, Annmarie	Teacher, K-12
Baxa, Kimberly	Assistant Principal
Bolden, Benny	Assistant Principal
Estes, Jeff	Assistant Principal
Fabbro, Alberta	Teacher, K-12
Foley, Nancy	Teacher, K-12
Gallegos, Romelia	Teacher, K-12
Hanlon, Marjorie	Teacher, K-12
Harris, Barry	Teacher, K-12
Jasper, Jeremy	Teacher, K-12
Klinker, Jayne	Teacher, K-12
Koenig, Amy	Teacher, K-12
Simmons, Clayton	Principal
White, Gary	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiative for the LLT is to analyze data of students in the lowest 25% and develop initiatives for improving student learning gains. Students in the lowest 25% will be identified and those students will be provided additional small group instruction during their reading class. The Reading Coach will provide professional development to Integrated Science teachers and will model the use of reading strategies and the Empower3000 program in the science classroom. The Reading Coach and Teacher Leaders will also model mini-lessons in other content areas. After modeling, the Reading Coach and Teacher Leaders will provide additional support and professional development opportunities as needed. Members of the LLT will assist with developing plans for reading strategy implementation during PLCs.

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

One strategy to encourage positive working relationships between teachers will be the implementation of weekly Professional Learning Communities (PLCs). Within the PLCs, the teachers will analyze data to improve their teaching practices and ensure that all students' needs are being met. Working toward a common goal will create a supportive and cooperative work environment.

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

To recruit highly qualified, certified-in-field teachers, administration will attend county job fairs to seek out potential candidates. In addition, administrators will search the district's database of qualified applicants. In order to develop and retain highly qualified teachers, Estero High School will implement several programs including Estero's Teacher Induction Program (E-TIP), the district A.P.P.L.E.S program, and the Teacher Incentive Fund (TIF Teacher Leaders). These programs will help acclimate new teachers as well as support them with an experienced mentor. In addition, TIF Teacher Leaders will assist all staff with professional development and modeling of strategies based on their individual needs.

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

Mentee Mentor
Aaron Johnson Erika Anderson
Ashley Sheppard Samantha Attard
Frank Simms II Anne Csonka
Kirsten Bembnowski Rebecca Bianco
All mentees are first year teachers or are new to the district. Mentees are paired with a mentor from the same content area. The mentor and mentee will meet regularly throughout the year to discuss evidence based strategies. The mentor will observe the mentee and provide specific feedback and coaching in a timely manner. The mentee will be provided opportunities to observe various other effective and highly effective teachers within the school.

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

Estero High School uses district adopted textbooks and materials along with following the district academic plan for every content area in order to ensure that our core instructional programs are aligned to Florida's standards.

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

The Empower3000 program utilizes individual student data and differentiates automatically by measuring the students' lexile level and generates data for teacher monitoring, adjusting monthly based off of the students' performance. Algebra Nation is an online resource aligned with the latest state standards. The program is interactive allowing teachers to access student data based off of student usage.

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: After School Program

Minutes added to school year: 420

ACT Reading Boot Camp

Strategy Rationale

By providing 11/12 grade Intensive Reading students with an additional hour of instruction and practice each week, students will acquire the skills and strategies necessary to achieve a concordant score on the Reading portion of the ACT.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Koenig, Amy, amylk@leeschools.net

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

Reading scores from the ACT will be collected and analyzed with the goal of at least 50% of the participants scoring a 19 or higher.

Strategy: Summer Program

Minutes added to school year: 1,920

Algebra Bootcamp

Strategy Rationale

By providing small group, intensive skills-based instruction by a certified math teacher, non-proficient students are given an opportunity to master the standards needed to score proficient on the Algebra 1 EOC.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Estes, Jeff, jeffreybe@leeschools.net

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

Algebra 1 EOC retake scores will be analyzed to measure the goal of 50% pass rate.

Strategy: After School Program

Minutes added to school year: 5,400

NHS tutoring

Strategy Rationale

Students are given the opportunity to attend after-school peer tutoring sessions in subjects where help is needed. Peer tutoring will benefit both the tutor and the student seeking assistance.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Aldrich, Michelle, michellerb@leeschools.net

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

Sign-in sheets and grade reports will be monitored.

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

incoming - appropriate student placement/scheduling, data to place students, AVID, intensive remediation, accelerated programs
seniors - college nights, college presentations at school, guidance meeting with students, scholarship info

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 guidance counselors meet with students throughout the course of the year to discuss their high school academics and plans for future endeavors. In addition, Parent Information Nights are held throughout the year to provide meaningful information to parents in regard to proper planning for their students' high school career and beyond.
- AVID
-ASVAB
-Rotary Club - recognition of academic
-Estero Leadership Academy (through district)

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

Through practical application in our career academies, students have the opportunity to earn industry certifications which will enable them to develop and learn real world application techniquesBiu. They will also use skills learned in core classes in an authentic way in their career academy courses.

Career and Tech Ed Programs
-Medical Academy
-Hospitality and Tourism Academy
-Academy of Information and Design Technology
Certifications
-Microsoft Bundle
-Building Trades and Construction
-Culinary
-Engineering and Drafting
-Nursing
-Tech Ed certifications (check with Klinker)

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

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

According to the High School Feedback Report, the percentage of students who scored at or above college level on the ACT/SAT/CPT was above the District and State percentage. However, the percentage of students who took at least one AP/AICE/DE course was below both the District and State percentage.
Eleventh grade students who do not score "college ready" on the reading, English, or math portions of the PERT will be provided remediation through their English and math courses during their senior year. In addition, the number and variety of AICE courses offered at Estero High School have been increased to provide students more opportunity to take advanced classes and to earn the AICE diploma. Parent Information nights will be held to educate parents and students on the various advanced course options available to students. Teacher Leaders will also develop mentor/mentee relationships with at-risk students in all grade levels.

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. Estero High School will increase student achievement gains school-wide by focusing on teaching and learning.

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. Estero High School will increase student achievement gains school-wide by focusing on teaching and learning. 1a

Targets Supported 1b

🔑 G039320

Indicator	Annual Target
Algebra I EOC Pass Rate	59.0
ELA/Reading Gains	71.0
Math Gains	68.0
Math Lowest 25% Gains	61.0
ELA/Reading Lowest 25% Gains	76.0

Resources Available to Support the Goal 2

- TIF Teacher Leaders
- Professional Learning Communities
- Performance Matters
- Empower3000
- Learning Lunches
- NHS tutoring
- AVID tutorials

Targeted Barriers to Achieving the Goal 3

- Students lacking the skills and strategies needed to answer high level questions

Plan to Monitor Progress Toward G1. 8

Monitor student performance on high level questions within the common assessments

Person Responsible
Jeff Estes

Schedule
Quarterly, from 8/27/2014 to 5/29/2015

Evidence of Completion
PLC data analysis

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. Estero High School will increase student achievement gains school-wide by focusing on teaching and learning. [1]

🔑 G039320

G1.B1 Students lacking the skills and strategies needed to answer high level questions [2]

🔑 B094696

G1.B1.S1 Implement PLCs to allow for collaborative planning, professional development for questioning techniques, and data analysis to plan for student learning. [4]

🔑 S105754

Strategy Rationale

Action Step 1 [5]

Create PLCs

Person Responsible

Jeff Estes

Schedule

Weekly, from 8/27/2014 to 5/27/2015

Evidence of Completion

List of PLC group members, agendas, and minutes

Action Step 2 `5`

Complete Title II plan to include time for curriculum mapping and study groups

Person Responsible

Jeff Estes

Schedule

Weekly, from 6/2/2014 to 7/3/2014

Evidence of Completion

Title II Plan

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

Monitor PLC implementation

Person Responsible

Jeff Estes

Schedule

Weekly, from 8/27/2014 to 5/27/2015

Evidence of Completion

common assessments, lesson plans,agenda and minutes

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

Monitor student data from common assessments

Person Responsible

Jeff Estes

Schedule

Weekly, from 8/27/2014 to 5/27/2015

Evidence of Completion

Performance Matters Reports and teacher gradebook

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Create PLCs	Estes, Jeff	8/27/2014	List of PLC group members, agendas, and minutes	5/27/2015 weekly
G1.B1.S1.A2	Complete Title II plan to include time for curriculum mapping and study groups	Estes, Jeff	6/2/2014	Title II Plan	7/3/2014 weekly
G1.MA1	Monitor student performance on high level questions within the common assessments	Estes, Jeff	8/27/2014	PLC data analysis	5/29/2015 quarterly
G1.B1.S1.MA1	Monitor student data from common assessments	Estes, Jeff	8/27/2014	Performance Matters Reports and teacher gradebook	5/27/2015 weekly
G1.B1.S1.MA1	Monitor PLC implementation	Estes, Jeff	8/27/2014	common assessments, lesson plans,agenda and minutes	5/27/2015 weekly

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 Opportuntities

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

G1. Estero High School will increase student achievement gains school-wide by focusing on teaching and learning.

G1.B1 Students lacking the skills and strategies needed to answer high level questions

G1.B1.S1 Implement PLCs to allow for collaborative planning, professional development for questioning techniques, and data analysis to plan for student learning.

PD Opportunity 1

Create PLCs

Facilitator

Individual PLC elected facititators

Participants

department PLC members

Schedule

Weekly, from 8/27/2014 to 5/27/2015

PD Opportunity 2

Complete Title II plan to include time for curriculum mapping and study groups

Facilitator

PLC Team Leader

Participants

EOC content area departments

Schedule

Weekly, from 6/2/2014 to 7/3/2014

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**