

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: LEHIGH SENIOR HIGH SCHOOL

District Name: Lee

Principal: Jeffrey Spiro

SAC Chair: Peggy Leis

Superintendent: Dr. James Browder

Date of School Board Approval: pending

Last Modified on: 08-30-2009

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VISION and MISSION STATEMENTS

Vision: To be a world-class high school.

Mission: Increase achievement. Improve teaching

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

School Environment:

Lehigh Senior High School is located in east Lee County, a suburban, residential area, which is located 11 miles east of Fort Myers. LSHS is considered to be the largest high school in the East Zone with a student population of 1421 in the 2008-2009 school year.

Lehigh Senior High School has 270,000 square feet located on an 82-acre campus which opened in August, 1994. The beautiful facility includes a fully equipped media center, 950-seat auditorium, 1,000 seat cafeteria, 1,000-seat gymnasium, and a 3,500-seat stadium.

Demographics as of 2008-2009:

Total minority rate: 68.4 %

ESE: 16.1%

Gifted: 7.2%

LEP: 9.5%

F/R Lunch: 67.0%

African American: 23.0%

Hispanic: 41.0%

Other Ethnic: 4.8%

Critical and/or Unique Requirements & Relationships:

LSHS did not meet AYP in 2008-2009. The goal is to make AYP in 2009-2010.

The state grade is a C.

In the 2007-2008 school year LSHS raised it's school grade from a D to a C. Strategies are in place to continue the upward trend and hit a B for 2008-2009. Curricula aligned with the Sunshine State Standards have been enhanced in science, math, reading, and language arts. LSHS is continuing small-learning environments with its Freshman and Sophomore Academies and adding AVID (Advancement via Individual Determination), a mentoring and assistance program targeting mid-range students. Enhanced special monitoring programs are continuing to track and assist the lowest 25% of the students in terms of FCAT performance. The short-term goal is to increase LSHS' state grade to a B within three years with these strategies. For the 2008-2009 school year, the goal is to increase the points for the school grade a total of 16 points. LSHS' long-term goal is to become an A school and the premiere, technology-focused, center for the arts in the nation.

LSHS will be focusing on developing reading comprehension with a mentoring program and pull-out tutoring for the lowest 25% as indicated by FCAT data. A school-wide short-answer response program will be implemented to target reading

comprehension.

Unique School Strengths for Next Year

Lehigh Senior High school is proud to be able to offer a plethora of programs to students. As the high school boasting the highest school grade in the East Zone, programs including AVID, The Center for the Arts, ROTC, The 9th and 10th grade small learning communities, Cambridge Programme, 12 AP courses, 12 Dual Enrollment courses, and 17 Honors courses. LSHS earned the highest point total (A+ Program) in its history during the 2008-2009 school year.

Unique School Weaknesses for Next Year

Lehigh Senior High School welcomes the challenge of addressing the needs of certain subgroups including those students who are economically disadvantaged, English Language Learners and students with disabilities.

Student Demographics

Total enrollment for the 2008-2009 school year was 1,458.

Demographic breakdown is as follows:

ESE- 16.1%

Gifted-7.2%

LEP- 9.5%

F/R lunch- 67.0%

African American: 23.0%

Hispanic: 41.0%

Other Ethnic: 4.8%

Student Attendance Rates

For the school year 2008-2009 the Lehigh Senior High School attendance rate was 92.1%.

Student Mobility

The mobility rate for Lehigh Senior High School decreased during the 2008-2009 school year to 24.5%.

Student Suspension Rates

The suspension rate for the 2008-2009 school year decreased by 20% from the 2007-2008 school year.

Student Retention Rates

As a high school, students are promoted each year and the Novanet program is available to them for credit retrieval.

Class Size

Lehigh Senior High School follows all state amendments regarding Class Size Reduction.

Academic Performance of Feeder Pattern

Lee County offers School Choice which eliminates a common feeder program. However, middle schools in the East Zone that provide student access to LSHS include Varsity Lakes Middle School, Lehigh Acres Middle School, Veteran's Park K-8 School of the Arts, Alva Middle, James Stephens International Academy, and Oak Hammock Middle School.

Partnerships and Grants

Lehigh Senior High School is involved with several business partners as well as community service organizations. These include Kiwanis, Rotary, the Southwest Florida Community Foundation, and the Foundation for Lee County Schools.

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
		B.S. in Education			
		M. S. in			

Assis Principal	Douglas I McKeever	Secondary Educational Counseling, Ed. S. in Educational Leadership	2	3	2007/2008 School Grade C, 2008/2009 School grade C
Assis Principal	Pamela L. Rader	B.S. in Elementary Education, M. S. in Curriculum and Instruction, M.S. in Leadership and Administration			none
Assis Principal	Neketa Carthen	Jackson State B.A. and M.A. in English NOVA Southeastern University, Ed. S. in Educational Leadership	9	4	2005/2006 grade -C 2006-2007-D 2007-2008-C 2008-2009- C
Principal	Jeffrey Spiro	B.S. from Florida State University and Masters Degree in Educational Leadership from Nova Southeastern University	3	3	2008-2009 School Grade - C, 2007-2008 - C, 2006 - 2007 School Grade- D
Assis Principal	Judi Hughes	1990 Doctorate in Educational Leadership [NOVA Southeastern University] 1977 Specialist in Education [University of South Florida] 1975 Masters in Education/Certification in Administration [University of South Florida] 1969 Bachelor of Arts – Elementary Education [University of Florida] 1967 Associate Degree in Nursing and General Education [St. Petersburg Jr. College]	5	26	1998-1999-C 1999-2000-A 200-2001-C 2001-2002-B

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Peggy Binoniemi	MA	3	3	2007-2008-C 2007-2008-C

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
District APPLES Program	Dr. Judi Hughes	na	ongoing yearly

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly
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			Qualified
No data submitted			

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
0	0	0	0	0	0	0	0	0	0

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
No data submitted			

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only
Title I, Part A

Title 1 money will be used to enrich the AVID, Cambridge and AP programs.

Title I, Part C- Migrant

Title 1-C money will be used for after school tutoring.

Title I, Part D

Title II

Title II money will be used for staff development in the AVID, Cambridge, AP and Arts programs.

Title III

Title III money will be spent implementing an after school tutorial programs.

Title X- Homeless

LSHS follows the District plan in place to support homeless students. The school was audited and passed in the 2008-2009 school year.

Supplemental Academic Instruction (SAI)

All SAI funds were used to hire personnel for the 2009-2010 school year.

Violence Prevention Programs

There is a SADD club and various other extra- curricular activities to involve students that include addressing villoence prevention.

Nutrition Programs

Housing Programs

N/A

Head Start

N/A

Adult Education

GED prep classes are offered twice a week.

ESOL prep classes are offered twice a week.

Career and Technical Education

Computing for College

Job Training

OJT
Employment Competencies
Work Placement

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Mary Garcia Brewington

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

RtI Leadership Team meets monthly to review data and discuss implementation and facilitation of best practices to increase student performance.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

- Assist with Title I requirements
- Analyze data regarding AYP subgroups
- Participate in the A+ Team
- Model and coach RtI strategies
- Facilitate interventions for low performing AYP subgroups
- Ensure RtI process and ARRA requirements are implemented with integrity

RtI Implementation

Describe the data management system used to summarize tiered data.

Data will be summarized using Snapshot.

Describe the plan to train staff on RtI.

Staff will be trained monthly on strategies by RtI teacher.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

In reading, LSHS showed steady gains under the Safe Harbor qualification in the black subgroup while all other subgroups did not meet the AYP required target.
In math, white students made gains while all other subgroups did not meet AYP.
Writing continued to be a strength at LSHS with all but economically challenged students making AYP. 92% of all students were proficient in writing according to the AYP report.
Economically disadvantaged students showed no increase in proficiency in reading, math, or writing, although their graduation rate did meet AYP.

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

Instructional Focus Calendars for all departments will be based on Individual and Departmental Action Plans, bi-weekly department planning centered on instructional focus, large group and small group faculty meetings focusing on data sharing and instructional strategies, and professional learning communities meeting bi-weekly. During these meetings, teachers will monitor students' progress through data inquiry and the use of SnapShot Diagnostic Software.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Priority will be given to these identified Subgroups formed from data taken from AYP report: White, Black, Hispanic, Economically Disadvantaged in reading.
In math, subgroups needing focus include Black, Hispanic and Economically Disadvantaged students.
In writing, priority will given to all groups to retain proficiency.
In science, all subgroups will be given priority to increase proficiency.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Incorporating several different academic strategies that are data based will contribute to the needs of individual students. The 2009-2010 calendar includes monthly small group faculty meetings involving teachers and administration based on data use. The use of differentiated instruction, small learning groups, recognition of the lowest 30%, will provide for a curriculum based on need. Snapshot data will help to achieve this.

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

Students at LSHS can participate in the AVID program, ROTC program, the Cambridge Programme, AP courses, as well as pre AP courses, and the Center for the Arts. Each of these applied and integrated courses offer opportunities for students to connect learning to their future.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

The collaborative consultative model is used to ensure proper and meaningful career planning. This model provides a team consisting of the student, parent, guidance counselor, teachers, administration, and community stakeholders. College open houses, college visits, JROTC, vocational and technical school visits and open houses, job-shadowing, and on-the-job training all contribute to students' career planning opportunities.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

All teachers are required to use On Course Systems lesson planning template, which is accessible to all team members. Joint department planning is a monthly endeavor, and requires alignment within the department. Further discussions through small group faculty meetings allow for consultation and collaboration based on data and instruction, with cross-sharing of strategies and implementation models.

How are instructional focus lessons developed and delivered?

Lessons are based on Sunshine State Standards and Essential Concepts for each discipline. Departments plan together to ensure development of lessons using Snapshot Data, Multiple Intelligence models, and Learning Styles. Lessons are delivered using a differentiated instructional model. Collaboration between departments is standard, and reading, writing, discussion is done in every classroom.

How will instructional focus lessons be revised and monitored?

Lesson plans are reviewed weekly by administration, and feedback is given. Weekly walk-throughs by administration provide for progress monitoring.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core,

supplemental, and intensive instruction/intervention.

Snapshot data is updated twice a year, and teachers have continual access to information. STAR reading and math testing is administered and evaluated quarterly. District assessments in all subjects are used to assess students' progress. Supplemental instruction as well as intervention is given based on the data obtained.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Weekly assessments provide the opportunity for teachers to evaluate mastery, and determine the level of re-teaching necessary.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

FAIR and STAR math will give baseline data at the beginning of the school year, and will be followed with a Benchmark test in December. This will give accurate data for teachers to plan instruction.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Departments will meet bi-weekly for instructional planning, and small group faculty meetings will be held with administration on alternating Wednesdays. In addition, the Learning Resource Teacher will be tracking student progress and achievement, and making recommendations.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The collaborative and consultative team model is in effect at LSHS. Instructional feedback will be provided from administration and the Leadership Team by walk-throughs, small faculty meetings, and A+ Team meetings bi-weekly.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

Methods include one-on-one individual teacher instruction, Small group instruction, Peer tutoring, Cooperative Learning Groups, Hands-on instructional activities, Student mentor program, Integrated learning with other academic subjects, AVID (Advancement via Individual Determination). Intensive instruction in reading is provided for students scoring at level 1 or 2. Instruction is delivered in an 84 minute block.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Supplemental and intensive instruction are delivered based on students' individual needs. After-school tutoring is available four times a week in all major disciplines. Direct and web-based instruction is available for credit retrieval.

How does the school identify staff's professional development needs to improve their instructional strategies?

Staff development needs are based on survey of staff, as well as implementation and continuation of current and new programs.

Which students will be targeted for supplemental and intensive instruction/interventions?

At-risk students, as defined by the state of Florida, are a targeted area, as well as any subgroups who do not make AYP in their discipline.

How will the effectiveness of the interventions be measured throughout the year?

Assessments and Progress Monitoring will be administered throughout the year and instruction will be modified based on

that data.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Alternative instructional delivery methods used to support acceleration and enrichment activities include One-on-one individual teacher instruction, Small group instruction, Peer tutoring, Cooperative Learning Groups, Hands-on instructional activities, Student mentor program, Integrated learning with other academic subjects, AVID (Advancement via Individual Determination), Cambridge Programme, Advanced Placement, and Dual Enrollment.

Describe how students are identified for enrichment strategies.

Students are identified for enrichment using the following tools: CPT for Dual Enrollment, FCAT scores and application for Cambridge Programme, application and teacher created formal and informal assessments and teacher recommendations for Advanced Placement and the AVID program.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
AVID	Peggy Leis	Bi-weekly	Sept. - May	AVID curriculum
Laying the Foundation	Alice Fine	Monthly	Sept. - May	Laying the Foundation curriculum
Cambridge	Paula Yaniglos	Weekly	Sept. - May	Cambridge curriculum
AP	Sara Gulnac	Monthly	Sept. - May	AP Curriculum
A+ Team	Peggy Leis	Bi-weekly	Sept. - May	Snapshot Data Analysis

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
No Attached Notification of (School in Need of Improvement) SINI Status
- Public School Choice with Transportation (CWT) Notification
No Attached Public School Choice with Transportation (CWT) Notification
- Notification of (School in Need of Improvement) SINI Status
No Attached Supplemental Educational Services (SES) Notification

Pre-School Transition

n/a

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

According to the 2007 High School Florida Public High School Graduates Report, the number of graduates at Lehigh Senior Center for the Arts was 45.2%. Since then Lehigh Senior High school has implemented the following academic programs to ensure college readiness:

- AVID
- Cambridge Programme
- 12 Advanced Placement courses available
- 12 Dual Enrollment courses available

Currently there are 300 students enrolled in the AVID program, 73 in the first year of implementation of the Cambridge Programme, and enrolled in AP and Dual Enrollment classes.

Strategies include weekly tutorials, college prep courses, Socratic Seminar, Cornell Notes, Novanet SAT and ACT prep, SAT vocabulary, Philosophical Chairs, college advisory visits, individual labs, Literature Circles, panel discussions, Thoughtful Literacy, Laying the Foundations, and Science and History Fair.



PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Based on the Needs Assessment, There is a need to raise the areas of FCAT reading proficiency.			To reach Safe Harbor the Total subgroup will show an increase 7 percentage points from 35% to 42%.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Will monitor student progress through the use of district and state assessments.	Mary Brewington, Peggy Binoniemi, and individual teachers	Pre and post assessment.	Departments will be tracking progress throughout the year with reading fluency tests, mirror tests, Star Reading, district assessments, Achievement series school-made tests, AR tests and evaluation.
2	Individual and department action plans will be devised.	Individual and department action plans will be devised.	Individual and department action plans will be devised.	Individual and department action plans will be devised.

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
AYP White Subgroup did not meet AYP.			The white subgroup will show an increase of 6 percentage points from 49% to 55% proficient to meet Safe Harbor.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Will monitor progress through the use of district and state assessments.	Mary Brewington, Peggy Binoniemi, and individual teachers	Pre and post assessment.	Departments will be tracking progress throughout the year with reading fluency tests, mirror tests, Star Reading, district assessments, Achievement series school-made tests, AR tests and evaluation.

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
The Hispanic subgroup did not meet AYP			Hispanic subgroup will have an 8% increase from 23% to 31% to meet Safe Harbor.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Will monitor progress through the use of district and state assessments.	Mary Brewington, Peggy Binoniemi, and individual teachers	Pre and Post Assessment	Departments will be tracking progress throughout the year with reading fluency tests, mirror tests, Star Reading, district assessments, Achievement series

				schoolmade tests, AR tests and evaluation.
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
The Economically Disadvantaged subgroup did not meet AYP		The Economically disadvantaged subgroup will have an increase of 8 percentage points from 29% to 37% to meet Safe Harbor.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Will monitor progress through the use of district and state assessments.	Mary Brewington, Peggy Binoniemi, and individual teachers	Pre and Post Assessment	Departments will be tracking progress throughout the year with reading fluency tests, mirror tests, Star Reading, district assessments, Achievement series schoolmade tests, AR tests and evaluation.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
The Black subgroup did not meet AYP.		The Black Subgroup will increase 5 percentage points from 25% to 30% proficiency to meet Safe Harbor.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	AP Courses Cambridge Avid	Peggy Binoniemi, Mary Brewington, and individual teachers	Pre and Post Tests	Departments will be tracking progress throughout the year with reading fluency tests, mirror tests, Star Reading, district assessments, Achievement series schoolmade tests, AR tests and evaluation.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
To achieve safe harbor for all subgroups by increasing 7% to 42%.	Reading comprehension	Pam Rader	ongoing	Student impovement as measured by FAIR testing.	Mary Garcia Brewington

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

Provide staff development for all subject area teachers in appropriate reading strategies. Training will be conducted during preschool workshops, district-sponsored inservice training in Reading, monthly faculty meetings highlighting one WICR strategy, APPLES, and weekly department meetings to share best practices.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Classroom Performance System Pads, Headsets	Tech Refresh Money	\$1,000.00
		Total: \$1,000.00

Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
AVID Cambridge AP College Board	School Improvement	\$10,000.00
		Total: \$10,000.00
		Final Total: \$11,000.00

End of Reading Goal

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009-2010 FCAT Math, the percentage of students scoring proficient will increase from 62% to 66% to meet AYP through Safe Harbor Criteria.		On the 2009-2010 FCAT Math, the percentage of students scoring proficient will increase from 62% to 66% to meet AYP through Safe Harbor Criteria. The White subgroup will increase from 77% to 79% to meet AYP through Safe Harbor Criteria. The Black subgroup will increase from 53% to 58% to meet AYP through Safe Harbor Criteria. The Hispanic subgroup will increase from 54% to 59% to meet AYP through Safe Harbor Criteria. The Economically Disadvantaged subgroup will increase from 56% to 61% to meet AYP through Safe Harbor Criteria.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1	<ul style="list-style-type: none"> Manipulatives / Hands on activities Small group instruction Kagan Cooperative Learning Modeling Problem solving Accelerated Math FCAT question of the day FCAT Explorer Document Cameras Interactive Smart Board Lessons Short and Extended Response Computer labs 	Mary Brewington	Achievement series; small group instruction; integrating Kagan strategies; interactive Smart Board lessons; hands-on activities; tutoring; Accelerated Math	Pre and Post testing of district formal and informal assessment.
2	Individual and department action plans will be devised.	Individual and department action plans will be devised.	Individual and department action plans will be devised.	Individual and department action plans will be devised.

Based on the Needs Assessment, I Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
The White subgroup did not meet AYP.		The White subgroup will increase from 77% to 79% to meet AYP through Safe Harbor Criteria.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1	Will monitor student	Mary Brewington and	Pre and Post Tests	STAR math assessments.

	progress through use of district assessment.	individual teachers.		Collaborative assessments.
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
The Black subgroup did not meet AYP.		The Black subgroup will increase from 53% to 58% to meet AYP through Safe Harbor Criteria.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Will monitor student progress through use of district assessment.	Mary Brewington and individual teachers.	Pre and Post Tests	STAR math assessments. Collaborative assessments.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
The Hispanic subgroup did not meet AYP.		The Hispanic subgroup will increase from 54% to 59% to meet AYP through Safe Harbor Criteria.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Will monitor student progress through use of district assessment.	Mary Brewington and individual teachers.	Pre and Post Tests.	STAR math assessments. Collaborative assessments.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
The Economically Disadvantaged subgroup did not meet AYP.		The Economically Disadvantaged subgroup will increase from 56% to 61% to meet AYP through Safe Harbor Criteria.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Will monitor student progress through use of district assessment.	Mary Brewington and individual teachers.	Pre and Post Tests	STAR math assessments. Collaborative assessments.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Classroom Performance System Pads	Tech Refresh Money	\$1,000.00
		Total: \$1,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount

AVID Cabridge AP College Board	School Improvement	\$10,000.00
		Total: \$10,000.00
		Final Total: \$11,000.00

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
To bring total school grade up by continuing to challenge students in the scientific areas, that pertain to all aspects of future learning.		The percentage of students meeting high standards will increase from 27% to 30%. This is for all demographic groups as no one group scored		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Review FCAT vocabulary.	Eric Washington department chair	Tracking vocabulary gains. lists of FCAT words will be generated to be used as tier 3 words	Vocabulary tests.
2	Short answer responses generated from FCAT rescources	Team	peer review of how shorts responses are being generated and scored	evaluation of team teachers
3	standardized lab rubrics that encourage setup and conclusion by students	Science team	review and editing of rubrics for various labs	Grading of labs by other teachers
4	Higher level questioning	science team/ administration	review of tests by other science teachers	percentages of questions at each level

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
AVID Cambridge AP College Board	School Improvement	\$10,000.00
		Total: \$10,000.00

Writing Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2008-2009 FCAT Writing, 92% of the students met proficiency. However, not all subgroups met the 90% requirement.		<p>The Black subgroup will increase from 89% to 90% to meet AYP through Safe Harbor Criteria.</p> <p>The Economically Disadvantaged subgroup will increase from 89% to 90% to meet AYP through Safe Harbor Criteria.</p> <p>The Limited English Proficiency subgroup will increase from 80% to at least 81% to meet AYP through Safe Harbor Criteria.</p> <p>The Students With Disabilities subgroup will increase from 72% to at least 73% to meet AYP through Safe Harbor Criteria.</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<ul style="list-style-type: none"> •AVID WICR Strategies •Graphic Organizers •Weekly graded writing assignments •Kagan Cooperative Learning •Socratic Seminar •Philosophical Chairs •Cornell Note-taking •Core Elements of Rigorous Writing (AVID) •6 Traits Writing •Smartboards, document camera, MOBI tablet •Peer Editing •Computer labs •Writing Workshops 	Mary Garcia Brewington	Students consistently score 4 or above using the FCAT Rubric on essay.	Practice prompts and timed writing; use of FCAT rubrics, pre and post tests through district, Short and Extended Answer Response in every classroom, informal and formal writing assessments
2	Individual and department action plans will be devised.	Individual and department action plans will be devised.	Individual and department action plans will be devised.	Individual and department action plans will be devised.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Mock Testing	Supplies	\$200.00
Mock Testing	Supplies	\$200.00

Total: \$400.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
AVID Cambridge AP College Board	School Improvement	\$10,000.00
Total: \$10,000.00		
Final Total: \$10,400.00		

End of Science Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:
 Were parent involvement activities and strategies targeted to areas of academic need?
 Based on information from surveys, evaluations, agendas, or sign-ins:
 Was the percent of parent participation in school activities maintained or increased from the prior year?
 Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Increase parent participation and involvement at academic, performance, and sporting events.		In the 2009-2010 school year, LSHS will increase parent participation and involvement at academic and curriculum events.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Parentlink phone calls	individual teachers	Parent Survey	Parentlink call report
2	Monthly newsletter	Lisa McCartney	Parent Survey	Parent Survey
3	Open House	Dr. Judi Hughes	Parent sign in sheets	sign in sheets
4	Student-Led Conferences	individual teachers	Parent Sign In	Parent Sign In

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		

Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Academy, Cambridge, and AVID open houses.	School Improvement	\$250.00
		Total: \$250.00
		Final Total: \$250.00

End of Parent Involvement Goal

Other Goals

Attendance Goal:

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In-class attendance.		Attendance will increase from 92.1% to 93%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Use positive reinforcement and parent communication.	Individual teachers, attendance coordinator, and administration	Attendance rate.	Attendance data via Pinnacle.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Rewards and Incentive Events	School Improvement	\$500.00
AVID, Cambridge, and AP College Board		\$10,000.00
		Total: \$10,500.00
		Final Total: \$10,500.00

End of Attendance Goal

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Writing	Mock Testing	Supplies	\$200.00
Writing	Mock Testing	Supplies	\$200.00
			Total: \$400.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Classroom Performance System Pads, Headsets	Tech Refresh Money	\$1,000.00
Mathematics	Classroom Performance System Pads	Tech Refresh Money	\$1,000.00
			Total: \$2,000.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	AVID Cambridge AP College Board	School Improvement	\$10,000.00
Mathematics	AVID Cambridge AP College Board	School Improvement	\$10,000.00
Writing	AVID Cambridge AP College Board	School Improvement	\$10,000.00
Science	AVID Cambridge AP College Board	School Improvement	\$10,000.00
Parental Involvement	Academy, Cambridge, and AVID open houses.	School Improvement	\$250.00
Attendance	Rewards and Incentive Events	School Improvement	\$500.00
Attendance	AVID, Cambridge, and AP College Board		\$10,000.00
			Total: \$50,750.00
			Final Total: \$53,150.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

No Attached school's Differentiated Accountability Checklist of Compliance

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC Funds will be used for the AVID, Cambridge, AP and Arts programs at LSHS	10000

Describe the Activities of the School Advisory Council for the Upcoming Year

The procedure for the appointment of SAC members is to advertise the meetings and accept all members willing to serve for one year. The chair person is elected by the members.

The School Advisory Council meets monthly to monitor the goals set in the School Improvement Plan. Each month at the meeting a department is featured. Teachers from that department identify teaching strategies being used to assist students in meeting our goals.

The School Advisory Council (SAC) is the sole body responsible for final decision making at the school relating to implementation of the provisions of Sections 1001.42(16) and 1008.345, F. S. (school improvement).

The purpose of the School Advisory Council (SAC) is to assist in the preparation and evaluation of the results of the School Improvement Plan and to assist the principal in the expenditure of school improvement funds.

The School Advisory Council (SAC) is made up of a team of people representing various segments of the community – parents, teachers, students, administrators, support staff, business/industry people and other interested community members.

Meetings are held in the school media center at 6:00 p.m. on Mondays, once per month. Meetings generally adjourn by 7:00 p.m.

School Improvement Plan was approved on xxxxxxxx.

The school board approved the plan on xxxxxxxx.

SAC Members

Members

- 1) Jeff Spiro, , Principal
- 2) Tia Smart, Student
- 3) Elizabet Perez, Student
- 4) Monica Walker, Teacher
- 5) Eric Washington, Teacher
- 6) Peggy Leis, Teacher
- 7) Michele Freeman, Teacher
- 8) Kathy Woolston, Parent
- 9) Caroline Hannifen, Parent
- 10) Virginia Maldonado, School Support Personnel
- 11) Neketa Carthen, Assistant Principal
- 12) Doug McKeever, Assistant Principal
- 13) Pam Rader, Assistant Principal

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Lee LEHIGH SENIOR HIGH SCHOOL 0241												
Number of students enrolled in the grades tested:														Read: 753		2008-2009 School Grade ¹ :		C		Did the School make Adequate Yearly Progress?		NO				
Click here to see Number of students in each group																										
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL ⁴	99	Y	100	Y	35	N	62	N	92	92	Y	65	70	Y	71	65	N	45	38	Y	36	N	65	NA		
WHITE	100	Y	100	Y	49	N	77	Y		Y	73	77	Y	55	51	N	32	23	NA	49	N	78	NA			
BLACK	99	Y	100	Y	30	N	53	N	83	89	Y	61	62	Y	84	70	Y	59	47	Y	33	NA	58	NA		
HISPANIC	99	Y	99	Y	23	N	54	N	94	90	Y	60	64	Y	80	77	N	47	46	N	25	N	57	N		
ASIAN		NA		NA		NA		NA		NA				NA						NA						
AMERICAN INDIAN		NA		NA		NA		NA		NA				NA						NA						
ECONOMICALLY DISADVANTAGED	99	Y	100	Y	29	N	56	N	89	89	Y	55	64	Y	79	71	N	52	44	N	30	N	60	N		
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y		NA		NA	78	80	Y	42	47	Y						NA						
STUDENTS WITH DISABILITIES	99	Y	99	Y		NA		NA	74	72	N	46	42	N						NA						

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Lee LEHIGH SENIOR HIGH SCHOOL 0241												
Number of students enrolled in the grades tested:														Read: 755		2007-2008 School Grade ¹ :		C		Did the School make Adequate Yearly Progress?		NO				
Click here to see Number of students in each group																										
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL ⁴	99	Y	99	Y	29	N	55	N	90	92	Y	60	65	Y	76	71	N	51	45	Y	35	N	72	NA		
WHITE	99	Y	99	Y	45	N	68	Y		Y	68	73	Y	64	55	Y	38	32	NA	50	NA	82	NA			
BLACK	100	Y	100	Y	16	N	41	N	85	83	N	54	61	Y	84	84	N	66	59	N	21	N	63	N		
HISPANIC	99	Y	99	Y	20	N	53	N	85	94	Y	52	60	Y	82	80	N	54	47	Y	28	N	71	NA		
ASIAN		NA		NA		NA		NA		NA				NA						NA						
AMERICAN INDIAN		NA		NA		NA		NA		NA				NA						NA						
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	21	N	48	N	87	89	Y	58	55	N	82	79	N	57	52	N	28	N	68	N		
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y		N	29	N	69	78	Y	35	42	Y					76	71	N	12	N	56	N	
STUDENTS WITH DISABILITIES	97	Y	97	Y	11	N	30	N	62	74	Y	27	46	Y	91	89	N	81	70	Y			NA			

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Lee LEHIGH SENIOR HIGH SCHOOL 0241												
Number of students enrolled in the grades tested:														Read: 987		2006-2007 School Grade ¹ :		D		Did the School make Adequate Yearly Progress?		NO				
Click here to see Number of students in each group																										
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL ⁴	99	Y	99	Y	24	N	49	N	84	90	Y	60	60	N	77	76	NA	49	51	NA	38	NA	65	NA		
WHITE	98	Y	97	Y	36	N	62	Y	90	Y	69	68	N	66	64	NA	35	38	NA	44	NA	73	NA			
BLACK	100	Y	100	Y	16	N	34	N	79	85	Y	52	54	Y	86	84	NA	64	66	NA	31	NA	57	NA		
HISPANIC	99	Y	99	Y	18	N	46	N	77	85	Y	50	52	Y	84	82	NA	55	54	NA	35	NA	63	NA		
ASIAN		NA		NA		NA		NA		NA		58	36	NA						NA						
AMERICAN INDIAN		NA		NA		NA		NA		NA		83		NA						NA						
ECONOMICALLY DISADVANTAGED	99	Y	98	Y	18	N	43	N	80	87	Y	53	58	Y	82	82	NA	58	57	NA	34	NA	62	NA		
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y		N	24	N	58	69	Y	35	35	N					76	76	NA	27	NA	50	NA	
STUDENTS WITH DISABILITIES	97	Y	97	Y	9	N	19	N	55	62	Y	21	27	Y	93	91	NA	86	81	NA	27	NA	48	NA		

SCHOOL GRADE DATA

Lee School District LEHIGH SENIOR HIGH SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	37%	67%	90%	27%	221	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning	52%	80%			132	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5

Gains							<ul style="list-style-type: none"> Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	51% (YES)	77% (YES)				128	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	63%	69%				10	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned						491	
Percent Tested = 99%							Percent of eligible students tested
School Grade						C	Grade based on total points, adequate progress, and % of students tested

Lee School District LEHIGH SENIOR HIGH SCHOOL 2007-2008							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	33%	62%	90%	27%	212		Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	49%	78%			127		3 ways to make gains: <ul style="list-style-type: none"> Improve FCAT Levels Maintain Level 3, 4, or 5 Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	49% (NO)	79% (YES)			128		Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	48%	65%			0		If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					467		
Percent Tested = 99%							Percent of eligible students tested
School Grade						C	Grade based on total points, adequate progress, and % of students tested

Lee School District LEHIGH SENIOR HIGH SCHOOL 2006-2007							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	29%	57%	87%	25%	198		Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	42%	66%			108		3 ways to make gains: <ul style="list-style-type: none"> Improve FCAT Levels Maintain Level 3, 4, or 5 Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	39% (NO)	64% (YES)			103		Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	44%	61%			0		If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					409		
Percent Tested = 98%							Percent of eligible students tested
School Grade						D	Grade based on total points, adequate progress, and % of students tested