

Orange County Public Schools

# Cypress Creek High



2015-16 School Improvement Plan

## Cypress Creek High

1101 BEAR CROSSING DR, Orlando, FL 32824

[www.ocps.net/lc/southeast/hcc](http://www.ocps.net/lc/southeast/hcc)

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
High	No	74%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	88%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	C*	B	B	B

*\*Preliminary 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 Orange 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, B or C 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-C 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)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

To lead our students to success with the support and involvement of families and the community

##### **Provide the school's vision statement**

To be the top producer of successful students in the nation

#### School Environment

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

We have many active culture and interest clubs on campus where students interact with teachers and one another. These groups deliver exhibitions and programs on campus throughout the year to grow awareness of our diversity and establish relationships among students and teachers. Teachers attend extracurricular, athletic, culture, arts, and academic events to support students and interact with their families.

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

The administrative team and other staff members are an active presence during the entire school day supervising all areas of campus before school, during class change, lunch, and after school. The accessibility of school leadership not only minimizes disruptions, but serves as a means to build rapport with the students. Students find the administration approachable and can seek them out for support if needed. Administrators, faculty, staff and students are provided with the Code of Student Conduct and implement the code with consistency. Teachers are expected to provide a safe, respectful environment that promotes learning and appropriate interactions between students. The Guidance Department supports students, families and staff and provides resources, as needed.

##### **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**

Each year we deliver instruction on the code of conduct and review its expectations throughout the year with teachers and students. Teachers are given a refresher on discipline expectations during pre-planning and as needed, throughout the year. The deans follow the behavioral consequences matrix to ensure that students are treated equally; they meet frequently to discuss behavioral concerns and to align their practices. The administrative team works with guidance to develop goals for reducing behavioral issues and promoting positive behavior on campus. There is an ongoing commitment to high quality instruction to maintain student engagement and minimize discipline issues. Teachers are expected to develop positive relationships with students in order to identify students with increased needs and to prevent academic or discipline issues.

##### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The guidance counselors and the SAFE program counselor meet with students each year to explain the services offered. Counselors make an effort to get to know student through class visits, but they also see them individually each year to discuss academic and personal needs. Counselors are available to all students before and after school, during lunch or during the school day, by appointment. Guidance runs student support groups for grief and anger management. The SAFE counselor is also available, as needed. We also have a New Horizons counselor who supports students with substance abuse issues.

### Early Warning Systems

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

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

As a school, we review attendance, discipline, and student achievement data formally every three weeks. Administrators and guidance counselors review these key indicators and determine interventions and students who need support.

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	148	172	158	157	635
One or more suspensions	99	94	71	53	317
Course failure in ELA or Math	198	172	126	50	546
Level 1 on statewide assessment	0	0	0	0	

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	98	106	83	43	330

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

1. For attendance, the school makes automated phone calls home daily to notify families of student absences. Letters are sent home after students are absent for 5 days absent and again at 10 days. The attendance dean holds warning conferences with students and parents.
2. For suspensions, both in and out of school, parents are contacted by the discipline dean. The discipline AP runs a weekly report on discipline trends and works with deans on issues of need.
3. Parents are notified of grade concerns through Progressbook, progress reports and report cards.
4. The reading coach sends letters to all parents of students scoring a level 1 on Reading FCAT. The letter outlines specific interventions for students and invites parents to come in and have a personal conference to discuss how to support their child in school. Similar letters are sent out from guidance to provide support for students in math.

### Family and Community Involvement

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

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

***PIP Link***

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/233513>.

***Description***

A PIP has been uploaded for this school or district - see the link above.

**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**

Our School Advisory Council provides some outreach to the local community for the support of our school. We also use Teach-In as an opportunity for the community to not only see our school and teach for a day, but as a means to get involved in supporting the school. We are developing a partnership with Valencia College to provide tutors to work with our students to provide support in areas of academic need. There is a coordinated effort to recruit local businesses to extend the school resources and to provide additional opportunities for students, through the Partners in Education Program.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership:**

Name	Title
McHale, Walton	Principal
Alvarado, Ben	Assistant Principal
Aron, Cynda	Teacher, K-12
Buchanan, Dwayne	Assistant Principal
Bulled, Tina	Guidance Counselor
Cox, Trevor	Dean
Foster-Hennighan, Shari	Teacher, K-12
Haye, Teresa	Teacher, K-12
Knight, Diane	Assistant Principal
Kosloski, Jennifer	Teacher, K-12
Maldonado, Zoraida	Teacher, K-12
Marin, Jesus	Teacher, K-12
Morrow, Fred	Teacher, K-12
Ramer, Janie	Teacher, K-12
Newsom, Lynne	Teacher, K-12
Reillo, Mayra	Teacher, K-12
Rogers, John	Teacher, K-12
Rowe, Ray	Teacher, K-12
Scanlon, Elizabeth	Teacher, K-12
Schmitt, Cindy	Dean
Showalter, Mick	Assistant Principal
Spillane, Lee Ann	Teacher, K-12
Tolar, Kyle	Teacher, K-12
Valente, Rebecca	Teacher, K-12
Walker, Angela	Dean
White, Fred	Teacher, K-12

### Duties

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

The leadership team is comprised of administrators and resource staff who focus on the leadership responsibilities of the comprehensive high school. The principal, assistant principals, deans, and coaches are all responsible for the School Improvement Plan and implementation of MTSS. Each administrative leadership team member serves as the assessing administrator for each department, and is responsible for the collection/analysis of data, differentiation of instruction, and the implementation of instructional strategies within the classroom to meet student needs. The leadership team meets with each department every three weeks to review common assessment data and instructional techniques. The larger school leadership team (listed above) is comprised of administration and department chairs. This groups meets once a month to discuss progress toward our school improvement goal and identifies areas of growth or need.

**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's data based problem-solving process to address core instruction will come from the monitoring of instructional focus calendars that demonstrate time for intervention, lesson plans containing differentiated learning opportunities, and regular data analysis of standards based common assessments. Small group and individual student needs are supported by the use of peer tutors, small group remediation lessons, and one on one tutoring. In addition, support facilitation teachers work in English and math classes to provide services to help student achieve proficiency levels. Teachers are working in professional learning communities by content area to develop lessons and common assessments that meet the rigor demanded of the state standards or Florida Standards. Cypress Creek High School is eligible for Title I funds this year. We will use Title I funding to provide after school and Saturday tutoring for our students. Tutoring will focus on state mandated EOC subject areas as well as Advanced Placement courses. We have also added instructional coaches in Math and Science to support our teachers and students.

Title II funds were encumbered by the district this year, and funds are not available for school use. SAI funds will be used to purchase non fiction literature to support the implementation of the Florida Standards.

### **School Advisory Council (SAC)**

#### **Membership:**

Name	Stakeholder Group
Walton McHale	Principal
Marcos Ropez	Parent
Abid, Muna	Parent
Brandon Gammon	Student
Maria Jaquez	Parent
Reem Abid	Student
Paulette Waugh	Business/Community
Jaquez, Maria	Parent
Natalie Newlin	Student
Sargent, Bradlee	Parent
Sargent, Nadia	Parent
Ricky Elliot	Student
Ana Soto	Parent
Naomi Cedeno Jacquez	Student
Andrew Cammon	Parent
Dorothy Solis	Parent
Lee-Ann Fink	Teacher
Monica Brooks	Teacher
Neal Fink	Business/Community
Maria Seijo	Parent
Courtney Lee	Teacher
Denise Vilarino	Parent
Lisa Marie Lewis	Teacher
Wanda Alicea	Parent
Reinaldo Velez	Parent
Maria Salzov	Parent
Muna Abid	Parent
Katie Newlin	Parent
Jathan Elliot	Parent
Julie Elliot	Parent
Nadia Sargent	Parent
Bradlee Sargent	Parent

### Duties

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

*Evaluation of last year's school improvement plan*

The SAC reviewed the SIP and data at the end of the 2014-15 school year and determined areas of need for the 2015-16 school year. The SAC helped to refine goals for this year's SIP.

*Development of this school improvement plan*

Data from the previous year was reviewed with the SAC at the first meeting. The results of the SAC surveys were incorporated into the development of this plan. This data was used to initiate conversation about priorities and determine any additional areas of need for the school. Specific feedback was given that has been addressed within this plan. Future meetings will include further data discussions and any updates necessary

*Preparation of the school's annual budget and plan*

The school's budget was prepared by the leadership team and budget committee to maximize instructional positions for the 2015-16 school year. Each year, the principal reviews the budgetary priorities with the SAC in order to ensure a culture of transparency and to provide the framework for decision making, related to the expenditure of school improvement funds.

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

School improvement funds have been used to provide tutoring for our students. The funds were also used to provide professional development to the staff.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Scanlon, Elizabeth	Instructional Coach
McHale, Walton	Principal
Knight, Diane	Assistant Principal
Spillane, Lee Ann	Teacher, K-12
Kosloski, Jennifer	Teacher, K-12
Valente, Rebecca	Instructional Coach

**Duties**

***Describe how the LLT promotes literacy within the school***

The LLT promotes disciplinary reading through monthly Chat & Chews sponsored by different departments and clubs. These events are held during lunch and open to all students and teachers. Each department or club has chosen a literary piece to read and discuss.

The LLT promotes family literacy through events, such as Family Literacy Night. In addition, the LLT will promote outreach about literacy through the weekly memo & newsletter and at more formal events, such as Parent Leadership Council and the School Advisory Council.

The LLT promotes the development of lifelong readers through a variety of activities that showcase reading and its benefits. A few of the programs that are planned this year include: Florida Teens Read program, Literary Character\Author Day, Celebrate Literacy Week, and a Monthly display case that showcases important information.

The LLT assists with the implementation of the Florida Standards across all content areas.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

All teachers are assigned to a PLC based on their instructional content. These groups meet multiple times each month to allow teachers the opportunity to discuss student needs, write lesson plans, review assessment data, design interventions, and receive professional training. We organized the master schedule to give seventeen of our PLC groups common planning time, allowing them further opportunities to work together and support one another.

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

The school's administrative and resource staff collaborate to recruit, develop and retain highly qualified teachers with the following processes:

1. Consistent Interview process is used to identify highly qualified candidates.
2. High Quality Staff Development Program is used to identify staff priorities and to provide support to new and experienced teachers.
3. Deliberate Practice is used to engage teachers in the professional development practice by focusing on a single instructional practice element. This process is used throughout the district to support professional learning and to develop teacher expertise in the Marzano Teacher Evaluation Model.
4. Professional Learning Communities are used to provide ongoing, high quality professional development that focuses on student results and school outcomes.
5. Progress monitoring and data conversations are held to identify areas of strength and need in order to improve the instructional process and student achievement.

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

Each new teacher to CCHS is provided a mentor to support them throughout the year. Mentors are assigned who have the same certification and teach a similar grade level to the new employee. Mentors provide support through bi-weekly PLC meetings, peer observations, and side-by-side coaching. The Instructional Coach and Administrative team also provide support through lesson plan reviews, instructional rounds, and one on one conversations.

## Ambitious Instruction and Learning

### **Instructional Programs and Strategies**

#### **Instructional Programs**

#### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

We use the district and state adopted textbooks, computer programs and other instructional materials to provide the foundation for instruction in Florida's standards. Teachers have been trained on using IMS to access the scope and sequence, MTPs and EOC outlines and EOC/FSA test item specs. Teachers engage in data talks every three weeks where they discuss student performance on the standards as well as the instructional needs presented by the standards.

#### **Instructional Strategies**

**Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

1. Teachers working in PLCs use state assessment data to create instructional focus calendars that places priority on high needs standards. From the focus calendar, each content area PLC group design standards based common assessments that students take to measure mastery toward the content of the standard. In PLCs teachers analyze the data and design intervention and extension opportunities based on student performance.
2. Students challenged by the state reading assessment receive intervention in double and single block reading classes where differentiated instruction is provided based on needs. Students challenged by the math assessments are taking Intensive Math along with Algebra1 to provide assistance with the skills required for success on future math state assessments.

**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:** Extended School Day

**Minutes added to school year:** 1,620

AVID Tutoring - Makeup Mondays

**Strategy Rationale**

Students build skills to enhance college and career readiness.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Alvarado, Ben, benjamin.alvarado@ocps.net

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

Data is collected and analyzed each week to determine students who need to attend tutoring to raise their grades. These results are used to identify appropriate students who need additional or less support, along with the appropriateness of interventions.

**Strategy:** Extended School Day

**Minutes added to school year:** 3,060

Reading Lab

***Strategy Rationale***

Students need to build foundational reading skills and receive supplementary instruction to fill in the skill gaps that exist with the new standards.

***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***

Scanlon, Elizabeth, elizabeth.scanlon@ocps.net

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

Student attendance and performance on tutorial activities and reading program data will be collected and analyzed by the coordinator in order to determine the need for ongoing support or determine the need for adaptation.

**Strategy:** Extended School Day

**Minutes added to school year:** 1,620

The school will utilize after-school detention time to meet with each student attending individually to review grades, behavior, and GPA. Guidance is provided to the students so that performance at school will improve.

***Strategy Rationale***

This Extended Learning Strategy is used to support students who are at-risk for academic failure. This strategy is used because students respond to personalized mentoring that focuses on improvement.

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***

Buchanan, Dwayne, dwayne.buchanan@ocps.net

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

Attendance and achievement data is collected monthly to determine progress and the effectiveness of the intensity of the strategy.

**Strategy:** Extended School Day

**Minutes added to school year:** 1,620

Algebra I instruction and tutoring is used to support student achievement.

**Strategy Rationale**

Students need to build foundational math skills and receive supplementary instruction to fill in the skill gaps that exist with the new standards.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

McHale, Walton, walton.mchale@ocps.net

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

Student attendance and performance on tutorial activities and benchmark assessments will be collected and analyzed by the coordinators in order to determine the need for ongoing support or determine the need for adaptation.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

1. We have implemented a Freshman Success elective course to help our ninth graders make a successful transition to high school. In this course, students learn strategies to help with organization, study habits, reading and writing in support of the Florida standards as well as team building and other conative skills to help move them toward being college and career ready.
2. Guidance counselors visit classrooms each year to discuss student progress and help them register for the next school year's courses. Here, students learn about what is expected at the next grade level and have opportunities to enroll in remedial opportunities if necessary. At the junior and senior year, the focus is life after high school and post secondary options are explored.
3. Senior teachers and guidance counselors host a series of college readiness workshops to support students in the college application, financial aid, and transitioning to college processes.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

Guidance counselors visit classrooms to provide lessons in career choice. We use the Choices Planner and EPEP, which is an internet advisory tool to help students learn about careers and the requirements needed for those careers. Counselors visit English classrooms several times a year to share information about graduation requirements, post-secondary options, and opportunities available to students. In addition, teachers and counselors work with students to determine course selections that support students' goals and interests.

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

CCHS provides coursework in Business, Health Occupations, Culinary, and Digital Production that allow students to make connections between school course work and future careers, as well as earn industry certifications. Students in our IB Diploma Programme are provided instruction in courses that make connections for post secondary applications.

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

The following strategies are being implemented:

1. understanding and implementation of the Florida State Standards by all staff;
2. progress monitoring of all core areas to include common assessments;
3. recruitment strategies to increase participation of students into IB, AP, CTE, and Dual Enrollment Courses.

**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**

We are working to increase student participation and successful completion of AP, IB and dual enrollment courses that aid students in college readiness. We are actively promoting these programs to students and parents and are organizing support programs to ensure students have equitable access. The AP and IB cross-curricular teachers meet monthly to discuss student needs and make plans to further guide students toward college readiness. Our reading coach and guidance counselors are diligent in working to register students for the ACT and providing practice opportunities to further support students. SAT/ACT prep is built into our reading course curriculum and reading and math labs are open after school to help students build their skills.

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### 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:

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#### 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.

**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.

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## 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.** Teachers will gain proficiency in the Instructional Framework and use and evaluate formative assessments to progress monitor in order to increase rigor, and thereby, student achievement (Division Priority: Accelerate Student Performance).
  
- G2.** The school goal is to increase student achievement in all school grade categories through implementation of the Florida Standards and the Marzano Evaluation Model (Division Priority: Ensure college and career readiness).

## 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.** Teachers will gain proficiency in the Instructional Framework and use and evaluate formative assessments to progress monitor in order to increase rigor, and thereby, student achievement (Division Priority: Accelerate Student Performance). 1a

G073241

**Targets Supported** 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	90.0

**Resources Available to Support the Goal** 2

- Common planning/PLC time for each subject area to develop common lessons and assessments.
- Professional development opportunities throughout the year focusing on teacher and student needs.
- CRT and Instructional coaches for core subject areas.
- Marzano Resource Library
- LSI consultation

**Targeted Barriers to Achieving the Goal** 3

- Teachers have limited understanding of and experience with the relationship between the Marzano system and framework, the Florida Standards, and lesson planning for their content.

**G2.** The school goal is to increase student achievement in all school grade categories through implementation of the Florida Standards and the Marzano Evaluation Model (Division Priority: Ensure college and career readiness). 1a

G073242

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	58.0
AMO Reading - All Students	69.0
Bio I EOC Pass	74.0
College Readiness Reading	80.0
College Readiness Mathematics	65.0

**Resources Available to Support the Goal** 2

- Media Specialist, Reading and Instructional Coach
- Common Planning for Biology, Algebra I, Algebra 2, Geometry, US History, English I, II, III, IV.
- Professional Learning Community organization and time
- Marzano Resource Library
- District Training for Core Connections being utilized by English Language Arts and social studies teachers.
- LSI consultation

**Targeted Barriers to Achieving the Goal** 3

- Teachers and administrators have limited understanding of and experience with the relationship between the Marzano Evaluation system and framework, the Florida Standards, and lesson planning for their content.

**Plan to Monitor Progress Toward G2.** 8

Teachers' instructional practices will be aligned with the Florida Standards/NGSSS and the strategies from Marzano's instructional framework to support rigor.

**Person Responsible**

Walton McHale

**Schedule**

Monthly, from 8/17/2015 to 6/3/2016

**Evidence of Completion**

Instructional focus calendars, teacher lesson plans, i-observation results, common assessments for specific courses, benchmark, FSA and EOC results.

## 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.** Teachers will gain proficiency in the Instructional Framework and use and evaluate formative assessments to progress monitor in order to increase rigor, and thereby, student achievement (Division Priority: Accelerate Student Performance). **1**

 G073241

**G1.B1** Teachers have limited understanding of and experience with the relationship between the Marzano system and framework, the Florida Standards, and lesson planning for their content. **2**

 B191352

**G1.B1.S1** Maintain ongoing intensive focus on professional development related to implementing the Florida Standards, using the Instructional Framework with fidelity **4**

 S202816

### Strategy Rationale

Teachers have misconceptions about the standards and the Framework.

### Action Step 1 **5**

The leadership team will develop a PD calendar that focuses on strategic PD in whole group, small groups and with individuals (based on data from iObservation, classroom walkthroughs and teacher requests).

#### Person Responsible

Elizabeth Scanlon

#### Schedule

Weekly, from 7/27/2015 to 5/31/2016

#### Evidence of Completion

PD calendar

### Action Step 2 5

The leadership team will collaborate to provide PD based on the calendar that was developed.

**Person Responsible**

Rebecca Valente

**Schedule**

Weekly, from 8/31/2015 to 5/31/2016

***Evidence of Completion***

Sign in sheets

### Action Step 3 5

The leadership team will analyze the effectiveness of the PD by reviewing lesson plans and iObservation reports.

**Person Responsible**

Mick Showalter

**Schedule**

Weekly, from 9/16/2015 to 5/31/2016

***Evidence of Completion***

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

The leadership team will meet weekly, and the PD will be an ongoing item for discussion.

**Person Responsible**

Walton McHale

**Schedule**

Weekly, from 8/12/2015 to 6/1/2016

***Evidence of Completion***

The Leadership Team will maintain a log of meeting notes.

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

The leadership team will meet weekly and will discuss and adapt the plan, based on weekly updates and data reports.

**Person Responsible**

Walton McHale

**Schedule**

Weekly, from 9/16/2015 to 6/1/2016

**Evidence of Completion**

The Leadership Team will maintain a log of meeting minutes, and the PD calendar will be updated, based on the discussion of the data and current school needs.

**G2.** The school goal is to increase student achievement in all school grade categories through implementation of the Florida Standards and the Marzano Evaluation Model (Division Priority: Ensure college and career readiness). 1

 G073242

**G2.B2** Teachers and administrators have limited understanding of and experience with the relationship between the Marzano Evaluation system and framework, the Florida Standards, and lesson planning for their content. 2

 B191354

**G2.B2.S1** Coaching within the PLC time frame will be provided to address specific instructional strategies from the Marzano Framework that support the Florida Standards and content standards. 4

 S202818

**Strategy Rationale**

Teacher groups need differentiated support in the work of deconstructing standards and planning for instruction using the Marzano Framework.

**Action Step 1 5**

The instructional focus calendars will be purposely developed with the support of coaches and will be reviewed regularly.

**Person Responsible**

Walton McHale

**Schedule**

Quarterly, from 8/17/2015 to 6/3/2016

**Evidence of Completion**

Calendars and resulting action plan for administrative team.

### Action Step 2 5

The administrative and coaching teams will review lesson plans to ensure alignment with the instructional focus calendars and provide feedback to teachers to strengthen plans.

**Person Responsible**

Walton McHale

**Schedule**

Biweekly, from 8/17/2015 to 6/3/2016

***Evidence of Completion***

Lesson plans and action steps, PLC data results and conversation

### Action Step 3 5

There will be focused professional development and coaching with teachers to implement the Marzano Framework strategies in their instruction.

**Person Responsible**

Walton McHale

**Schedule**

Biweekly, from 8/17/2015 to 6/3/2016

***Evidence of Completion***

Lesson plans, iObservation feedback data

### Action Step 4 5

Student performance on common assessments as well as the level of rigor developed within the common assessment will be reviewed.

**Person Responsible**

Walton McHale

**Schedule**

Monthly, from 8/17/2015 to 6/3/2016

***Evidence of Completion***

Common assessments, data collection sheets

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

Differentiated professional development during PLC time.

**Person Responsible**

Walton McHale

**Schedule**

Biweekly, from 8/17/2015 to 6/3/2016

**Evidence of Completion**

PLC agendas, coaches notes

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

To ensure the strategies and action steps are implemented effectively, the administrative and coaching team will review the development of and student progress on common assessments. Lesson plans will be reviewed to identify the use of instructional strategies. Classroom observations will confirm the effectiveness of the strategies

**Person Responsible**

Walton McHale

**Schedule**

Biweekly, from 8/17/2015 to 6/3/2016

**Evidence of Completion**

Common assessments and their results, lesson plans and i-observation data

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	The leadership team will develop a PD calendar that focuses on strategic PD in whole group, small groups and with individuals (based on data from iObservation, classroom walkthroughs and teacher requests).	Scanlon, Elizabeth	7/27/2015	PD calendar	5/31/2016 weekly
G2.B2.S1.A1	The instructional focus calendars will be purposely developed with the support of coaches and will be reviewed regularly.	McHale, Walton	8/17/2015	Calendars and resulting action plan for administrative team.	6/3/2016 quarterly
G1.B1.S1.A2	The leadership team will collaborate to provide PD based on the calendar that was developed.	Valente, Rebecca	8/31/2015	Sign in sheets	5/31/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A2	The administrative and coaching teams will review lesson plans to ensure alignment with the instructional focus calendars and provide feedback to teachers to strengthen plans.	McHale, Walton	8/17/2015	Lesson plans and action steps, PLC data results and conversation	6/3/2016 biweekly
G1.B1.S1.A3	The leadership team will analyze the effectiveness of the PD by reviewing lesson plans and iObservation reports.	Showalter, Mick	9/16/2015		5/31/2016 weekly
G2.B2.S1.A3	There will be focused professional development and coaching with teachers to implement the Marzano Framework strategies in their instruction.	McHale, Walton	8/17/2015	Lesson plans, iObservation feedback data	6/3/2016 biweekly
G2.B2.S1.A4	Student performance on common assessments as well as the level of rigor developed within the common assessment will be reviewed.	McHale, Walton	8/17/2015	Common assessments, data collection sheets	6/3/2016 monthly
G1.B1.S1.MA1	The leadership team will meet weekly and will discuss and adapt the plan, based on weekly updates and data reports.	McHale, Walton	9/16/2015	The Leadership Team will maintain a log of meeting minutes, and the PD calendar will be updated, based on the discussion of the data and current school needs.	6/1/2016 weekly
G1.B1.S1.MA1	The leadership team will meet weekly, and the PD will be an ongoing item for discussion.	McHale, Walton	8/12/2015	The Leadership Team will maintain a log of meeting notes.	6/1/2016 weekly
G2.MA1	Teachers' instructional practices will be aligned with the Florida Standards/ NGSSS and the strategies from Marzano's instructional framework to support rigor.	McHale, Walton	8/17/2015	Instructional focus calendars, teacher lesson plans, i-observation results, common assessments for specific courses, benchmark, FSA and EOC results.	6/3/2016 monthly
G2.B2.S1.MA1	To ensure the strategies and action steps are implemented effectively, the administrative and coaching team will review the development of and student progress on common assessments. Lesson plans will be reviewed to identify the use of instructional strategies. Classroom observations will confirm the effectiveness of the strategies	McHale, Walton	8/17/2015	Common assessments and their results, lesson plans and i-observation data	6/3/2016 biweekly
G2.B2.S1.MA1	Differentiated professional development during PLC time.	McHale, Walton	8/17/2015	PLC agendas, coaches notes	6/3/2016 biweekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** Teachers will gain proficiency in the Instructional Framework and use and evaluate formative assessments to progress monitor in order to increase rigor, and thereby, student achievement (Division Priority: Accelerate Student Performance).

**G1.B1** Teachers have limited understanding of and experience with the relationship between the Marzano system and framework, the Florida Standards, and lesson planning for their content.

**G1.B1.S1** Maintain ongoing intensive focus on professional development related to implementing the Florida Standards, using the Instructional Framework with fidelity

### **PD Opportunity 1**

The leadership team will collaborate to provide PD based on the calendar that was developed.

#### **Facilitator**

Rebecca Valente

#### **Participants**

All staff

#### **Schedule**

Weekly, from 8/31/2015 to 5/31/2016

**G2.** The school goal is to increase student achievement in all school grade categories through implementation of the Florida Standards and the Marzano Evaluation Model (Division Priority: Ensure college and career readiness).

**G2.B2** Teachers and administrators have limited understanding of and experience with the relationship between the Marzano Evaluation system and framework, the Florida Standards, and lesson planning for their content.

**G2.B2.S1** Coaching within the PLC time frame will be provided to address specific instructional strategies from the Marzano Framework that support the Florida Standards and content standards.

### **PD Opportunity 1**

The administrative and coaching teams will review lesson plans to ensure alignment with the instructional focus calendars and provide feedback to teachers to strengthen plans.

#### **Facilitator**

Walton McHale and administrative team

#### **Participants**

All teachers

#### **Schedule**

Biweekly, from 8/17/2015 to 6/3/2016

### **PD Opportunity 2**

There will be focused professional development and coaching with teachers to implement the Marzano Framework strategies in their instruction.

#### **Facilitator**

Walton McHale and Administrative team, Rebecca Valente

#### **Participants**

All teachers

#### **Schedule**

Biweekly, from 8/17/2015 to 6/3/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>The leadership team will develop a PD calendar that focuses on strategic PD in whole group, small groups and with individuals (based on data from iObservation, classroom walkthroughs and teacher requests).</b>				<b>\$1,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		100-Salaries	1651 - Cypress Creek High	General Fund		\$1,500.00
<b>2</b>	<b>G1.B1.S1.A2</b>	<b>The leadership team will collaborate to provide PD based on the calendar that was developed.</b>				<b>\$10,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		100-Salaries	1651 - Cypress Creek High	General Fund		\$10,000.00
			<i>Notes: 20% of the coach's time is spent on provide professional development for the staff.</i>			
<b>3</b>	<b>G1.B1.S1.A3</b>	<b>The leadership team will analyze the effectiveness of the PD by reviewing lesson plans and iObservation reports.</b>				<b>\$0.00</b>
<b>4</b>	<b>G2.B2.S1.A1</b>	<b>The instructional focus calendars will be purposely developed with the support of coaches and will be reviewed regularly.</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	2510	239-Other	1651 - Cypress Creek High	General Fund		\$1,000.00
<b>5</b>	<b>G2.B2.S1.A2</b>	<b>The administrative and coaching teams will review lesson plans to ensure alignment with the instructional focus calendars and provide feedback to teachers to strengthen plans.</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	2510	239-Other	1651 - Cypress Creek High	General Fund		\$1,000.00
<b>6</b>	<b>G2.B2.S1.A3</b>	<b>There will be focused professional development and coaching with teachers to implement the Marzano Framework strategies in their instruction.</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	2510	239-Other	1651 - Cypress Creek High	General Fund		\$1,000.00
<b>7</b>	<b>G2.B2.S1.A4</b>	<b>Student performance on common assessments as well as the level of rigor developed within the common assessment will be reviewed.</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

### Budget Data

	2510	239-Other	1651 - Cypress Creek High	General Fund		\$1,000.00
<b>Total:</b>						<b>\$15,500.00</b>