2013-2014 SCHOOL IMPROVEMENT PLAN

Lehigh Senior High School

901 GUNNERY RD N
Lehigh Acres, FL 33971
239-693-5353
http://lsh.leeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	Yes	79%

Alternative/ESE Center	Charter School	Minority Rate
No	No	79%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
PENDING	B	B	B	B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    ◦ Year 1 – declined to D, or first-time graded schools receiving a D
    ◦ Year 2 – second consecutive D, or F followed by a D
    ◦ Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    ◦ Year 1 – declined to F, or first-time graded schools receiving an F
    ◦ Year 2 or more – second or more consecutive F

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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Lehigh Senior High School

Principal

Jackie Corey

School Advisory Council chair

Deborah Ciolino

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title

District-Level Information

District

Lee

Superintendent

Dr. Nancy J Graham

Date of school board approval of SIP

10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Jackie Corey - Principal
Michelle Freeman - Assistant Principal
Doug McKeever - Assistant Principal
Debbie Ciolino - SAC Chair
Pamela Dickinson - DAC representative
Heather Dodd - DAC alternate
AyoChine Blackerey - STudent
Zulainny Perez - Parent
Melissa Horrom - Parent
Carrie Chase - Business
Rick Anglickis - Community

Involvement of the SAC in the development of the SIP

The LSHS SAC committee must review and approve the SIP.

Activities of the SAC for the upcoming school year

Parent Involvement Plan
FASFA

AVID
Athletics
Center for the Arts
Cambridge
Dual Enrollment

Projected use of school improvement funds, including the amount allocated to each project

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
5

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Jackie Corey		
Principal	Years as Administrator: 6	Years at Current School: 1

Credentials	BA in Secondary English Education from Florida Gulf Coast University MS in Educational Leadership from Nova Southeastern University

Performance Record

Doug McKeever		
Asst Principal	Years as Administrator: 8	Years at Current School: 7

Credentials	BS Health/PE MS Secondary Counseling Ed S. Ed. Leadership

Performance Record

Michelle Freeman		
Asst Principal	Years as Administrator: 1	Years at Current School: 7

Credentials	B.A. Public Administration/ Minor Political Science M.A. Education Leadership

Performance Record

Jason Plucker		
Asst Principal	Years as Administrator: 2	Years at Current School: 3

Credentials	AA Degree BS in Sports Medicine MeD Educational Leadership

Performance Record

Elizabeth Vickery		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials	BS in Actuarial Science and a MS in Educational Leadership.

Performance Record

Instructional Coaches

# of instructional coaches

6

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Deborah Ciolino		
Full-time / School-based	Years as Coach: 2	Years at Current School: 12
Areas	Mathematics	

Credentials	BS in Elementary Education Masters in Curriculum and Instruciton Certified in Mathematics

Performance Record

Theresa Bulanda		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Mathematics	

Credentials	Elementary Education Middle Grades Math

Performance Record

Andrea Gunns		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	Elementary Education Reading 9-12	
Performance Record		

Laua Linch		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	BA Communications, Magna Cum Laude, Reading Certification, Business Certification, English 6-12 Certification, ESOL Certification, Master's Level coursework in Writing	
Performance Record		

Misty Neal Gousby		
Full-time / School-based	Years as Coach: 1	Years at Current School: 2
Areas	Science	
Credentials	BS in Clinical Laboratory Science	
Performance Record		

Julie Lewis		
Full-time / School-based	Years as Coach: 6	Years at Current School: 1
Areas	Reading/Literacy, Mathematics	
Credentials	B.A. in Liberal Studies / English Concentration M.Ed. in Curriculum & Instruction with an Emphasis in Secondary Reading ENGLISH 6-12 and Reading K-12 Reading Endorsement and ESOL endorsement	
Performance Record	PSC and Highly Effective Rating	

Classroom Teachers

# of classroom teachers

114

 # receiving effective rating or higher

114, 100%

 # Highly Qualified Teachers

100%

 # certified in-field

90, 79%

 # ESOL endorsed

39, 34%

 # reading endorsed

22, 19%

 # with advanced degrees

14, 12%

 # National Board Certified

1, 1%

 # first-year teachers

18, 16%

 # with 1-5 years of experience

49, 43%

 # with 6-14 years of experience

27, 24%

 # with 15 or more years of experience

13, 11%

Education Paraprofessionals

# of paraprofessionals

14

 # Highly Qualified

14, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Mentors with researched based strategies, great classroom management, and subject area experience are matched with a Mentee that could directly benifit.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Each goal team leader meets bi-monthly with the A+ team to discuss and monitor all goal team goals. Each goal team meets monthly do monitor all goals and amend strategies when necessary. All goal teams communicate on a regular basis via email.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

All goal teams have baseline data, mid year data, and end of the year data to support their goals. The data is tracked using Performance Matters, Excel Spreadsheets, and benchmark tables.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Our SAC team has a hand in writing and approving the plan. All teachers in the school are on a goal team that feeds information into the SIP.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 3,240

After school tutoring is offered in a variety of subject every Tuesday and Thursday from 1:45 - 2:45. Students may then choose to stay in study hall to receive additional assistance.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this 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.

Who is responsible for monitoring implementation of this strategy?

Michelle Freeman, Assistant Principal for Curriculum

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Caren Pearson	Lead Teacher
Doug McKeever	Assistant Principal
Nunn	ESE Teacher
Liggins	Math Teacher
Jijon	Math Teacher
Lozano	Performing Arts Teacher
Ross	Science Teacher
Landers-Grove	Reading Teacher
Fite	Social Studies Teacher
McNew	PE Teacher
Rapp	English Teacher
Hines	Foreign Languarge Teacher
Gunns	TIF Teacher
Link	TIF Teacher
Lewis	Reading Coach

How the school-based LLT functions

The Reading Leadership Team meets once a month. I am the leader of the group, working with Julie Lewis and Doug McKeever. Members of the team are representatives from all departments so we can share information and Best Practices. At the first meeting, we collaborated to set norms and discussed Team Vision for literacy in LSHS

Major initiatives of the LLT

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.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

LSHS has two TIF Lead Reading teachers to assist with the reading classes. One is geared toward 9th and 10th grade, while the second focuses on 11th and 12th. ACT/SAT prep is added for students in 11th and 12th grade to assist with a second route to achieve reading mastery for graduation.
The Reading Coach works with core classes, especially social studies, to develop high level reading skills within the curriculum of every class.
Every teacher at LSHS expreiences Professional Development that is required in reading. In addition, there are optional trainings offered.
Every teacher at LSHS does one CLOSE reading activity per quarter. The Reading Coach must approve every CLOSE activity for perfection.
Every teacher at LSHS does 15 minutes of DEAR every Friday every period.
Administration reviews lesson plans to insure reading is included.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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.

Strategies for improving student readiness for the public postsecondary level

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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	56%	49%	No	60%
American Indian				
Asian	50%		No	55%
Black/African American	48%	45%	No	54%
Hispanic	55%	45%	No	60%
White	65%	63%	No	69%
English language learners	27%	7%	No	34%
Students with disabilities	38%	26%	No	45%
Economically disadvantaged	53%	45%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	102	22%	26%
Students scoring at or above Achievement Level 4	104	23%	27%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	10	56%	60%
Students scoring at or above Level 7	[data excluded for privacy reasons]		48%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	302	61%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	74	59%	64%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	59	48%	63%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	21	17%	25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	24	20%	28%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	170	46%	50%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	288	64%	68%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	44%	43%	No	50%
American Indian				
Asian				
Black/African American	38%	43%	Yes	45%
Hispanic	41%	43%	Yes	47%
White	58%	49%	No	62%
English language learners	33%	18%	No	39%
Students with disabilities	50%	45%	No	55%
Economically disadvantaged	43%	52%	Yes	49%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		20%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		20%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	521	66%	70%
Students in lowest 25% making learning gains (EOC)	144	59%	63%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	132	36%	40%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	186	49%	54%
Students scoring at or above Achievement Level 4	33	9%	13%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	151	38%	42%
Students scoring at or above Achievement Level 4	48	12%	16%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		60%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		40%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	55	13%	17%
Students scoring at or above Achievement Level 4	159	36%	40%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	596	33%	37%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	
Students taking CTE industry certification exams	184	31%	
Passing rate (%) for students who take CTE industry certification exams		88%	
CTE program concentrators	82	14%	
CTE teachers holding appropriate industry certifications	4	100%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0		
Students in ninth grade with one or more absences within the first 20 days	0		
Students in ninth grade who fail two or more courses in any subject	84	43%	39%
Students with grade point average less than 2.0	21	11%	9%
Students who fail to progress on-time to tenth grade	21	11%	9%
Students who receive two or more behavior referrals	0		
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	470		450%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	10	3%	2%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	286	95%	96%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	59	61%	62%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	4	1%	2%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Title I
See Parent Involement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Area 10: Additional Targets

Additional targets for the school

LSHS is a unique school with a National Demonstration AVID program, Cambridge program, and is a Center for the Arts.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
LSHS AVID seniors will take the ACT/SAT at least once.	65	89%	100%
Increase the number o Center f students graduating with a major in the Center	90	27%	31%
Increase the passage rate of atempted AICE examinations.	148	48%	50%
Increase the number of Cambridge students passing the Reading FCAT	71	72%	76%
Increase the number of students entering the Cambridge program.	102	102%	110%

Goals Summary

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

Goals Detail

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

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- CTE
- Parental Involvement
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- 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

- Student Attendance

Plan to Monitor Progress Toward the Goal

Track attendance

Person or Persons Responsible
A+ Goal Team for Attendance

Target Dates or Schedule:
Monthly

Evidence of Completion:
Reports at monthly A+ Goal Leader Meetings.

Action Plan for Improvement

Problem Solving Key

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

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

G1.B1 Student Attendance

G1.B1.S1 Phone calls home

Action Step 1

Phone call

Person or Persons Responsible

Administrative Interns

Target Dates or Schedule

Every absence

Evidence of Completion

Discipline Folder

Action Step 2

Phone call

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Every absence

Evidence of Completion

Note section of Pinnacle

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

Check log

Person or Persons Responsible

Assistant Principal for Student Affairs

Target Dates or Schedule

Daily

Evidence of Completion

Keep notebook.

Plan to Monitor Effectiveness of G1.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I - Submitted
Title II - Submitted
Title III - Have not received
Title VI - NA
Title X - NA
SAI - Submitted