

Cape Coral High School

2300 SANTA BARBARA BLVD, Cape Coral, FL 33991

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	41%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	47%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**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 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	35
Appendix 2: Professional Development and Technical Assistance Outlines	37
Professional Development Opportunities	38
Technical Assistance Items	39
Appendix 3: Budget to Support Goals	0

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	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To share with parents and our community the responsibility of maximizing each student's potential and to develop sensitive, knowledgeable, contributing members of a global society who are fully prepared for postsecondary success.

Provide the school's vision statement

To be a world class high school.

School Environment

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

Cape Coral High School implements ELL strategies to learn about students' cultures and builds relationships between teachers and students by promoting club activities hosted by a diverse faculty. For example, The Latin Rhythm Club hosted a Family Night at Cape Coral High School. The event included various foods, music, and dancing. In addition, CCHS has a diverse stakeholder population which endeavors to connect with each other in a meaningful manner through ELL instructional strategies, after school club activities, and athletic events.

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

Cape Coral High School creates an environment where students feel safe and respected before, during and after school by locking gates, installed security cameras, security guards, locked classroom doors, Student Services, a "no bullying policy", security located at our front gate guard shack, security located at our front kiosk, a resource officer on school property daily, volunteer background checks, guest background checks, teachers standing at their doors during changing of class, and administration visible in the halls.

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

Cape Coral High School follows the School District of Lee County Student Code of Conduct Handbook as well as clearly established disciplinary protocols to follow, by students and staff, that aids in minimizing distractions to keep students engaged during instructional time. In addition, CCHS conducts a new teacher training sessions during preschool to ensure the system is fairly and consistently enforced.

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

Cape Coral High School ensures the social-emotional needs of students are being met by faculty undergoing professional development for child abuse protocols and suicide protocols as well as teachers, guidance counselors, and administration are available to assist students. CCHS has a full-

time social worker on staff and Project Graduation teacher who provides resources and support for borderline graduates.

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

Cape Coral High School tracks attendance data and suspension data through Focus and Castle. Testing data is examined through Performance Matters. Early warning for suspension is signaled by an administrator in Student Services. Early warning for proficiency on standardized tests is signaled by the collection and analyzing testing data drawn from Performance Matters.

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Cape Coral High School employs IEPs, Performance Matters, Castle, Focus, and teacher input to implement MTSS strategies (targeted instructional strategies such as: state the objective, give direct instruction, groupings, provide feedback, and extended time) to improve student academic performance.

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?

No

PIP Link

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

Description

In 2015-2016, Cape Coral High School's parent and community involvement totaled 897.5 hours.

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

Cape Coral High School creates an open forum for a reciprocal partnership with all stakeholders via the school marquee, school website, parentlink, school newsletter, athletic events, club activities, and social media (Twitter).

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
Engelhart, Chris	Assistant Principal
Marrero, Celeste	Teacher, Adult
Rose, Amanda	Teacher, Adult
Bruce, Denise	Teacher, Adult
Cook, Scott	Principal
Cook, Michael	Instructional Coach
Isaac, Dana	Teacher, K-12
Morgan, Kristina	Teacher, K-12
Ferland, Chelsea	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 roles of each member are as follows:

Classroom Teacher

- Keep ongoing progress monitoring notes in a MTSS folder (Achieve 3000, curriculum checkpoints, STAR or FSA scores, Performance Matters data, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- Attend MTSS Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
- Deliver instructional interventions with fidelity

Reading or Math Coach/Specialist

- Attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement supplemental and intensive interventions
- Keep progress monitoring notes & anecdotes of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist

- Attend MTSS Team meetings for students receiving supplemental and intensive supports.

- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
- Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal

- Facilitate implementation of the MTSS problem-solving process in your building
- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support MTSS implementation when possible
- Attend MTSS Team meetings to be active in the MTSS change process
- Conduct classroom Walk-Throughs to monitor fidelity

Guidance Counselor/Curriculum Specialist

- Often MTSS Team facilitators
- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent invites
- Complete necessary MTSS forms
- Conduct social-developmental history interviews when requested

School Psychologist

- Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
- Monitor data collection process for fidelity
- Review & interpret progress monitoring data
- Collaborate with MTSS Team on effective instruction & specific interventions
- Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions

ESE Teacher/Staffing Specialist

- Consult with MTSS Team regarding intensive interventions
- Incorporate MTSS data when making eligibility decisions

Specialist (Behavior, OT, PT, ASD)

- Consult with MTSS Team
- Provide staff trainings

Social Worker

- Attend MTSS Team meetings when requested
- Conduct social-developmental history interviews and share with MTSS Team

ESOL/ELL Representative

- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
- Conduct language screenings and assessments
- Provide ELL interventions at all tiers

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

The MTSS Problem-Solving team at Cape Coral High School meets on a weekly, monthly, as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Scott Cook	Principal
Merida Ramos	Education Support Employee
Buddy Byrne - Elks Lodge	Business/Community
Kristina Morgan	Teacher
Lamar Bryant	Teacher
Debby Kudla	Education Support Employee
Blanca Figueroa	Parent
Denise Hodge	Parent
Barbara Schoonmaker	Parent
Shumail Zaidi	Student

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

SAC reviewed the school improvement plan and approved the SIP during a scheduled SAC meeting.

Development of this school improvement plan

The SAC committee discusses, reviews, approves, and signs off on the School Improvement Plan.

Preparation of the school's annual budget and plan

The SAC committee discusses, reviews, and approves SIP allocation (project 6306).

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

There are no allocated funds.

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
Engelhart, Chris	Assistant Principal
Marrero, Celeste	Teacher, K-12
Rose, Amanda	Teacher, K-12
Cook, Scott	Principal
Ferland, Chelsea	Teacher, ESE
Morgan, Kristina	Teacher, K-12
Cook, Michael	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

1. Create a shared literacy vision in our school that is clear and shaped by the particularities the CCHS faculty and student body.
2. Work as a school literacy team, with everyone having a role in determining the vision and the implementation plan, and each member bringing specific expertise to building the culture of literacy in the school.
3. Continue to support the LCSD initiatives of: Using data to drive instruction, Increasing Rigor, Planning for Learning, and Focusing on Writing.
4. Seek and analyze data school and departmental data to determine best practices and needs.
5. Support departmental Professional Learning Communities in their journey of addressing Professional Reading, Issues and Concerns, Student Work, and Professional Practices.
6. Develop and implement a school-wide writing program that includes common grading expectations and an increased use of text-dependent writing in 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

CCHS has common planning periods across grade level/content areas as well as professional learning communities held once a week. In addition, CCHS has Castle a program that allows for collaboration with lesson planning, student discipline, and shared ideas.

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

Administration attends job fairs to bring recruits to interview. Mr. Scott Cook (Principal) and Mr. Engelhart (Assistant Principal of Curriculum) would then put recruits through a rigorous interview process to ensure Coral High School hires highly qualified teachers in the appropriate field. After hire, site-based mentoring and professional development opportunities are offered. To retain high qualified teachers Cape Coral High School provides an open-door policy with administration, faculty recognition, Sunshine Fund (a fund supported by faculty/staff to support each other for birthdays/weddings/funerals/births/etc.), Professional Learning Communities, Professional Development, Social Functions, and Team Mentoring.

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

There is a veteran teacher assigned to each new hire. The rationale for pairing is that they teach in common subject area. Planned mentoring activities include: Mentor and mentee meet bi-weekly, mentor

performs three classroom observations of mentee, and the mentee is required to shadow mentor. All mentors have clinical educational training. Mentees have to participate in A.P.P.L.E.S program through the district.

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

Cape Coral High School participated in the district-wide training, Choosing Excellence, which focuses on best practices of curriculum alignment and data analysis. In addition, Cape Coral High School selected teachers to participate in the the new state textbook adoption.

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

Cape Coral High School utilizes Performance Matters, EOC scores, grade history, and FSA to determine the level of proficiency for each student. Differentiated instruction is implemented utilizing research based instructional strategies such as: scaffolding, grouping, tap into prior knowledge, give time to talk, Pre-teach vocabulary, use visual aids, pause, ask questions, Pause, review, and try something new.

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: 1,800

Strategy Description: Our Professional Learning Communities (Supervised by Administrators) meet weekly after-school to formulate norms and protocols. Teachers form the groups by grade level, content, and special interest areas to collect student data and analyze results to increase student achievement.

Strategy Rationale

Professional Learning Community members will collaborate, review, analyze data, and create common assessment to further student learning gains.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Engelhart, Chris, christianje@leeschools.net

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

How is data collected? Data is collected from Performance Matters based on district checkpoints, and End of Course exams, to measure student achievement. This data is utilized by each individual PLC to implement common structures for a targeted non-proficient group of students.

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

Through PLC time, teachers vertically plan to ease the transition of students from one grade level to the next. Administrators collaborate with middle schools to best prepare incoming freshmen. CCHS also provides students with a college and career specialist to support the transition post-graduation.

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

A career specialist at Cape Coral High School leads a collaborative group of individuals to ensure students receive meaningful career planning. This group consists of guidance counselors, teachers, administrators, community stakeholders, and students. College visits, college open house, career-shadowing, and on-the-job training all help to contribute to students' career planning success. Additionally, ESE students have access to a work program off campus. On an annual basis, students meet with their guidance counselor to discuss career and coursework alignment, and select elective(s).

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

Cape Coral High School makes it a goal to have guidance counselors/career specialist visit all senior English level classes to discuss student options for postsecondary plans. Students have the ability to become certified in Microsoft and Adobe Applications. Information included in presentations are scholarship options for all students as well as college/military options that may be available. Additional information is provided to students through our Financial Aid Nights and College Fairs that many students take advantage of. Students are highly encouraged to challenge themselves with the variety of high level coursework offered at Cape Coral High School, which include AP classes, as well as IB course work, which in turn leads directly to higher post-secondary and career goals.

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

Cape Coral High School will work to expand the number of students participating in the IB program, AP courses, ROTC programs, and Dual Enrollment. Each of these integrated programs offer opportunities for students to connect learning to their future. Offering preliminary courses such as CCHS Pre-IB and Honors courses will increase equity and access to the advanced programs to increase student participation in college prep curriculum. Implementation of the Florida State Standards.
One on one meetings with guidance counselors
Expecting students to take the most appropriately rigorous classes
Encourage teachers to attend appropriate content literacy professional development such as PLC; NGCAR-PD

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

Teachers incorporate supplemental materials to support students readiness for the public postsecondary level. CCHS offers an elective course in testing preparation, as well as advanced level courses in the AP, IB, and Dual Enrollment programs.

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.

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.** Cape Coral High School will increase FSA ELA mean T-score of 10th grade students from 52% (9th grade) to 55%.
- G2.** Teacher engagement will increase at least .2% in the Q12 area of teacher development as measured by the FY16 Gallup Teacher Engagement Survey.
- G3.** 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes.

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. Cape Coral High School will increase FSA ELA mean T-score of 10th grade students from 52% (9th grade) to 55%. 1a

G074127

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	55.0

Resources Available to Support the Goal 2

- Professional Learning Communities
- Achieve 3000

Targeted Barriers to Achieving the Goal 3

- Limited time for professional development

Plan to Monitor Progress Toward G1. 8

Achieve 3000 and English assessment data will tracked to ensure progress is being made

Person Responsible

Chris Engelhart

Schedule

Weekly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Achieve 3000 data, Common assessment data

G2. Teacher engagement will increase at least .2% in the Q12 area of teacher development as measured by the FY16 Gallup Teacher Engagement Survey. 1a

G074128

Targets Supported 1b

Indicator	Annual Target
5Es Score: Quality PD	100.0
5Es Score: Teacher-Teacher Trust	100.0
5Es Score: Collective Responsibility	100.0

Resources Available to Support the Goal 2

- Professional Learning Communities
- Collaboration through Google Drive and other new technologies

Targeted Barriers to Achieving the Goal 3

- Origination of individual ideas
- Resource limitations (money, time, etc.)

Plan to Monitor Progress Toward G2. 8

Professional Learning Community feedback and Classroom observation history data

Person Responsible

Chris Engelhart

Schedule

Weekly, from 9/16/2015 to 6/15/2016

Evidence of Completion

Peoplesoft documentation, assessment data/results

G3. 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes. 1a

G074129

Targets Supported 1b

Indicator	Annual Target
5Es Score: Program Coherence	100.0
5Es Score: Quality PD	100.0
Effective+ Administrators	100.0

Resources Available to Support the Goal 2

- literacy coach
- PLCs
- CPALMS
- Teacher Leaders

Targeted Barriers to Achieving the Goal 3

- Lack of professional development
- Pace of Academic Plan

Plan to Monitor Progress Toward G3. 8

Review of PLC minutes for evidence of standards

Person Responsible

Chris Engelhart

Schedule

Weekly, from 8/17/2015 to 6/15/2016

Evidence of Completion

Peoplesoft documentation, checkpoint data/results, PLC agendas/minutes

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

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

Administration will periodically visit PLCs and monitor fidelity during classroom walkthroughs and observations

Person Responsible

Chris Engelhart

Schedule

Weekly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Evidence will be provided in walkthrough and observation documents

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

Administration will monitor effectiveness during walkthroughs, observations, and by analyzing assessment data

Person Responsible

Chris Engelhart

Schedule

Weekly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Assessment data, walkthrough/observation documentation

G1. Cape Coral High School will increase FSA ELA mean T-score of 10th grade students from 52% (9th grade) to 55%. **1**

G074127

G1.B2 Limited time for professional development **2**

B193528

G1.B2.S2 The English Department will provide school-wide training on writing instruction. **4**

S205071

Strategy Rationale

This will provide all teachers with a foundation for teaching writing and increase consistency with respect to instructional practices.

Action Step 1 **5**

English department chair will meet with administration for guidelines and then coordinate with the department

Person Responsible

Chris Engelhart

Schedule

Monthly, from 8/24/2015 to 6/7/2016

Evidence of Completion

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

Administration will monitor the use of learned strategies during walkthroughs and observations

Person Responsible

Chris Engelhart

Schedule

Weekly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Observation/walkthrough data

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

Administration will monitor for effectiveness through walkthroughs, observations, and assessment data

Person Responsible

Chris Engelhart

Schedule

Weekly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Walkthrough/observation data, assessment data

G2. Teacher engagement will increase at least .2% in the Q12 area of teacher development as measured by the FY16 Gallup Teacher Engagement Survey. 1

 G074128

G2.B1 Origination of individual ideas 2

 B193529

G2.B1.S1 Presentations to explain and provoke thoughts about teacher collaboration 4

 S205072

Strategy Rationale

To inform all members our new collaborative plan for PLCs

Action Step 1 5

New teachers will receive temporary duty to observe their mentor teacher or another master teacher's classroom instruction.

Person Responsible

Chris Engelhart

Schedule

On 10/1/2014

Evidence of Completion

Discussion/follow up with administration.

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

PLC leaders will submit agendas and minutes to Administration

Person Responsible

Chris Engelhart

Schedule

Weekly, from 9/1/2015 to 6/15/2016

Evidence of Completion

Meeting Agenda and Minutes

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

Administration will visit PLCs weekly

Person Responsible

Chris Engelhart

Schedule

Weekly, from 9/1/2015 to 6/15/2016

Evidence of Completion

PLC minutes

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

Administration will review progress with PLC leaders to determine future action plans

Person Responsible

Chris Engelhart

Schedule

Weekly, from 9/1/2015 to 6/15/2016

Evidence of Completion

Assessment of products semesterly

G2.B1.S2 Opportunities for brainstorming 4

S205073

Strategy Rationale

To provide teachers the opportunity to identify meaningful plans for focus

Action Step 1 5

Teacher Leaders will implement Professional Learning Community norms/protocols within their Professional Learning Community.

Person Responsible

Chris Engelhart

Schedule

Weekly, from 8/20/2014 to 5/20/2015

Evidence of Completion

Agendas and meeting minutes

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

Develop and follow Professional Learning Community Calendar.

Person Responsible

Chris Engelhart

Schedule

Biweekly, from 9/16/2015 to 6/15/2016

Evidence of Completion

Agendas, emails and meeting minutes

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

Determination of proposal validity by administration and leadership team

Person Responsible

Chris Engelhart

Schedule

Weekly, from 9/11/2015 to 9/16/2015

Evidence of Completion

Google Doc of approved PLC groups

G2.B1.S3 Communication of process and proposals of PLC focus groups 4

 S205074

Strategy Rationale

To organize effective groups and systems for accountability

Action Step 1 5

Team Leaders for Professional Learning Communities will attend training and implement norms/ protocols within their Professional Learning Community.

Person Responsible

Chris Engelhart

Schedule

On 9/30/2015

Evidence of Completion

Record of established norms

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Administration will meet with professional learning community teams and participate in PLC

Person Responsible

Chris Engelhart

Schedule

Weekly, from 9/16/2015 to 6/15/2016

Evidence of Completion

Agendas, emails, norms, and protocols.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Determine if norms and protocols were followed

Person Responsible

Chris Engelhart

Schedule

On 6/15/2016

Evidence of Completion

Agendas, emails, and administrative participation.

G2.B2 Resource limitations (money, time, etc.) 2

B193530

G2.B2.S2 Teachers will be provided opportunity to design Professional Learning Communities that will address their specific subject and professional needs. 4

S205076

Strategy Rationale

Increasing opportunities for collaboration within the current contract will increase teacher efficacy and commitment toward professional growth.

Action Step 1 5

Presenting the idea in staff meeting.

Person Responsible

Chris Engelhart

Schedule

Weekly, from 8/26/2015 to 9/2/2015

Evidence of Completion

Proposal of idea for PLC.

Action Step 2 5

Google Drive for schoolwide Collaboration

Person Responsible

Chris Engelhart

Schedule

Weekly, from 8/26/2015 to 9/11/2015

Evidence of Completion

Google Spreadsheet with ideas, participants, and plans.

Action Step 3 5

Department PLC for collaboration toward idea generation

Person Responsible

Chris Engelhart

Schedule

On 9/9/2015

Evidence of Completion

Submitted PLC Proposals

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

Administrators will visit PLC groups.

Person Responsible

Chris Engelhart

Schedule

Biweekly, from 9/16/2015 to 6/15/2016

Evidence of Completion

Teacher reflections at the end of the semester to evaluate effectiveness of the PLC

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

Teacher experts will be utilized to support individual PLC's.

Person Responsible

Chris Engelhart

Schedule

On 6/15/2016

Evidence of Completion

Approved proposals and teacher reflections.

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

Administrators will perform qualitative observation of new PLC design

Person Responsible

Scott Cook

Schedule

Monthly, from 10/21/2015 to 6/15/2016


Evidence of Completion

Survey Monkey Results

G3. 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes. 1

 G074129

G3.B1 Lack of professional development 2

 B193531

G3.B1.S1 New teacher mentoring/coaching 4

 S205077

Strategy Rationale

The CASTLE software is unique to the LCSD, therefore an experience teacher can help guide an inexperienced teacher with the system.

Action Step 1 5

New teachers will be matched with experienced teachers through the teacher buddy program.

Person Responsible

Chris Engelhart

Schedule

On 6/15/2016

Evidence of Completion

Discussion/follow up with administration

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

APC will meet verify through castle that standard checkpoints are being administered per the academic plan

Person Responsible

Chris Engelhart

Schedule

Quarterly, from 8/17/2015 to 8/17/2015

Evidence of Completion

Castle Standard Tracker

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

APC will review progress with mentor teachers quarterly to determine needs of new teachers

Person Responsible

Chris Engelhart

Schedule

Quarterly, from 6/15/2015 to 6/15/2016

Evidence of Completion

Meeting minutes

G3.B1.S2 Providing additional training **4**

S205078

Strategy Rationale

The CASTLE software is continuously improving and growing, it is integral that teachers understand how to navigate the system and utilize its data.

Action Step 1 **5**

Whole group PLC reviewing Castle Standards Tracker

Person Responsible

Chris Engelhart

Schedule

On 10/7/2015

Evidence of Completion

Inservice Records through PeopleSoft

Action Step 2 **5**

Documentation provided in Staff Essentials for reference on how to utilize the Standards Tracker

Person Responsible

Chris Engelhart

Schedule

On 10/7/2015

Evidence of Completion

Staff Essentials

Plan to Monitor Fidelity of Implementation of G3.B1.S2 **6**

APC will review PLC minutes and agendas for implementation

Person Responsible

Chris Engelhart

Schedule

Quarterly, from 10/14/2015 to 6/15/2016

Evidence of Completion

PLC agenda's and minutes

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Analyze student data from Castle Standards Tracker during PLC meetings.

Person Responsible

Chris Engelhart

Schedule

Quarterly, from 10/14/2015 to 6/15/2016

Evidence of Completion

Castle Standards Tracker

G3.B2 Pace of Academic Plan 2

 B193532

G3.B2.S1 Build in time to remediate concepts not mastered during instruction. 4

 S205079

Strategy Rationale

Without a strong foundation, students will be unable to master new skills.

Action Step 1 5

Share teaching strategies during departmental PLC (week 2).

Person Responsible

Chris Engelhart

Schedule

On 6/15/2016

Evidence of Completion

Checkpoint data throughout the year.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Visits to Departmental PLC's.

Person Responsible

Chris Engelhart

Schedule

Monthly, from 10/14/2015 to 6/15/2016

Evidence of Completion

Checkpoint data throughout the year

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Administrative observation of Departmental PLC's

Person Responsible

Chris Engelhart

Schedule

Monthly, from 10/14/2015 to 6/15/2016

Evidence of Completion

Checkpoint data throughout the year.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S2.A1	English department chair will meet with administration for guidelines and then coordinate with the department	Engelhart, Chris	8/24/2015		6/7/2016 monthly
G2.B1.S1.A1	New teachers will receive temporary duty to observe their mentor teacher or another master teacher's classroom instruction.	Engelhart, Chris	10/1/2014	Discussion/follow up with administration.	10/1/2014 one-time
G2.B1.S2.A1	Teacher Leaders will implement Professional Learning Community norms/protocols within their Professional Learning Community.	Engelhart, Chris	8/20/2014	Agendas and meeting minutes	5/20/2015 weekly
G2.B1.S3.A1	Team Leaders for Professional Learning Communities will attend training and implement norms/protocols within their Professional Learning Community.	Engelhart, Chris	9/16/2015	Record of established norms	9/30/2015 one-time
G2.B2.S2.A1	Presenting the idea in staff meeting.	Engelhart, Chris	8/26/2015	Proposal of idea for PLC.	9/2/2015 weekly

Lee - 0621 - Cape Coral High School - 2015-16 SIP
Cape Coral High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	New teachers will be matched with experienced teachers through the teacher buddy program.	Engelhart, Chris	8/17/2015	Discussion/follow up with administration	6/15/2016 one-time
G3.B1.S2.A1	Whole group PLC reviewing Castle Standards Tracker	Engelhart, Chris	10/7/2015	Inservice Records through PeopleSoft	10/7/2015 one-time
G3.B2.S1.A1	Share teaching strategies during departmental PLC (week 2).	Engelhart, Chris	10/14/2015	Checkpoint data throughout the year.	6/15/2016 one-time
G2.B2.S2.A2	Google Drive for schoolwide Collaboration	Engelhart, Chris	8/26/2015	Google Spreadsheet with ideas, participants, and plans.	9/11/2015 weekly
G3.B1.S2.A2	Documentation provided in Staff Essentials for reference on how to utilize the Standards Tracker	Engelhart, Chris	10/7/2015	Staff Essentials	10/7/2015 one-time
G2.B2.S2.A3	Department PLC for collaboration toward idea generation	Engelhart, Chris	9/9/2015	Submitted PLC Proposals	9/9/2015 one-time
G1.MA1	Achieve 3000 and English assessment data will tracked to ensure progress is being made	Engelhart, Chris	8/24/2015	Achieve 3000 data, Common assessment data	6/7/2016 weekly
G1.B2.S1.MA1	Administration will monitor effectiveness during walkthroughs, observations, and by analyzing assessment data	Engelhart, Chris	8/24/2015	Assessment data, walkthrough/ observation documentation	6/7/2016 weekly
G1.B2.S1.MA1	Administration will periodically visit PLCs and monitor fidelity during classroom walkthroughs and observations	Engelhart, Chris	8/24/2015	Evidence will be provided in walkthrough and observation documents	6/7/2016 weekly
G1.B2.S2.MA1	Administration will monitor for effectiveness through walkthroughs, observations, and assessment data	Engelhart, Chris	8/24/2015	Walkthrough/observation data, assessment data	6/7/2016 weekly
G1.B2.S2.MA1	Administration will monitor the use of learned strategies during walkthroughs and observations	Engelhart, Chris	8/24/2015	Observation/walkthrough data	6/7/2016 weekly
G2.MA1	Professional Learning Community feedback and Classroom observation history data	Engelhart, Chris	9/16/2015	Peoplesoft documentation, assessment data/results	6/15/2016 weekly
G2.B1.S1.MA1	Administration will review progress with PLC leaders to determine future action plans	Engelhart, Chris	9/1/2015	Assessment of products semesterly	6/15/2016 weekly
G2.B1.S1.MA1	PLC leaders will submit agendas and minutes to Administration	Engelhart, Chris	9/1/2015	Meeting Agenda and Minutes	6/15/2016 weekly
G2.B1.S1.MA3	Administration will visit PLCs weekly	Engelhart, Chris	9/1/2015	PLC minutes	6/15/2016 weekly
G2.B1.S2.MA1	Determination of proposal validity by administration and leadership team	Engelhart, Chris	9/11/2015	Google Doc of approved PLC groups	9/16/2015 weekly
G2.B1.S2.MA1	Develop and follow Professional Learning Community Calendar.	Engelhart, Chris	9/16/2015	Agendas, emails and meeting minutes	6/15/2016 biweekly
G2.B2.S2.MA1	Teacher experts will be utilized to support individual PLC's.	Engelhart, Chris	8/26/2015	Approved proposals and teacher reflections.	6/15/2016 one-time
G2.B2.S2.MA1	Administrators will perform qualitative observation of new PLC design	Cook, Scott	10/21/2015	Survey Monkey Results	6/15/2016 monthly
G2.B2.S2.MA1	Administrators will visit PLC groups.	Engelhart, Chris	9/16/2015	Teacher reflections at the end of the semester to evaluate effectiveness of the PLC	6/15/2016 biweekly
G2.B1.S3.MA1	Determine if norms and protocols were followed	Engelhart, Chris	9/16/2015	Agendas, emails, and administrative participation.	6/15/2016 one-time
G2.B1.S3.MA1	Administration will meet with professional learning community teams and participate in PLC	Engelhart, Chris	9/16/2015	Agendas, emails, norms, and protocols.	6/15/2016 weekly
G3.MA1	Review of PLC minutes for evidence of standards	Engelhart, Chris	8/17/2015	Peoplesoft documentation, checkpoint data/results, PLC agendas/minutes	6/15/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1	APC will review progress with mentor teachers quarterly to determine needs of new teachers	Engelhart, Chris	6/15/2015	Meeting minutes	6/15/2016 quarterly
G3.B1.S1.MA1	APC will meet verify through castle that standard checkpoints are being administered per the academic plan	Engelhart, Chris	8/17/2015	Castle Standard Tracker	8/17/2015 quarterly
G3.B2.S1.MA1	Administrative observation of Departmental PLC's	Engelhart, Chris	10/14/2015	Checkpoint data throughout the year.	6/15/2016 monthly
G3.B2.S1.MA1	Visits to Departmental PLC's.	Engelhart, Chris	10/14/2015	Checkpoint data throughout the year	6/15/2016 monthly
G3.B1.S2.MA1	Aanalyze student data from Castle Standards Tracker during PLC meetings.	Engelhart, Chris	10/14/2015	Castle Standards Tracker	6/15/2016 quarterly
G3.B1.S2.MA1	APC will review PLC minutes and agendas for implementation	Engelhart, Chris	10/14/2015	PLC agenda's and minutes	6/15/2016 quarterly

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.

G3. 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes.

G3.B1 Lack of professional development

G3.B1.S1 New teacher mentoring/coaching

PD Opportunity 1

New teachers will be matched with experienced teachers through the teacher buddy program.

Facilitator

Assistant Principal of Curriculum

Participants

New and veteran teachers

Schedule

On 6/15/2016

G3.B1.S2 Providing additional training

PD Opportunity 1

Whole group PLC reviewing Castle Standards Tracker

Facilitator

Chris Engelhart

Participants

All teachers

Schedule

On 10/7/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B2.S2.A1	English department chair will meet with administration for guidelines and then coordinate with the department	\$0.00
2	G2.B1.S1.A1	New teachers will receive temporary duty to observe their mentor teacher or another master teacher's classroom instruction.	\$0.00
3	G2.B1.S2.A1	Teacher Leaders will implement Professional Learning Community norms/protocols within their Professional Learning Community.	\$0.00
4	G2.B1.S3.A1	Team Leaders for Professional Learning Communities will attend training and implement norms/protocols within their Professional Learning Community.	\$0.00
5	G2.B2.S2.A1	Presenting the idea in staff meeting.	\$0.00
6	G2.B2.S2.A2	Google Drive for schoolwide Collaboration	\$0.00
7	G2.B2.S2.A3	Department PLC for collaboration toward idea generation	\$0.00
8	G3.B1.S1.A1	New teachers will be matched with experienced teachers through the teacher buddy program.	\$0.00
9	G3.B1.S2.A1	Whole group PLC reviewing Castle Standards Tracker	\$0.00
10	G3.B1.S2.A2	Documentation provided in Staff Essentials for reference on how to utilize the Standards Tracker	\$0.00
11	G3.B2.S1.A1	Share teaching strategies during departmental PLC (week 2).	\$0.00
Total:			\$0.00