

Lehigh Senior High School

901 GUNNERY RD N, Lehigh Acres, FL 33971

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

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

79%

Alternative/ESE Center

No

Charter School

No

Minority

79%

School Grades History

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

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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	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Mission. Increase achievement. Improve teaching.

Provide the school's vision statement

Vision Statement is to be a world-class high school.

School Environment

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

Teacher/Student data chats weekly
Student interims weekly
Data
Freshmen orientation
Class builders
Procedures
IEP's
MTSS

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

After-school tutoring
Clubs, sports and other various activities
After- school study Hall
Classbuilding/Team building so students can feel safe in their learning environment.
AVID
SRO
School security
Commonality throughout the school, common board configuration, one binder, predictable environment.

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

Castle
Parent-link for parent contact
Parent/student/teacher conferences
Students are sent to a same discipline classroom to redirect behavior.
After-school detention
Kagan structures

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

Salus Care
 School counselors
 Social worker
 SRO
 AVID

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 available at the school site.

Description

Title I

See Parent Involvement Plan

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

SAC/DAC
 Parent Involvement
 Parent and Community Volunteers
 SalusCare

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
Corey, Jackie	Principal
Ciolino, Debbie	Instructional Coach
Booth, Melissa	Instructional Coach
Freeman, Michelle	Assistant Principal
Krevinko, Timothy	Assistant Principal
Neal, Misty	Instructional Coach
Szafran, Amy	Instructional Coach
Vickery, Elizabeth	Assistant Principal
Chiorello, Cyndi	Assistant Principal

Duties

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

There are 14 SIP goal teams. Every teachers is on one of the goal teams.

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

Our School Improvement Plan is driven by our Goal Teams. All teachers are on a SIP goal team. This deal collects data, makes goals, identifies obstacles, and comes up with strategies to overcome all obstacles.

Title I - Submitted

Title II - Submitted

Title III - Have not received

Title VI - NA

Title X - NA

SAI - Submitted

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Debbie Ciolino	Teacher
Elizabeth Vickery	Principal
Jackie Corey	Teacher
Carrie Chase	Business/Community
Ebele Ezenwa	Parent
Graeme Taylor	Parent
Heather Dodd	Parent
Iris Soto	Parent
Rick Angelikis	Business/Community
Melissa Horrom	Parent
Pamela Dickenson	Parent
Haquikah Peterson	Teacher
Zulainny Perez	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

In 2013-2014, the SAC committee reviewed the SIP in detail and approved.

Development of this school improvement plan

The LSHS SAC committee must review and approve the SIP.

Preparation of the school's annual budget and plan

SAC approved the budget during the September 9, 2014 meeting.

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

What	When	Who	Benefits	Amount
Golden Rod Paper	30 weeks	1950 Students		\$437.58
Weekly Interims				
Green Paper	4 quarters	1950 Students		\$175.04
Data Tracking Sheets				
Manila Folders	once	1950 Students		\$671.50
Data Folders				
Copy Paper	50 cases	1950 Students		\$1400.00
Supplemental academic				
Review Materials				
Tests				

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
Ciolino, Debbie	Instructional Coach
Freeman, Michelle	Assistant Principal
Haskins, Betsy	Teacher, K-12
Hines, Tammy	Teacher, K-12
Johns, Christopher	Teacher, K-12
King, Matthew	Teacher, K-12
Kohler, Susan	Teacher, K-12
Montana, MaryEllen	Teacher, K-12
Shaw, Molly	Teacher, K-12
Walden, Robin	Teacher, K-12
Corey, Jackie	Principal

Duties

Describe how the LLT promotes literacy within the school

The RLT is focusing on supporting school-wide initiatives in reading and writing. These include, but are not limited to, Reading in the Content Areas, CLOSE Reads, Writing Components, DEAR Time,

WOW Words, Vocabulary Development and implementing WICOR strategies in all classes. Students' writing about what they have read and increasing the rigor of reading and writing assignments, is central to building literacy in our school.

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

All teachers participate in weekly PLCs. In their PLCs teachers analyze data, set goals, and collaboratively plan instruction and assessment. Each core academic area also has a specific PLC coach who is there to guide and support all teachers within the department.

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

1. District and College recruitment fairs
2. New Teacher Orientation school and district level
3. APPLES (New teacher mentor program)
4. Professional Development (district and school base)
5. TIF/mentor teachers
6. Math/Reading Coaches
7. Professional Learning Communities

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

Mentors with researched based strategies, great classroom management, and subject area experience are matched with a mentee that could directly benefit. Each core academic area also has a specific PLC coach who is there to guide and support all teachers within the department. New teachers are enrolled in the APPLES program and paired with an experienced teacher who has completed training in order to become a mentor teacher.

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

Lehigh Senior High School uses the district-adopted curriculum and teachers are teaching to the standards. Teachers also participate in weekly PLCs with an academic coach who is there to guide and support the PLC through curriculum planning.

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

Lehigh Senior High School uses data in a variety of ways to provide and differentiate instruction. For example, teachers consistently spiral back curriculum into bell work and lessons. Curriculum is also

aligned to the standards. Data is also used to make cooperative learning groups and correctly place students in classes where they can be successful.

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: 5,400

After school tutoring is offered in a variety of subjects every Tuesday and Thursday from 1:45 - 3:15. Students may then choose to stay in study hall to receive additional assistance.

Strategy Rationale

After school tutoring, study hall, and additional E2020 instruction is offered in order to help students make academic gains.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Ciolino, Debbie, debbiesc@leeschools.net

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

Students that attend are documented. Each student must keep a log of what was done in tutoring, by subject, for the quarter. Teachers collect data based on these documents to determine if improvement was achieved.

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

Lehigh Senior High Schools does an annual orientation for incoming freshman. Prior to that students also participate in Freshman for a Day. At the end of their four years, students are leaving Lehigh Senior High School college and career ready.

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

Each year counselors meet with their assigned students to go over their individual plan for the future. Their schedule is adjusted accordingly to meet graduation requirements and to meet the requirements of their individual plan.

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

Many of the courses offered integrate the subject with real life situations. For instance Advanced Algebra with Financial Applications takes the study of algebra and incorporates it with personal

financial planning. The American Government will take the student through the 3 levels of government, the process and how decisions are made that effect their lives.

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

We assess each student with the data generated by the state and testing (FCAT Reading, EOCs & PERT). We then align the students with the appropriate courses for college readiness such as Math for College Readiness and English 4 for College Prep or more rigorous courses such as Advanced Placement English Language, Advanced Placement English Literature, AICE English Language, AICE English Literature or Dual Enrollment classes.

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

N/A

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.** Increase student achievement gains school-wide by focusing on teaching and learning as measured by baseline, midyear, and ending data.

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. Increase student achievement gains school-wide by focusing on teaching and learning as measured by baseline, midyear, and ending data. 1a

G040721

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	65.0
Geometry EOC Pass Rate	75.0
Bio I EOC Pass	55.0
ELA/Reading Gains	87.0
Math Gains	87.0
Math Lowest 25% Gains	87.0
ELA/Reading Lowest 25% Gains	87.0

Resources Available to Support the Goal 2

- Department Professional Learning Communities
- Common Planning Professional Learning Communities
- Professional Development Weekly
- SIP Goal Team Professional Learning Communities
- TIF Lead Teachers
- Math and Reading Coaches

Targeted Barriers to Achieving the Goal 3

- Student Engagement

Plan to Monitor Progress Toward G1. 8

Track attendance

Person Responsible

Elizabeth Vickery

Schedule

Quarterly, from 9/1/2014 to 4/24/2015

Evidence of Completion

Reports at leadership meetings

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. Increase student achievement gains school-wide by focusing on teaching and learning as measured by baseline, midyear, and ending data. **1**

 G040721

G1.B2 Student Engagement **2**

 B098584

G1.B2.S1 All teachers were given the opportunity to attend AVID WICOR training. All teachers were given the opportunity to attend Kagan training. **4**

 S126594

Strategy Rationale

When students are engaged learning increases, behavior improves, and attendance improves

Action Step 1 **5**

Organize Kagan Training

Person Responsible

Elizabeth Vickery

Schedule

Monthly, from 7/1/2014 to 4/24/2015

Evidence of Completion

Inservice Records

Action Step 2 5

WICOR training

Person Responsible

Elizabeth Vickery

Schedule

Monthly, from 7/1/2014 to 4/10/2015

Evidence of Completion

Inservice Records

Action Step 3 5

Weekly Optional Trainings

Person Responsible

Elizabeth Vickery

Schedule

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

Evidence of Completion

Outlook Requests

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Will be discussed at weekly Leadership Meeting

Person Responsible

Elizabeth Vickery

Schedule

Weekly, from 9/22/2014 to 4/24/2015

Evidence of Completion

Attendance Records

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Classroom Walkthroughs

Person Responsible

Jackie Corey

Schedule

Weekly, from 9/1/2014 to 4/24/2015

Evidence of Completion

Discussions during weekly Leadership Meetings

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.B2.S1.A1	Organize Kagan Training	Vickery, Elizabeth	7/1/2014	Inservice Records	4/24/2015 monthly
G1.B2.S1.A2	WICOR training	Vickery, Elizabeth	7/1/2014	Inservice Records	4/10/2015 monthly
G1.B2.S1.A3	Weekly Optional Trainings	Vickery, Elizabeth	9/1/2014	Outlook Requests	5/8/2015 weekly
G1.MA1	Track attendance	Vickery, Elizabeth	9/1/2014	Reports at leadership meetings	4/24/2015 quarterly
G1.B2.S1.MA1	Classroom Walkthroughs	Corey, Jackie	9/1/2014	Discussions during weekly Leadership Meetings	4/24/2015 weekly
G1.B2.S1.MA1	Will be discussed at weekly Leadership Meeting	Vickery, Elizabeth	9/22/2014	Attendance Records	4/24/2015 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 Opportunities

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

G1. Increase student achievement gains school-wide by focusing on teaching and learning as measured by baseline, midyear, and ending data.

G1.B2 Student Engagement

G1.B2.S1 All teachers were given the opportunity to attend AVID WICOR training. All teachers were given the opportunity to attend Kagan training.

PD Opportunity 1

Organize Kagan Training

Facilitator

Beth Vickery and Debbie Ciolino

Participants

All teachers

Schedule

Monthly, from 7/1/2014 to 4/24/2015

PD Opportunity 2

WICOR training

Facilitator

Beth Vickery

Participants

All teachers

Schedule

Monthly, from 7/1/2014 to 4/10/2015

PD Opportunity 3

Weekly Optional Trainings

Facilitator

Beth Vickery

Participants

All Teachers

Schedule

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

Technical Assistance Items

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