

The School District of Lee County

Cypress Lake High School



2015-16 School Improvement Plan

Cypress Lake High School

6750 PANTHER LN, Fort Myers, FL 33919

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	42%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	50%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	B	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	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	25
Appendix 1: Implementation Timeline	36
Appendix 2: Professional Development and Technical Assistance Outlines	38
Professional Development Opportunities	39
Technical Assistance Items	42
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

Students graduating from Cypress Lake High School will be independent thinkers and responsible with the skills and knowledge to make quality decisions ensuring future success.

Provide the school's vision statement

Empowering students to succeed in a changing world.

School Environment

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

Building a relationship with students begins before the official school year with the Panther Force program. During Panther Force incoming freshmen come to the school for a day of learning about the school culture, meeting administration, staff and some teachers. They also have an opportunity to interact with each other and student leaders from the upper grades. This program enables students to begin to feel comfortable from the first day of school. Additionally, the open house for parents and students is provided on the Saturday before school starts. This allows all students and parents an opportunity to meet their teachers and have an idea about the expectations before the year begins. During this time period, teachers collect contact information from the parents and after school activities are also represented so that students can find ways to extend their connection to Cypress Lake. During pre-school inservice teachers work together with the administration to establish protocols to follow for disseminating and collecting student information during the first week of school. In the classroom, teachers and students collaborate to establish individual class goals. All teachers employ their own strategies for "getting to know you" activities during the first weeks of schools. In the areas of hard data, the administration provides information through sharepoint to help teachers locate vital statistics, such as the "lowest 25 percent" as well as instructions on how to access data. In addition to these processes, Center for the Arts, AP Academy, clubs and sports organizations all have orientation "back to school" events to help students feel welcomed and excited about the school year.

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

At Cypress Lake High School supervision is the key to providing a safe environment. Before school students are provided the courtyard and cafeteria area to mingle, eat breakfast and gather before the bell rings. In this area administrators and security personnel are present to interact and help students begin their day. During the school day teachers are at their doorways between classes to assist with hallway monitoring and to interact with students. Additionally, doors remain locked during classes, students use agendas if they are outside of the classroom, and each room maintains a sign-out log of student activities. Finally, after school students must be under the supervision of an adult staff member to remain on campus. During professional learning community time students are provided a study hall with adult supervision. If students feel they have a problem with another student Cypress has a peer mediation system to help students work through their differences prior to any escalation.

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

At Cypress Lake High School teachers teach from bell to bell. Students are expected to be in their seats when the bell rings. Students are not allowed to leave the classroom for any reason the first 15 minutes of class or the last 15 minutes of class. There is a six minute time for passing between classes, so students are encouraged to use this time to their full benefit. Also, guidance counselors and administrators are available daily in the cafeteria so that students can take care of their needs during this time and minimize missed class time for minor matters. To address disciplinary issues Cypress Lake has protocols in place through the Student Services office. Based on the Lee County School District Code of Conduct, teachers refer students to the office through referrals or detention slips for disruptions to the classroom. If there is need, school security is available to assist teachers and staff. Student Services is directed by two assistant principals and a security staff who divide the population alphabetically and work to identify and try to intervene on any potential disciplinary 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

Cypress Lake High School takes a multi-faceted approach in ensuring the social-emotional needs of all students are met. The guidance department is staffed by three full time guidance counselors who divide the population alphabetically. The assistant principal for curriculum, as well as a part-time social worker and part time staffing specialist all work as a team to meet the needs of each student. There are several mentoring programs in place including peer/faculty mentoring for student athletes, peer/faculty mentoring for AP Capstone students, faculty mentoring for Arts Center students and mentoring services provided for by the Take Stock In Children program. Additionally, club sponsors and coaches also provide mentoring and emotional support for students. Additionally, programs such as PBS (Positive Behavioral Support), Renaissance and the Do The Right Thing Award are all programs used by Cypress Lake High School for recognizing and encouraging positive decision-making by students.

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

Cypress Lake prides itself on parent/family involvement and communication is a key to making this work. Family involvement begins with Open House on the Saturday before school starts. During this time families are welcomed to the school and introduced to the various ways they can be involved with the education of their student. As the year progresses, families can access Parentlink to follow student grades and Parentlink is utilized by teachers and staff to message and communicate with families about important events and opportunities. The school also hosts a website where families can access all the information necessary to stay informed and participate with their student. The

website was redesigned to make it a one-stop destination for students and families. The AP Capstone program invites students and families to participate together in a series of workshops in areas of high interest, such as the college search and education funding. The Arts Center has family participation through exhibitions and performances, but also as families work to build sets, sew costumes, chaperone student trips and help with fundraising. Similarly, the sports and clubs of Cypress gathers parent support through booster clubs to enable events to be accessible to all students. Cypress Lake receives the 5 Star School, Golden and Silver Awards for parent and student volunteer hours each year. We accomplish this by asking our parents to volunteer in all areas of academics, arts and sports.

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

Cypress Lake High School is extremely active in events from sports to arts and community service. This kind of presence in the community helps Cypress build relationships with businesses and organizations that in return, support the school. Ad sales from program books to field sponsor banners; in-kind donations of food and building supplies; and event sponsors are all part of the support system in place at Cypress. From Special Olympics, the Healthy Living Lab, Mr. Cypress, Homecoming, and sporting events such as golf and fishing tournaments, Cypress has established relationships with businesses and organizations to sustain a wide-variety of opportunities for students of all abilities and interests.

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
Roles, Anglea	Principal
Hendrick, Brandon	Assistant Principal
Kepler, Shelley	Assistant Principal
Toadvine, Matthew	Assistant Principal
Kurtz, Adam	Assistant Principal

Duties

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

The MTSS team works with the student, parent (s) or guardians, as well as, the teachers to provide services to ensure that the student is successful in his/her academic classes. They also work with the SIP team to provide data on student achievement.

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 Leadership team at Cypress Lake High School meets on a monthly or as needed basis to analyze school and/or student progress data in order to monitor the progress of students receiving interventions and to identify students in need of more support. The team uses the five-step problem-solving process as outlined in the district's Response to Intervention Manual.

Title I, Part A

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. The Foundation for Lee County Schools provides resources to teachers to enhance classroom instruction. They also are the liaison between the business and community to build partnerships with schools. The Foundation sponsors a Collegium to recognize high quality instructional staff. This benefits the retention of teachers in Title I schools. The resources provided by the Foundation benefit students and teachers as well as enhancing the education programs in the classrooms. All targeted subgroups of students benefit from these resources. These services will assist schools in increasing students achievement. Collaborative partners include Early Childhood Service (Headstart, VPK); Adult Education; Foundation for Lee County Schools; Youth Coalition; Edison Community College; Hispanic Chamber of Commerce, periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part C

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part D

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the needs of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services have the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title II

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making AMO. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School Improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between parents.

Title III

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in nonTitle I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days / learning opportunities, Saturday Schools, Summer Academic Camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI)

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Violence Prevention Programs

The Youth Coalitions with Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Cypress Lake High School has a peer mediation program designed to give students opportunities to be pro-active in stopping or de-escalating conflicts in their own lives, and the lives of their friends. Students are selected by staff, students, and administrators and put through a rigorous training process to learn how to handle volatile conflicts between students. This allows students the chance to take control BEFORE issues become so big that adults must intercede.

Nutrition Programs

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Adult Education

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as, test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English, so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

CTE

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career

academics.
Job Training

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Erica Basler	Business/Community
Gina Gyure	Parent
Vicki Camarillo	Parent
Maryzel Lorenzo	Parent
Ruben Irizarry	Parent
Cindy Carter	Parent
Kelly Hayman	Parent
Lisa Heidrick	Parent
Angela Roles	Principal
Brandon Hendrick	Education Support Employee
Natallka Hromiak	Education Support Employee
Matthew Toadvine	Education Support Employee
Patty Gair	Teacher
	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

During the first meeting of the new school year the SAC reviews the results of the testing compared to last year's school improvement plan. The SAC looks at strengths and weaknesses and uses them to improve the plan for the coming school year. PLC groups also review the old plan in preparation for constructing the new plan. The focus for the review includes identifying areas that are working well and can be enhanced as well as areas that need improvement or new strategies for intervention.

Development of this school improvement plan

The SAC committee is presented with the data from the prior school year, the summary from teacher responses by department, and a draft of the SIP during their September meeting. During the meeting the plan is discussed and SAC members are able to add to and/or revise the plan. In final form, the SAC votes on the plan for final approval.

Preparation of the school's annual budget and plan

The annual budget is created through the administration based needs and budget expectations. The budget is forwarded and presented to the SAC for review. The SAC votes on the budget which is then administered by the principal. The plan is put together through input from all teachers during their PLC time. The plan is formalized through the SIP committee and brought to the SAC and the faculty for review and final approval. The document is submitted to the Lee County School District for review and finally to the State after all revisions have been completed.

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

Our school improvement funds are aligned with the School Improvement Plan (SIP). These funds are used throughout the year and are voted on by our School Advisory Committee (SAC). The funds are used for professional development, establishing mentoring programs, and development of enrichment programs.

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
Kepler, Shelley	Assistant Principal
Zimmerman, Christian	Teacher, K-12
Roles, Anglea	Principal
Hromiak, Natalka	Instructional Coach
Hendrick, Brandon	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT this year are to develop and carry out monthly professional development that focuses on best practices and strategies in classrooms. Specific emphasis is to start infusing public domain and historical documents into content areas for current freshmen and sophomore who have not passed the FSA. Additional emphasis will be placed on integrating Florida literacy standards in all content areas and implementation of Close Reading assignments across subject 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

To foster positive relationships between teachers common planning, school-wide professional development and PLC structures are implemented across the school. In the 2015-16 SY common planning will exist for 9th and 10th grade English, Algebra, Biology, Geometry. This enables teachers time to align curriculum to ensure students are prepared for the EOC in their subject area. In addition to this structure, school-wide professional development during preschool is used to connect teachers across the curriculum to address key initiatives. Teachers learn collaboratively and build relationships through this time. Finally, throughout the year teachers will meet in PLC groups to look at data and develop strategies to target student growth and understanding.

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

Cypress Lake High School recruits teachers through recruitment fairs held by the district, through intern programs established with local colleges and universities and through professional organizations such as Florida Music Educators, etc. Once teachers join the staff opportunities are offered for development through professional development, school-wide initiatives, and district initiatives. Teachers are given opportunities to apply for programs through the district that link professional development with leadership at the school level. Teacher development continues through the faculty observation and evaluation process. During this process teachers receive feedback on classroom and work environment performance through face-to-face meeting. There are also opportunities for leadership by advancing through positions of teacher leadership, such as Department Head, School Improvement writing team, and class or club sponsor.

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

New teachers have regular meetings with the Assistant Principal for Apples, as well as participation in PLC. New teachers and teachers with less than 3 years of teaching experience are partnered with veteran "buddy" teachers and have Peer Teachers who have received Clinical Education training. Teachers are paired whenever possible with veteran teachers experienced in their subject area. All teachers have the ability to collaborate and work in a positive environment through weekly PLC meetings. All teachers received PLC training during the inservice period of pre-school.

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

Cypress Lake High School uses the backward planning design that begins with the Florida State Standards as the core of each lesson. Teachers are required to teach using the Florida Standards as demonstrated through their lesson plans, classroom walk-throughs and assessment data. Instructional materials are acquired through the Lee County School District textbook selection committees, which works with state adopted textbook lists. Additional materials must be in support of lesson plans focused on the Florida standards and are reviewed by the administration in this purpose. The school follows district initiatives and programs, such as the adoption of software in the career-readiness programs and differentiated instruction. District protocols require all materials support the Florida standards and research-based instructional practices.

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

The school uses data to meet the needs of all students. As it becomes available from the state, data will be disseminated to teachers and staff members through the assistance of the administrative team. Individually, teachers use the data to guide their planning and instruction. In PLCs and during common planning time, teachers work to look at the data for their students, identify strategies to meet deficiencies or to challenge those who already have the materials. In PLCs strategies are shared and support can be given in areas of concern. As a school, students who have not passed assessments in math are given additional instruction in math. Similarly, students who have not passed the reading state assessment receive additional reading instruction based on the data and their specific level

needs. In a typical classroom, a teacher may give differentiated reading level materials to help students who may have reading difficulties acquire the subject area materials.

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: 4,800

If funding exists, Cypress Lake High School offers after school tutoring three days a week. We use peers and adult tutors to help students achieve success. We also have adult mentors to help guide our students to become successful in the classroom and in society.

Strategy Rationale

Students receiving one on one mentoring have less peer pressure and can have both the confidence and time to work with someone until they reach an understanding of material that may be difficult for them to acquire in the classroom.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Kepler, Shelley, shelleyak@leeschools.net

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

For students accessing the program, data on previous standardized test performance will be compared to performance on the spring 2016 testing data. Actual attendance hours will be compared to potential gains for correlation findings.

Strategy: Extended School Day

Minutes added to school year: 3,600

E2020 Credit Retrieval program for students who have not passed classes needed for graduation.

Strategy Rationale

The program provides an educator, computer lab and after school hours for students who are struggling to complete graduation requirements to be able to receive additional time and tutoring.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Graduation rate data, student participation log, interim reports and standardized test will be analyzed to determine the efficacy of the program.

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

As students enter Cypress from the eighth grade they are given the opportunity to participate in Panther Force. This program brings students in for a summer orientation where they get to know each other, the administration, key teachers and the building. This program helps them feel a part of the Cypress Community. Students also have a chance to enter the school from eighth grade into the Center for the Arts and/or the AP Capstone Program. Both programs provide a structured and focused progression of course work toward graduation and post secondary pursuits. Both programs feature faculty mentoring and a sense of community with other students. As students progress PERT testing is offered to identify students who may need additional assistance in preparing for post secondary endeavors. Math for college readiness and English for college readiness are both available to help students gain additional strength in preparing for college. Seniors are given readiness surveys to help guidance identify those students and families who may need additional support. Additionally, in partnership with the Lee County Foundation for Public Schools, the Future Makers program is implemented at our school to help students and families fill out the FASFA, make applications to college and career programs and learn about opportunities for scholarships. Finally, the guidance department meets with each senior to make sure they are on track to graduation and have access to information and programs that will support their transition into the post secondary world.

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

Students, parents, and counselors meet twice annually to address academic goals and career planning. Students complete a personal education plan and are encouraged to take courses that allow exploration of interests. Students are assisted during registration for classes for the next year by their English teacher and guidance counselors to ensure appropriate placement into courses. Students in the AP Capstone receive a faculty advisor and peer mentor to guide them through their course selection process, freshmen have a closely monitored academic beginning through their Freshmen Success course, and Center for the Arts students are mentored by the arts faculty for development in their arts curriculum. Parents are informed of all the processes during Open House, Panther Showcase, department meetings and through the school newsletter.

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

Students at Cypress Lake High School are enrolled in either a freshman success course through the business department, a critical thinking course through the AP Capstone, or as a major in the Center for the Arts. The freshmen success course (Introduction to Information Technology) is three fold as it gives the students practical computer skills through career exploration, but also allows for students to complete the course work necessary to begin an industry certification track. Students in the AP Capstone begin in a Critical Thinking Skills course that prepares them for reading, writing, and thinking at the college and professional level for success in AP courses, their college careers, as well as out into the professional world. The Center for the Arts program of study will complete a concentration of nine or ten credits of study to prepare students for post secondary study in their field of choice or entry into professional work.

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

The school's percentage of graduates completing a college prep curriculum, enrolled in an Algebra I course before 9th grade, completing at least one level 3 high school math course, and completing a Dual Enrollment (DE) math course were meeting the district averages. Many of these areas are above the state average, but the school is focused on creating a greater emphasis on math preparedness. The school has also increased the offering of rigorous courses by adding AP Statistics, AP Human Geography, AP Macroeconomics, AP Environmental Science and AP Capstone Seminar. Cypress Lake will also encourage students to take AP or Dual Enrollment classes by encouraging more teacher discussion on these courses with students, having students speak with a guidance counselor regarding their post secondary plans, and by launching an AP Capstone program that tracks students into a higher level courses of study. This will include sharing information and requirements to become eligible for Bright Futures. A guidance counselor is stationed daily in all lunch shifts to ensure maximum student access to information regarding careers, testing dates, educational options, scheduling and referral to other agencies or services. Different colleges and universities visit the campus weekly and are set-up in a permanent space in the cafeteria called "College Corner" during lunch shifts.

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

To improve student readiness, PERT testing is offered to identify students who may need additional assistance in preparing for post secondary endeavors. Math for college readiness and English for college readiness are both available to help students gain additional strength in preparing for college. Seniors are given readiness surveys to help guidance identify those students and families who may need additional support. Additionally, in partnership with the Lee County Foundation for Public Schools, the Future Makers program is implemented at our school to help students and families fill out the FASFA, make applications to college and career programs and learn about opportunities for scholarships. Finally, the guidance department meets with each senior to make sure they are on track to graduation and have access to information and programs that will support their transition into the post secondary world.

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:

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.** In SY14-15, Algebra I students demonstrated a 51% passing rate, in SY15-16 the passing rate for Algebra I students will increase to 56%.
- G2.** In SY14-15, 10th grade students demonstrated a 51% passing rate on the FSA, in SY15-16 the passing rate for 10th grade students will increase to 56%.
- G3.** Teacher engagement will increase at least .2% in the Q9 area of "committed to quality" as measured by the FY16 Gallup Teacher Engagement Survey.
- G4.** 100% of core subject area teachers will track standards and progress monitor through the 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. In SY14-15, Algebra I students demonstrated a 51% passing rate, in SY15-16 the passing rate for Algebra I students will increase to 56%. 1a

G074372

Targets Supported 1b

Indicator	Annual Target
Algebra I FSA EOC Pass Rate	56.0

Resources Available to Support the Goal 2

- PLC meetings with collaborative time.
- Math coach assistance from the district.
- Professional development with research teacher.
- Standards tracking data for use with district checkpoints.

Targeted Barriers to Achieving the Goal 3

- Relevant data to use for targeted instructional design.

G2. In SY14-15, 10th grade students demonstrated a 51% passing rate on the FSA, in SY15-16 the passing rate for 10th grade students will increase to 56%. 1a

G074373

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	56.0

Resources Available to Support the Goal 2

- Checkpoints in language arts classes.
- Writing workshop for language arts teachers.
- Reading coach to work with reading teachers and the staff as a whole.
- Writing assessment practice.
- Differentiated learning workshops.

Targeted Barriers to Achieving the Goal 3

- Relevant data that targates weaknesses in student skills and knowledge.

Plan to Monitor Progress Toward G2. 8

Data will be reviewed quarterly using the standards tracker and performance matters. From the data, progress will be determined in students gains over time.

Person Responsible

Shelley Kepler

Schedule

Quarterly, from 9/30/2015 to 5/25/2016

Evidence of Completion

Data from the student assessments in writing as well as the language arts checkpoints will be monitored and used to guide discussions and goals/objects for departments as well as school-wide implementation.

G3. Teacher engagement will increase at least .2% in the Q9 area of "committed to quality" as measured by the FY16 Gallup Teacher Engagement Survey. 1a

G074374

Targets Supported 1b

Indicator	Annual Target
5Es Score: Collective Responsibility	4.2

Resources Available to Support the Goal 2

- Teachers
- Administration
- PLC time
- Professional development opportunities
-

Targeted Barriers to Achieving the Goal 3

- Time for collaboration
- Understand a common quality standard

Plan to Monitor Progress Toward G3. 8

PLC minutes will be used to monitor the effectiveness of the designated time.

Person Responsible

Natalka Hromiak

Schedule

Weekly, from 9/2/2015 to 5/25/2016

Evidence of Completion

PLC meeting minutes.

G4. 100% of core subject area teachers will track standards and progress monitor through the the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes. 1a

G074375

Targets Supported 1b

Indicator	Annual Target
5Es Score: Quality PD	100.0

Resources Available to Support the Goal 2

- Teachers
- Teacher leaders
- Technology
- District leadership
- PLC

Targeted Barriers to Achieving the Goal 3

- Technology readiness and teacher training

Plan to Monitor Progress Toward G4. 8

Monitor data of student performance from the pre-test stage, through formative assessments and on to final summative assessments. Reflect on teaching practices and learning strategies implemented for correlation to goal progress.

Person Responsible

Anglea Roles

Schedule

Biweekly, from 11/4/2015 to 5/25/2016

Evidence of Completion

Meeting agendas, review and revision of department goals, and review and revision of SIP barriers and strategies.

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. In SY14-15, Algebra I students demonstrated a 51% passing rate, in SY15-16 the passing rate for Algebra I students will increase to 56%. **1**

 G074372

G1.B4 Relevant data to use for targeted instructional design. **2**

 B194167

G1.B4.S1 Standards tracker training for the entire staff. **4**

 S205698

Strategy Rationale

If teachers can track data for student learning they are able to target lessons to address weak areas in Algebra I.

Action Step 1 **5**

Teachers will be trained in standards tracker and have an "expert" in the software as a part of their PLC.

Person Responsible

Shelley Kepler

Schedule

Monthly, from 10/14/2015 to 4/30/2016

Evidence of Completion

Attendance sheets for the inservice and notes from the PLC meetings will be used as evidence of training.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Math department head and the administration will monitor teacher use of standards tracker.

Person Responsible

Shelley Kepler

Schedule

Monthly, from 10/14/2015 to 4/30/2016

Evidence of Completion

PLC meeting notes, observation during PLC, and teacher access logs for standards tracker will be used as evidence.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Administration will monitor progress of the use of standards tracker.

Person Responsible

Shelley Kepler

Schedule

Quarterly, from 10/14/2015 to 4/30/2016

Evidence of Completion

Standards tracker logs and PLC notes in correlation to lesson plans will be used to monitor the effectiveness of the training.

G1.B4.S2 PLC time for review of student work and checkpoint data. 4

S205699

Strategy Rationale

Teachers working together to identify trends in data and to share best practices that address the needs of students will increase student success rate.

Action Step 1 5

Teachers will use PLC time to review student work and data (using standards tracker when possible).

Person Responsible

Shelley Kepler

Schedule

Weekly, from 10/14/2015 to 5/25/2016

Evidence of Completion

PLC meeting minutes and lesson plans will be used as evidence.

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

The department math department head and administration will monitor the implementation of the strategy.

Person Responsible

Shelley Kepler

Schedule

Weekly, from 10/14/2015 to 5/25/2016

Evidence of Completion

PLC meeting notes, PLC observation of discussions, and lesson plans will all be evidence of implementation.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Administration will monitor and support the effectiveness of implementation through review and feedback on lesson plans and classroom walkthroughs.

Person Responsible

Anglea Roles

Schedule

Quarterly, from 10/14/2015 to 5/25/2016

Evidence of Completion

Observations and lesson plan submissions will be used as evidence of effective implementation.

G2. In SY14-15, 10th grade students demonstrated a 51% passing rate on the FSA, in SY15-16 the passing rate for 10th grade students will increase to 56%. 1

G074373

G2.B1 Relevant data that targets weaknesses in student skills and knowledge. 2

B194168

G2.B1.S1 Teachers will be trained in standards tracker so that they can identify areas to re-teach. 4

S205700

Strategy Rationale

If teachers know where the weaknesses are in student skills and knowledge they will be able to adjust their lesson plans to meet the needs of the students.

Action Step 1 5

Teachers are trained in standards tracker so that they can access student data.

Person Responsible

Natallka Hromiak

Schedule

On 10/28/2015

Evidence of Completion

Inservice attendance, lesson plans that include data, and PLC minutes.

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

Teachers will be reminded of the standards tracker tool in PLCs and assistance will be available for those in need during implementation. Each PLC group will have an identified "expert" to help lead the group.

Person Responsible

Natallka Hromiak

Schedule

Monthly, from 10/14/2015 to 5/25/2016

Evidence of Completion

Minutes from PLCs meetings will be used to track implementation throughout the faculty and staff.

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

Monitoring of the PLC minutes as well as reviewing teacher use of standards tracker will be monitored by the administration.

Person Responsible

Anglea Roles

Schedule

Quarterly, from 10/14/2015 to 5/25/2016

Evidence of Completion

PLC minutes, administration work with PLCs, student performance scores, and faculty access records on Performance Tracker will be used to monitor effectiveness of implementation.

G2.B1.S2 Teachers will administer and score practice writing assessments. 4

S205701

Strategy Rationale

By administering and scoring the assessment as a group, teachers will be able to identify areas to focus on for improvement and they will also have a common understanding of the rubric and assessment in order to collaborate and work on strategies to improve student writing.

Action Step 1 5

A practice writing assessment will be given and language arts teachers will have the opportunity to score the test.

Person Responsible

Christian Zimmerman

Schedule

On 10/5/2015

Evidence of Completion

Scored assessments will be the evidence. The scores will be recorded into Performance Matters and returned to students for review and reflection.

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

Results from the administration of the writing assessment will be placed into Performance Matters and reviewed by language arts department and the administration.

Person Responsible

Anglea Roles

Schedule

On 10/5/2015

Evidence of Completion

Student data will be collected and reflection on the data will be noted through PLC minutes.

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

Teachers will use a rubric and assess writing as a group to increase fidelity of the grading implementing the rubric.

Person Responsible

Christian Zimmerman

Schedule

On 10/12/2015

Evidence of Completion

Assessments entered into Performance Matters will demonstrate effective implementation of the strategy.

G2.B1.S3 Teachers will administer checkpoint assessments each quarter and see the results in standards tracker. 4

 S205702

Strategy Rationale

Teachers will be able to follow the development of the students using the checkpoints and make decisions based on data produced from the assessments.

Action Step 1 5

Teachers will administer checkpoints in the language arts class as provided by the school district. The checkpoints will provide data for teachers use in targeting their teaching based on students needs.

Person Responsible

Shelley Kepler

Schedule

On 4/30/2016

Evidence of Completion

The checkpoint data will appear in Performance Matters and the standards tracker. Evidence of use of data will be noted by PLC minutes and discussions over data in these meetings.

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

The testing coordinator will work with the language arts department to ensure all students are tested and the results are posted in Performance Matters and the standards tracker.

Person Responsible

Shelley Kepler

Schedule

Quarterly, from 11/30/2015 to 4/30/2016

Evidence of Completion

The evidence will be the student data from the checkpoints.

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

The language arts department will monitor results in their PLCs to track student development.

Person Responsible

Christian Zimmerman

Schedule

Quarterly, from 11/18/2015 to 4/30/2016

Evidence of Completion

The evidence will be the data from the assessments and the minutes from the PLCs where the data is discussed.

G3. Teacher engagement will increase at least .2% in the Q9 area of "committed to quality" as measured by the FY16 Gallup Teacher Engagement Survey. 1

G074374

G3.B1 Time for collaboration 2

B194172

G3.B1.S1 Focused PLC time for reviewing student products and performance data 4

S205703

Strategy Rationale

By designating specific blocks of time, the teacher community shares engagement and is encouraged to participate effectively.

Action Step 1 5

Develop PLC agendas with designated times for reviewing and sharing student work and performance data.

Person Responsible

Natalka Hromiak

Schedule

Weekly, from 9/2/2015 to 5/25/2016

Evidence of Completion

PLC Pathways (agenda guide) and minutes from the PLC meeting groups.

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

The PLC meeting minutes will be collected on sharepoint and reviewed by the administration. Each PLC will be monitored by an administrator and guided in development of discussions.

Person Responsible

Anglea Roles

Schedule

Weekly, from 9/2/2015 to 5/25/2016

Evidence of Completion

Minutes from the PLC meetings will be collected in sharepoint and reviewed in administration meetings.

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

During final year PLC meetings the groups will reflect on the designated time and its effectiveness. Each group will submit their reflection with their minutes.

Person Responsible


Natalka Hromiak

Schedule

Evidence of Completion

Reflection documents from each group and Gallup survey data.

G3.B3 Understand a common quality standard 2

 B194174

G3.B3.S1 Instruction rounds to observe colleagues in action. 4

 S205704

Strategy Rationale

Observing other colleagues will ensure a shared understanding of best practices and effective teaching strategies.

Action Step 1 5

Instructional rounds will be used to observe the work of other colleagues.

Person Responsible

Anglea Roles

Schedule

Monthly, from 11/4/2015 to 3/30/2016

Evidence of Completion

Observation reflection sheets will be used to collect strategies and practices and to be used in teaching discussions.

G4. 100% of core subject area teachers will track standards and progress monitor through the the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes. 1

G074375

G4.B4 Technology readiness and teacher training 2

B194178

G4.B4.S1 Teacher training through PLC groups. 4

S205705

Strategy Rationale

As teachers work together in PLC they can work together to address the specific needs of their subject area.

Action Step 1 5

Lead teachers who have received specialized training will train PLC groups in the use of Castle Standards Tracker.

Person Responsible

Anglea Roles

Schedule

Weekly, from 10/14/2015 to 10/28/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B4.S1 6

Fidelity will be measured by participation of teachers in training workshops.

Person Responsible

Anglea Roles

Schedule

Weekly, from 10/14/2015 to 10/28/2015

Evidence of Completion

Professional develop logs.

Plan to Monitor Effectiveness of Implementation of G4.B4.S1 7

Teachers apply the knowledge learned in the training to access student data.

Person Responsible

Anglea Roles

Schedule

Weekly, from 10/14/2015 to 10/28/2015

Evidence of Completion

PLC minutes recorded by each group and the registration logs.

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.B4.S1.A1	Teachers will be trained in standards tracker and have an "expert" in the software as a part of their PLC.	Kepler, Shelley	10/14/2015	Attendance sheets for the inservice and notes from the PLC meetings will be used as evidence of training.	4/30/2016 monthly
G1.B4.S2.A1	Teachers will use PLC time to review student work and data (using standards tracker when possible).	Kepler, Shelley	10/14/2015	PLC meeting minutes and lesson plans will be used as evidence.	5/25/2016 weekly
G2.B1.S1.A1	Teachers are trained in standards tracker so that they can access student data.	Hromiak, Natalka	10/14/2015	Inservice attendance, lesson plans that include data, and PLC minutes.	10/28/2015 one-time
G2.B1.S2.A1	A practice writing assessment will be given and language arts teachers will have the opportunity to score the test.	Zimmerman, Christian	9/30/2015	Scored assessments will be the evidence. The scores will be recorded into Performance Matters and returned to students for review and reflection.	10/5/2015 one-time
G2.B1.S3.A1	Teachers will administer checkpoints in the language arts class as provided by the school district. The checkpoints will provide data for teachers use in targeting their teaching based on students needs.	Kepler, Shelley	11/30/2015	The checkpoint data will appear in Performance Matters and the standards tracker. Evidence of use of data will be noted by PLC minutes and discussions over data in these meetings.	4/30/2016 one-time
G3.B1.S1.A1	Develop PLC agendas with designated times for reviewing and sharing student work and performance data.	Hromiak, Natalka	9/2/2015	PLC Pathways (agenda guide) and minutes from the PLC meeting groups.	5/25/2016 weekly
G3.B3.S1.A1	Instructional rounds will be used to observe the work of other colleagues.	Roles, Anglea	11/4/2015	Observation reflection sheets will be used to collect strategies and practices and to be used in teaching discussions.	3/30/2016 monthly
G4.B4.S1.A1	Lead teachers who have received specialized training will train PLC groups in the use of Castle Standards Tracker.	Roles, Anglea	10/14/2015		10/28/2015 weekly
G1.B4.S1.MA1	Administration will monitor progress of the use of standards tracker.	Kepler, Shelley	10/14/2015	Standards tracker logs and PLC notes in correlation to lesson plans will be used to monitor the effectiveness of the training.	4/30/2016 quarterly
G1.B4.S1.MA1	Math department head and the administration will monitor teacher use of standards tracker.	Kepler, Shelley	10/14/2015	PLC meeting notes, observation during PLC, and teacher access logs for standards tracker will be used as evidence.	4/30/2016 monthly

Lee - 0531 - Cypress Lake High School - 2015-16 SIP
Cypress Lake High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S2.MA1	Administration will monitor and support the effectiveness of implementation through review and feedback on lesson plans and classroom walkthroughs.	Roles, Anglea	10/14/2015	Observations and lesson plan submissions will be used as evidence of effective implementation.	5/25/2016 quarterly
G1.B4.S2.MA1	The department math department head and administration will monitor the implementation of the strategy.	Kepler, Shelley	10/14/2015	PLC meeting notes, PLC observation of discussions, and lesson plans will all be evidence of implementation.	5/25/2016 weekly
G2.MA1	Data will be reviewed quarterly using the standards tracker and performance matters. From the data, progress will be determined in students gains over time.	Kepler, Shelley	9/30/2015	Data from the student assessments in writing as well as the language arts checkpoints will be monitored and used to guide discussions and goals/objects for departments as well as school-wide implementation.	5/25/2016 quarterly
G2.B1.S1.MA1	Monitoring of the PLC minutes as well as reviewing teacher use of standards tracker will be monitored by the administration.	Roles, Anglea	10/14/2015	PLC minutes, administration work with PLCs, student performance scores, and faculty access records on Performance Tracker will be used to monitor effectiveness of implementation.	5/25/2016 quarterly
G2.B1.S1.MA1	Teachers will be reminded of the standards tracker tool in PLCs and assistance will be available for those in need during implementation. Each PLC group will have an identified "expert" to help lead the group.	Hromiak, Natalka	10/14/2015	Minutes from PLCs meetings will be used to track implementation throughout the faculty and staff.	5/25/2016 monthly
G2.B1.S2.MA1	Teachers will use a rubric and assess writing as a group to increase fidelity of the grading implementing the rubric.	Zimmerman, Christian	9/30/2015	Assessments entered into Performance Matters will demonstrate effective implementation of the strategy.	10/12/2015 one-time
G2.B1.S2.MA1	Results from the administration of the writing assessment will be placed into Performance Matters and reviewed by language arts department and the administration.	Roles, Anglea	9/30/2015	Student data will be collected and reflection on the data will be noted through PLC minutes.	10/5/2015 one-time
G2.B1.S3.MA1	The language arts department will monitor results in their PLCs to track student development.	Zimmerman, Christian	11/18/2015	The evidence will be the data from the assessments and the minutes from the PLCs where the data is discussed.	4/30/2016 quarterly
G2.B1.S3.MA1	The testing coordinator will work with the language arts department to ensure all students are tested and the results are posted in Performance Matters and the standards tracker.	Kepler, Shelley	11/30/2015	The evidence will be the student data from the checkpoints.	4/30/2016 quarterly
G3.MA1	PLC minutes will be used to monitor the effectiveness of the designated time.	Hromiak, Natalka	9/2/2015	PLC meeting minutes.	5/25/2016 weekly
G3.B1.S1.MA1	During final year PLC meetings the groups will reflect on the designated time and its effectiveness. Each group will submit their reflection with their minutes.	Hromiak, Natalka	5/18/2016	Reflection documents from each group and Gallup survey data.	one-time
G3.B1.S1.MA1	The PLC meeting minutes will be collected on sharepoint and reviewed by the administration. Each PLC will be monitored by an administrator and guided in development of discussions.	Roles, Anglea	9/2/2015	Minutes from the PLC meetings will be collected in sharepoint and reviewed in administration meetings.	5/25/2016 weekly
G4.MA1	Monitor data of student performance from the pre-test stage, through formative assessments and on to final summative assessments. Reflect on teaching practices and learning strategies implemented for correlation to goal progress.	Roles, Anglea	11/4/2015	Meeting agendas, review and revision of department goals, and review and revision of SIP barriers and strategies.	5/25/2016 biweekly
G4.B4.S1.MA1	Teachers apply the knowledge learned in the training to access student data.	Roles, Anglea	10/14/2015	PLC minutes recorded by each group and the registration logs.	10/28/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B4.S1.MA1	Fidelity will be measured by participation of teachers in training workshops.	Roles, Anglea	10/14/2015	Professional develop logs.	10/28/2015 weekly

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. In SY14-15, Algebra I students demonstrated a 51% passing rate, in SY15-16 the passing rate for Algebra I students will increase to 56%.

G1.B4 Relevant data to use for targeted instructional design.

G1.B4.S1 Standards tracker training for the entire staff.

PD Opportunity 1

Teachers will be trained in standards tracker and have an "expert" in the software as a part of their PLC.

Facilitator

Natalka Hromiak

Participants

All teachers and the math team

Schedule

Monthly, from 10/14/2015 to 4/30/2016

G2. In SY14-15, 10th grade students demonstrated a 51% passing rate on the FSA, in SY15-16 the passing rate for 10th grade students will increase to 56%.

G2.B1 Relevant data that targets weaknesses in student skills and knowledge.

G2.B1.S1 Teachers will be trained in standards tracker so that they can identify areas to re-teach.

PD Opportunity 1

Teachers are trained in standards tracker so that they can access student data.

Facilitator

District training-transferred to school site training.

Participants

All CLHS teachers.

Schedule

On 10/28/2015

G2.B1.S2 Teachers will administer and score practice writing assessments.

PD Opportunity 1

A practice writing assessment will be given and language arts teachers will have the opportunity to score the test.

Facilitator

District transferred to building site. Christian Zimmerman facilitator for on site.

Participants

Language arts teachers.

Schedule

On 10/5/2015

G3. Teacher engagement will increase at least .2% in the Q9 area of "committed to quality" as measured by the FY16 Gallup Teacher Engagement Survey.

G3.B1 Time for collaboration

G3.B1.S1 Focused PLC time for reviewing student products and performance data

PD Opportunity 1

Develop PLC agendas with designated times for reviewing and sharing student work and performance data.

Facilitator

Alice Short

Participants

All teachers and administrators

Schedule

Weekly, from 9/2/2015 to 5/25/2016

G3.B3 Understand a common quality standard

G3.B3.S1 Instruction rounds to observe colleagues in action.

PD Opportunity 1

Instructional rounds will be used to observe the work of other colleagues.

Facilitator

Angela Roles and Shelley Kepler

Participants

Teachers and administrators.

Schedule

Monthly, from 11/4/2015 to 3/30/2016

G4. 100% of core subject area teachers will track standards and progress monitor through the the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes.

G4.B4 Technology readiness and teacher training

G4.B4.S1 Teacher training through PLC groups.

PD Opportunity 1

Lead teachers who have received specialized training will train PLC groups in the use of Castle Standards Tracker.

Facilitator

Elaine Petrie, Jennifer Robinson, Nataalka Hromiak

Participants

Teachers

Schedule

Weekly, from 10/14/2015 to 10/28/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B4.S1.A1	Teachers will be trained in standards tracker and have an "expert" in the software as a part of their PLC.				\$0.00
2	G1.B4.S2.A1	Teachers will use PLC time to review student work and data (using standards tracker when possible).				\$0.00
3	G2.B1.S1.A1	Teachers are trained in standards tracker so that they can access student data.				\$0.00
4	G2.B1.S2.A1	A practice writing assessment will be given and language arts teachers will have the opportunity to score the test.				\$0.00
5	G2.B1.S3.A1	Teachers will administer checkpoints in the language arts class as provided by the school district. The checkpoints will provide data for teachers use in targeting their teaching based on students needs.				\$0.00
6	G3.B1.S1.A1	Develop PLC agendas with designated times for reviewing and sharing student work and performance data.				\$900.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	120-Classroom Teachers	0531 - Cypress Lake High School	Other		\$900.00
<i>Notes: hourly rate x 30 wks @ 1 hr wk</i>						
7	G3.B3.S1.A1	Instructional rounds will be used to observe the work of other colleagues.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0531 - Cypress Lake High School	School Improvement Funds		\$2,500.00
<i>Notes: substitutes for rounds as needed</i>						
8	G4.B4.S1.A1	Lead teachers who have received specialized training will train PLC groups in the use of Castle Standards Tracker.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0531 - Cypress Lake High School			\$0.00
<i>Notes: absorbed within the regular personnel/ DRA budget</i>						
					Total:	\$3,400.00