

The School District of Lee County

Lehigh Senior High School



2016-17 School Improvement Plan

Lehigh Senior High School

901 GUNNERY RD N, Lehigh Acres, FL 33971

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

School Demographics

School Type and Grades Served (per MSID File) High School 9-12	2015-16 Title I School Yes	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3) 93%
Primary Service Type (per MSID File) K-12 General Education	Charter School No	2015-16 Minority Rate (Reported as Non-white on Survey 2) 80%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	B	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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
- 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)

2016-17 DA Category and Statuses

DA Category	Region	RED
Not In DA	Southwest	Jim Browder
Former F	Turnaround Status	
No	None	

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Mission: Increase achievement. Improve teaching.

b. Provide the school's vision statement

Vision Statement: To be a world-class high school.

2. School Environment

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

Progress Monitoring
Teacher/Student Data Chats
Student Interims weekly
Teachers/Admin Data Chats
Freshmen Orientation
Class Builders
Kagan structures
AVID
Procedures
IEPs
MTSS

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

After-school Tutoring
Guidance Counselor availability every day during Student Lunches
Teacher/student Positive Relationship
Lehigh Senior High Intervention Plan Conference Form
Clubs, sports, and other various activities
After School Study Hall
Class-building/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.

c. 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

Cultural Intervention Team
Castle
Parent-link for parent contact

Parent/student/teacher conferences
 Students are sent to a same discipline classroom to redirect behavior.
 Intervention Plan
 After-school Detention
 Kagan Structures

d. 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

School counselors
 Social worker
 SRO
 AVID
 Student to student peer mediation
 Teacher to student mediation

3. Early Warning Systems

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

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

NA

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

NA

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

Title I

See Parent Involvement Plan

2. 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 Nights (Cambridge; AVID; Center for the Arts)

Parent and Community Volunteers

C. 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).

1. School Leadership Team

a. 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
Szafran, Amy	Instructional Coach
Chiorello, Cyndi	Assistant Principal
Slichter, Peggy	Assistant Principal
Peters, John	Assistant Principal

b. Duties

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

Each Assistant Principal supports different core academic areas.

Mr. Peters, Mr. Washington, and Ms. Slichter support Student Services, Culture and Intervention.

Ms. Chiorello supports Curriculum & Instruction, Cambridge.

Ms. Slichter supports ESE and MTSS.

Debbie Ciolino is a Teacher Leader who supports Kagan.

Amy Szafran is a Teacher Leader and Testing Coordinator.

2. 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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Peggy Slichter	Teacher
Jackie Corey	Teacher
Jill Del Rio	Student
Amy Szafran	Teacher
Gretchen Nuwer	Parent
Peggy Slichter	Teacher
Kevin Morgan	Business/Community
Elizabeth Aranda	Parent
Lexie Paras	Student
Mindy Santoyo	Parent
Yadira Batillo	Parent
Cyndi Chiorello	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

In 2015-2016, the SAC committee reviewed the SIP in detail and approved. At the beginning of 2016-2017, the SAC reviews the prior school year's SIP goals and data.

b. Development of this school improvement plan

The LSHS SAC committee must review and approve the SIP. For 2016 2017 the SAC reviews school data and provides input on the development of the school improvement plan goals.

c. Preparation of the school's annual budget and plan

SAC will review and approve the budget and plan at our next meeting on October 25.

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

What When Who Benefits Amount

2016-2017 Student Quarter `1 2100 Students \$3,740.00
 Planners

FBA Conference Once 2100 Students \$413.21

Graffix Alliance Once 2100 Students \$1681.00
 Banners and Slgns

School Prducts 4 Quarters 2100 Students \$9011.62
 Chairs

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Ciolino, Debbie	Instructional Coach
Haskins, Betsy	Teacher, K-12
King, Matthew	Teacher, K-12
Shaw, Molly	Teacher, K-12
Walden, Robin	Teacher, K-12
Corey, Jackie	Principal
Somogyi, Suzanne	Teacher, K-12
Booth, Matthew	Teacher, K-12
Szafran, Amy	Teacher, K-12
Lewis, Julie	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

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 and Drop Everything and Focus. Students' writing about what they have read and increasing the rigor of reading and writing assignments, is central to building literacy in our school. Students in the lowest 25% will be identified and those students will be provided additional instruction during their reading class. The testing coordinator and APC will provide a professional development for the entire staff on how to improve STAR reading Scores school wide. The leadership team will provide additional support and professional development opportunities as needed throughout the year.

D. 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).

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

All teachers at Lehigh Senior High School will participate in weekly Professional Learning Communities (PLCs) to encourage positive working relationships. 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 their department. The PLCs gives teachers the ability to collaborate on course plans, with the intention of keeping instruction better aligned and consistency with positive working relationships.

2. 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-based)
5. TIF/mentor teachers
6. Math/Reading Coaches
7. Professional Learning Communities

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

Mentors who utilize research-based strategies, have strong classroom management, and excellent subject area experience are matched with a mentee. 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. The mentor will observe and coach the mentee and provide specific constructive feedback in a timely manner.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 related standards to help their students achieve mastery. Teachers also participate in weekly PLCs with an academic coach who is there to guide and support the PLC through curriculum and assessment planning.

b. Instructional Strategies

1. 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. Teachers consistently use standards-based instruction to drive classroom instruction. Formative and summative data is used to determine whether the teachers need to reteach, enrich, or move forward. Data is also used to make cooperative learning groups and correctly place students in classes where they can be successful.

2. 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. STAR Data is also used to monitor data.

2. Student Transition and Readiness

a. 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).

1. 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 School conducts an annual orientation for incoming freshman. Prior to that, students also participate in Freshman for a Day. Each grade level has a sponsor(s) to support the students with school-wide events. Students each have access to a guidance counselor, as well as an

administrator in Student Services. Cambridge students have two coordinators: one for grades 9-10, and one for grades 11-12. Through consistency with standards-based instruction, and careful assessment of data, students who transition from grades 9-12 and graduate from Lehigh Senior High School are prepared for both College and Career. College presentations at the schools, guidance meeting with seniors, scholarship information, are all available for the exiting seniors.

b. College and Career Readiness

1. 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.

Since Lehigh is an AVID Demonstration Site, all teachers have college displays in their classrooms, and the hallways also offer exposure to collegiate experiences.

Students have notice and access to College Nights and visits along with their parents.

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

Illustrator

InDesign

Adobe Certified Associate (ACA)

Rich Media Communication Using Adobe - Flash

Adobe Certified Associate (ACA) Visual Communication With Adobe - Photoshop

Adobe Certified Associate (ACA) Visual Communication With Adobe - Premiere Pro

Adobe Certified Associate (ACA) Web Communication using Adobe - Dreamweaver

Microsoft Office Specialist (MOS) Bundle Certification (3 out of 6 - Word, Excel, PowerPoint, Access, Outlook, SharePoint)

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

Certifications that students obtain early in high school serve as a stepping stone for more advanced coursework and day to day assignments including essays, presentations, utilization of Google tools, etc.

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

NA

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

NA

C. Strategic Goals

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.** Percentage of high school students showing proficiency in Biology will increase from 48% in the 2015-2016 school year to 58% in the 2016-2017 school year as measured by the results of the Biology EOC given in April/May.

- G2.** The teacher retention percentage for the 2016-2017 school year at Lehigh Senior High School will be at least 80% of rated Effective and/or Highly Effective at the end of the school year as indicated by the Final Evaluation Report or VAM report.

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. Percentage of high school students showing proficiency in Biology will increase from 48% in the 2015-2016 school year to 58% in the 2016-2017 school year as measured by the results of the Biology EOC given in April/May. 1a

G082314

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Level 3	58.0

Targeted Barriers to Achieving the Goal 3

- Lessons are not meaningful to the students.
- Student attendance & participation in school.

Resources Available to Support the Goal 2

- District Progress Monitoring Tool-Compass
- School Based Common assessments & common lessons, created during common planning time
- PLC process with an instructional coach
- Renaissance program to promote a positive culture

Plan to Monitor Progress Toward G1. 8

Quarterly Data Chats

Person Responsible

Cyndi Chiorello

Schedule

Quarterly, from 10/17/2016 to 5/26/2017

Evidence of Completion

Data will be collected in regards to student performance on progress monitoring, common assessments as well as attendance & behavior

G2. The teacher retention percentage for the 2016-2017 school year at Lehigh Senior High School will be at least 80% of rated Effective and/or Highly Effective at the end of the school year as indicated by the Final Evaluation Report or VAM report. 1a

G082316

Targets Supported 1b

Indicator	Annual Target
Effective Teachers (VAM)	80.0

Targeted Barriers to Achieving the Goal 3

- Many new teachers; either to teaching in general or to Lehigh
- Student performance on EOCs or FSA effect teacher overall VAM score

Resources Available to Support the Goal 2

- Needs assessment to determine teachers' additional preferences for learning opportunities.
- Weekly Optional Trainings
- PLC coaches & instructional Support

Plan to Monitor Progress Toward G2. 8

Midyear Review

Person Responsible

Amy Szafran

Schedule

On 1/20/2017

Evidence of Completion

Teachers will complete a midyear survey to determine whether or not they feel that progress has been made towards helping them to achieve their goals of learning and growing. This data will be used to help modify the plan already in place and make adjustments to meet the needs of the staff.

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. Percentage of high school students showing proficiency in Biology will increase from 48% in the 2015-2016 school year to 58% in the 2016-2017 school year as measured by the results of the Biology EOC given in April/May. **1**

 G082314

G1.B1 Lessons are not meaningful to the students. **2**

 B217890

G1.B1.S1 Common Lessons **4**

 S230166

Strategy Rationale

In order to increase the meaningfulness of lessons, teachers will work on lessons together with the assistance of their PLC/Instructional Coach. This will assist in ensuring that the lessons are meaningful and interactive.

Action Step 1 **5**

Weekly PLC meetings will be held during common planning time with teacher, PLC coach as well as administration when needed.

Person Responsible

Cyndi Chiorello

Schedule

Weekly, from 8/29/2016 to 5/30/2017

Evidence of Completion

Weekly PLC logs, agendas and minutes

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

PLC logs will be kept and submitted to Administration monthly.

Person Responsible

Cyndi Chiorello

Schedule

Monthly, from 8/8/2016 to 5/30/2017

Evidence of Completion

PLC coaches will submit their weekly logs to administration on a monthly basis

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

Monthly PLC coaches meetings with Administration

Person Responsible

Cyndi Chiorello

Schedule

Monthly, from 8/8/2016 to 5/30/2017

Evidence of Completion

Monthly meetings agenda and minutes. During this time, PLC coaches will be able to discuss concerns in classrooms and in PLCs.

G1.B1.S2 Instructional support on how to increase engagement in lessons 4

S230168

Strategy Rationale

Students that are engaged in lessons, learn more and retain the information for a long period of time.

Action Step 1 5

Kagan Coaching will be provided by Kagan coaches on campus.

Person Responsible

Debbie Ciolino

Schedule

Monthly, from 8/8/2016 to 5/30/2017

Evidence of Completion

Kagan coaching on structure of the month

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Schedule of Structures of the month

Person Responsible

Debbie Ciolino

Schedule

Annually, from 8/8/2016 to 5/30/2017

Evidence of Completion

Faculty meeting agendas, PLC leaders meeting agendas

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

The Structures of the month will be selected based on the needs of the staff based on observations by Instructional leaders as well as the needs assessment giving.

Person Responsible

Debbie Ciolino

Schedule

Monthly, from 8/8/2016 to 5/30/2017

Evidence of Completion

PLC leaders agendas, emails and PLC logs

G1.B1.S3 Support for new teachers in the subject area 4

 S232003

Strategy Rationale

New teachers struggle with classroom management and instructional techniques

Action Step 1 5

All new teachers will be assigned an APPLES mentor teachers, as well as teachers that are struggling and need support.

Person Responsible

Cyndi Chiorello

Schedule

On 5/30/2017

Evidence of Completion

True North Logic program

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

True north logic logs updated monthly & APPLES meetings held monthly

Person Responsible

Cyndi Chiorello

Schedule

Monthly, from 8/8/2016 to 5/30/2017

Evidence of Completion

Logs in True North Logic & Meeting agendas & minutes

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Meetings will conclude with an evaluation from the teachers and logs will be monitored to determine where the greatest assistance is needed

Person Responsible

Cyndi Chiorello

Schedule

Monthly, from 10/13/2016 to 10/13/2016

Evidence of Completion

Meeting evaluations & Mentor logs

G1.B2 Student attendance & participation in school. 2

B219704

G1.B2.S1 Implementation of the renaissance program 4

S232006

Strategy Rationale

Students are more successful in school if they want to be here

Action Step 1 5

A renaissance program will be implemented during the school year. A class will be held with select students that will assist in developing student leaders on campus.

Person Responsible

Betsy Haskins

Schedule

Daily, from 8/8/2016 to 5/30/2017

Evidence of Completion

Master schedules, student schedules & renaissance calendar

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

Renaissance rewards will be given to students at the end of each quarter. These rewards will only be given to students that earned a renaissance card for attendance, behavior and performance.

Person Responsible

John Peters

Schedule

Monthly, from 10/18/2016 to 5/30/2017

Evidence of Completion

Lesson plans from renaissance class in which students and teachers will develop the rewards for students

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

The number of students receiving a renaissance card will increase each quarter.

Person Responsible

John Peters

Schedule

Quarterly, from 10/17/2016 to 5/30/2017

Evidence of Completion

List of students receiving cards will be gathered and compared each quarter.

G1.B2.S2 Teacher training in Culturally Relevant Teaching, through AVID 4

 S232007

Strategy Rationale

Assist teachers in learning how to work with students with different cultural backgrounds

Action Step 1 5

Teachers will be encouraged to attend CRT training at AVID summer institute or through PATH training as offered through the district.

Person Responsible

Jackie Corey

Schedule

On 7/24/2017

Evidence of Completion

Compilation of teachers that have attended or registered for training

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Teachers referral data will be collected and monitored to determine if referrals and classroom management issues are due to cultural differences in the classroom.

Person Responsible

John Peters

Schedule

Quarterly, from 8/8/2016 to 5/30/2017

Evidence of Completion

Referral reports from Castle

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Data from teachers that have attended CRT training will be collected and compared to teachers that have not.

Person Responsible

John Peters

Schedule

Quarterly, from 8/8/2016 to 5/30/2017

Evidence of Completion

Referral data, list of teachers attending/have attended training

G2. The teacher retention percentage for the 2016-2017 school year at Lehigh Senior High School will be at least 80% of rated Effective and/or Highly Effective at the end of the school year as indicated by the Final Evaluation Report or VAM report. **1**

G082316

G2.B1 Many new teachers; either to teaching in general or to Lehigh **2**

B217892

G2.B1.S1 Needs Assessment **4**

S230171

Strategy Rationale

Personalized inventory that will show which teachers would like additional learning or growing opportunities beyond what the school already provides.

Action Step 1 **5**

Needs Assessment: Learning and Growing Opportunities

Person Responsible

Cyndi Chiorello

Schedule

On 9/9/2016

Evidence of Completion

Data from teacher needs assessment

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

Have PLC coaches discuss the needs assessment with PLCs and complete the assessment during a PLC

Person Responsible

Amy Szafran

Schedule

On 9/2/2016

Evidence of Completion

Ensure that teachers know the purpose of the needs assessment and the logistics of how to complete it.

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

Conduct a post-survey at the end of the year.

Person Responsible

Amy Szafran


Schedule

On 5/12/2017

Evidence of Completion

Data from the needs assessment will be compared with EOY data to determine if teachers' needs have been met, and/or if a plan is in place for their needs to be met in the future.

G2.B1.S2 Mentors assigned to new teachers 4

 S232013

Strategy Rationale

Support is important to ensure success in the educational field

Action Step 1 5

New teachers will be assigned an APPLES Mentor to assist them in the struggles of becoming a teacher. Teachers that are new to Lehigh will be assigned to a PLC coach/instructional leader that will assist in ensuring they are successful at Lehigh, following the Performance Rubric.

Person Responsible

Cyndi Chiorello

Schedule

On 8/31/2016

Evidence of Completion

True North Logic Mentor agreement/logs

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Logs will be reviewed and monitored to ensure that new teachers are not struggling; monthly meetings will be held with new teachers as well as struggling teachers to ensure that they are receiving the coaching and support that they need to be successful

Person Responsible

Cyndi Chiorello

Schedule

Monthly, from 8/8/2016 to 5/30/2017

Evidence of Completion

True north Logic logs

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Quarterly reflection questions will be completed and reviewed to ensure that the program is working effectively and APPLES teachers are on track to complete program.

Person Responsible

Cyndi Chiorello

Schedule

Quarterly, from 10/17/2016 to 5/30/2017


Evidence of Completion

Reflections

G2.B2 Student performance on EOCs or FSA effect teacher overall VAM score **2**

 B219728

G2.B2.S1 Assist in understanding the standards. **4**

 S232015

Strategy Rationale

Teachers struggle with teaching the standards if they are not confident in their understanding of the standards.

Action Step 1 **5**

Weekly, teachers will meet with their PLC coach/instructional leader during a common planning time to review instruction and how to improve student performance in the classroom.

Person Responsible

Cyndi Chiorello

Schedule

Weekly, from 8/8/2016 to 5/30/2017

Evidence of Completion

PLC agendas and logs

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Administration will review log and meet with the PLC leaders to discuss concerns in the PLCs

Person Responsible

Amy Szafran

Schedule

Monthly, from 8/8/2016 to 5/30/2017

Evidence of Completion

PLC agendas & logs

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

PLC coaches will monitor teacher effectiveness with standards as gathered through observations and discussions

Person Responsible

Cyndi Chiorello


Schedule

Weekly, from 8/8/2016 to 5/30/2017

Evidence of Completion

Observations and Conversations

G2.B2.S2 Assistance in understanding the testing blueprints and the backwards design process 4

 S232016

Strategy Rationale

Ensuring that teachers are teaching what is expected to be taught to the level expected.

Action Step 1 5

Teachers will be given a copy of the standards, test blueprints and course outlines for class. Teachers will work through the blueprints & standards to create a pacing guide for the class to ensure that they teach & test all standards to the level necessary.

Person Responsible

Amy Szafran

Schedule

On 10/14/2016

Evidence of Completion

Distribution of the Documents

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Pacing guides and standards will be reviewed

Person Responsible

Amy Szafran

Schedule

On 8/19/2016

Evidence of Completion

Lesson plans, pacing guides, academic calendars

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

At the end of every quarter, pacing guides will be reviewed to determine if the pacing guide is being effective.

Person Responsible

Amy Szafran

Schedule

Quarterly, from 10/14/2016 to 5/30/2017

Evidence of Completion

lesson plans, common assessments

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2016					
G2.B2.S2.MA1 M300242	Pacing guides and standards will be reviewed	Szafran, Amy	8/8/2016	Lesson plans, pacing guides, academic calendars	8/19/2016 one-time
G2.B1.S2.A1 A296734	New teachers will be assigned an APPLES Mentor to assist them in the struggles of becoming a...	Chiorello, Cyndi	8/8/2016	True North Logic Mentor agreement/ logs	8/31/2016 one-time
G2.B2.S2.A1 A296741	Teachers will be given a copy of the standards, test blueprints and course outlines for class...	Szafran, Amy	8/8/2016	Distribution of the Documents	10/14/2016 one-time
G1.B2.S2.MA1 M300175	Teachers referral data will be collected and monitored to determine if referrals and classroom...	Peters, John	8/8/2016	Referral reports from Castle	5/30/2017 quarterly
G1.B1.S3.A1 A296716	All new teachers will be assigned an APPLES mentor teachers, as well as teachers that are...	Chiorello, Cyndi	8/8/2016	True North Logic program	5/30/2017 one-time
G1.B1.S1.MA1 M300160	Monthly PLC coaches meetings with Administration	Chiorello, Cyndi	8/8/2016	Monthly meetings agenda and minutes. During this time, PLC coaches will be able to discuss concerns in classrooms and in PLCs.	5/30/2017 monthly
G1.B1.S3.MA1 M300167	True north logic logs updated monthly & APPLES meetings held monthly	Chiorello, Cyndi	8/8/2016	Logs in True North Logic & Meeting agendas & minutes	5/30/2017 monthly
G2.B1.S2.MA1 M300192	Logs will be reviewed and monitored to ensure that new teachers are not struggling; monthly...	Chiorello, Cyndi	8/8/2016	True north Logic logs	5/30/2017 monthly
G1.B1.S1.MA1 M300158	PLC logs will be kept and submitted to Administration monthly.	Chiorello, Cyndi	8/8/2016	PLC coaches will submit their weekly logs to administration on a monthly basis	5/30/2017 monthly
G1.B2.S2.MA1 M300191	Data from teachers that have attended CRT training will be collected and compared to teachers that...	Peters, John	8/8/2016	Referral data, list of teachers attending/ have attended training	5/30/2017 quarterly
G1.B2.S1.A1 A296718	A renaissance program will be implemented during the school year. A class will be held with select...	Haskins, Betsy	8/8/2016	Master schedules, student schedules & renaissance calendar	5/30/2017 daily
G2.B2.S1.MA1 M300199	PLC coaches will monitor teacher effectiveness with standards as gathered through observations and...	Chiorello, Cyndi	8/8/2016	Observations and Conversations	5/30/2017 weekly
G2.B2.S1.MA1 M300198	Administration will review log and meet with the PLC leaders to discuss concerns in the PLCs	Szafran, Amy	8/8/2016	PLC agendas & logs	5/30/2017 monthly
G2.B2.S1.A1 A296736	Weekly, teachers will meet with their PLC coach/instructional leader during a common planning time...	Chiorello, Cyndi	8/8/2016	PLC agendas and logs	5/30/2017 weekly
G1.B1.S2.A1 A296715	Kagan Coaching will be provided by Kagan coaches on campus.	Ciolino, Debbie	8/8/2016	Kagan coaching on structure of the month	5/30/2017 monthly
G1.B1.S2.MA1 M300165	Schedule of Structures of the month	Ciolino, Debbie	8/8/2016	Faculty meeting agendas, PLC leaders meeting agendas	5/30/2017 annually
G1.B1.S2.MA1 M300166	The Structures of the month will be selected based on the needs of the staff based on observations...	Ciolino, Debbie	8/8/2016	PLC leaders agendas, emails and PLC logs	5/30/2017 monthly
G1.B2.S2.A1 A296719	Teachers will be encouraged to attend CRT training at AVID summer institute or through PATH...	Corey, Jackie	8/8/2016	Compilation of teachers that have attended or registered for training	7/24/2017 one-time
G2.B1.S1.MA1 M295903	Have PLC coaches discuss the needs assessment with PLCs and complete the assessment during a PLC	Szafran, Amy	8/29/2016	Ensure that teachers know the purpose of the needs assessment and the logistics of how to complete it.	9/2/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1 A296713	Weekly PLC meetings will be held during common planning time with teacher, PLC coach as well as...	Chiorello, Cyndi	8/29/2016	Weekly PLC logs, agendas and minutes	5/30/2017 weekly
G2.B1.S1.A1 A293448	Needs Assessment: Learning and Growing Opportunities	Chiorello, Cyndi	9/5/2016	Data from teacher needs assessment	9/9/2016 one-time
G1.B1.S3.MA1 M300168	Meetings will conclude with an evaluation from the teachers and logs will be monitored to determine...	Chiorello, Cyndi	10/13/2016	Meeting evaluations & Mentor logs	10/13/2016 monthly
G2.B2.S2.MA1 M300243	At the end of every quarter, pacing guides will be reviewed to determine if the pacing guide is...	Szafran, Amy	10/14/2016	lesson plans, common assessments	5/30/2017 quarterly
G1.MA1 M300121	Quarterly Data Chats	Chiorello, Cyndi	10/17/2016	Data will be collected in regards to student performance on progress monitoring, common assessments as well as attendance & behavior	5/26/2017 quarterly
G1.B2.S1.MA1 M300174	The number of students receiving a renaissance card will increase each quarter.	Peters, John	10/17/2016	List of students receiving cards will be gathered and compared each quarter.	5/30/2017 quarterly
G2.B1.S2.MA1 M300193	Quarterly reflection questions will be completed and reviewed to ensure that the program is working...	Chiorello, Cyndi	10/17/2016	Reflections	5/30/2017 quarterly
G1.B2.S1.MA1 M300173	Renaissance rewards will be given to students at the end of each quarter. These rewards will only...	Peters, John	10/18/2016	Lesson plans from renaissance class in which students and teachers will develop the rewards for students	5/30/2017 monthly
2017					
G2.MA1 M295904	Midyear Review	Szafran, Amy	1/16/2017	Teachers will complete a midyear survey to determine whether or not they feel that progress has been made towards helping them to achieve their goals of learning and growing. This data will be used to help modify the plan already in place and make adjustments to meet the needs of the staff.	1/20/2017 one-time
G2.B1.S1.MA1 M295902	Conduct a post-survey at the end of the year.	Szafran, Amy	5/8/2017	Data from the needs assessment will be compared with EOY data to determine if teachers' needs have been met, and/or if a plan is in place for their needs to be met in the future.	5/12/2017 one-time

V. Professional Development Opportunities

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

G1. Percentage of high school students showing proficiency in Biology will increase from 48% in the 2015-2016 school year to 58% in the 2016-2017 school year as measured by the results of the Biology EOC given in April/May.

G1.B1 Lessons are not meaningful to the students.

G1.B1.S2 Instructional support on how to increase engagement in lessons

PD Opportunity 1

Kagan Coaching will be provided by Kagan coaches on campus.

Facilitator

Debbie Ciolino

Participants

All teachers

Schedule

Monthly, from 8/8/2016 to 5/30/2017

G1.B2 Student attendance & participation in school.

G1.B2.S2 Teacher training in Culturally Relevant Teaching, through AVID

PD Opportunity 1

Teachers will be encouraged to attend CRT training at AVID summer institute or through PATH training as offered through the district.

Facilitator

AVID

Participants

Teachers that have not already attended the training

Schedule

On 7/24/2017

VI. Technical Assistance Items

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

VII. Budget

Budget Data

1	G1.B1.S1.A1	Weekly PLC meetings will be held during common planning time with teacher, PLC coach as well as administration when needed.				\$0.00
2	G1.B1.S2.A1	Kagan Coaching will be provided by Kagan coaches on campus.				\$0.00
3	G1.B1.S3.A1	All new teachers will be assigned an APPLES mentor teachers, as well as teachers that are struggling and need support.				\$0.00
4	G1.B2.S1.A1	A renaissance program will be implemented during the school year. A class will be held with select students that will assist in developing student leaders on campus.				\$0.00
5	G1.B2.S2.A1	Teachers will be encouraged to attend CRT training at AVID summer institute or through PATH training as offered through the district.				\$70,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	120-Classroom Teachers	0241 - Lehigh Senior High School	Title I Part A		\$70,000.00
6	G2.B1.S1.A1	Needs Assessment: Learning and Growing Opportunities				\$0.00
7	G2.B1.S2.A1	New teachers will be assigned an APPLES Mentor to assist them in the struggles of becoming a teacher. Teachers that are new to Lehigh will be assigned to a PLC coach/instructional leader that will assist in ensuring they are successful at Lehigh, following the Performance Rubric.				\$0.00
8	G2.B2.S1.A1	Weekly, teachers will meet with their PLC coach/instructional leader during a common planning time to review instruction and how to improve student performance in the classroom.				\$0.00
9	G2.B2.S2.A1	Teachers will be given a copy of the standards, test blueprints and course outlines for class. Teachers will work through the blueprints & standards to create a pacing guide for the class to ensure that they teach & test all standards to the level necessary.				\$0.00
					Total:	\$70,000.00