

# Cape Coral Preparatory And Fitness Academy



2015-16 School Improvement Plan

## Cape Coral Preparatory And Fitness Academy

2107 SANTA BARBARA BLVD, Cape Coral, FL 33991

[http://www.preparatoryacademies.org/cape\\_coral/](http://www.preparatoryacademies.org/cape_coral/)

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Combination	Yes	75%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	Yes	44%

### School Grades History

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

*\*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>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

# Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

## DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

## DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

## DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

## 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

The mission of Cape Coral Preparatory and Fitness Academy is to operate high quality schools to serve under-served communities in Southwest Florida, develop and implement programs for at-risk children and their families, and become an agent of positive social change in the communities we serve and prepare students for High School, College, and beyond.

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

To be the most desirable elementary & middle school in the region, recognized both locally and nationally, for developing outstanding youth who achieve academic and fitness excellence.

#### School Environment

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

Cape Coral Preparatory and Fitness Academy follows a positive behavior support process that infuses character education. The schoolwide program implemented is the Learning For Life Character Education Program. In addition to teachers using positive behavior and reinforcement strategies in each classroom, our two positive behavior support staff members work closely with classes and individual students to reinforce respect for others and to build positive relationships within the school between teachers and students through team building activities that are infused in the classroom, during recess, and during fitness. Character education lessons are taught on a weekly basis that emphasize respect for students' culture and differences.

In addition, CCPFA values school culture and classroom communities. Our professional development focuses on culturally responsive and relevant pedagogy and provides teachers with strategies for building student relationships. We incorporate culture building into daily lessons and leadership provides feedback to teachers to help improve classroom culture and ensure mutual respect. In addition, professional development focuses on positive teacher and student relationships as the foundation of creating a positive school environment. For example, teachers take time at the beginning of the year to gain a better understanding of their students' background both academically, culturally, and socially. This investigation bonds the teacher and student relationship and provides data the instructor is able to use to increase student achievement.

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

As part of Cape Coral Preparatory and Fitness Academy's schoolwide behavior support program all students know the schoolwide and classroom expectations. Administration, PBS staff, and the school counselor are regularly visiting classrooms and ensuring classroom and schoolwide procedures and expectations are being followed by all students throughout the school day. The school works closely with the bus company to ensure students are following safe practices and procedures on the bus before and after school.

CCPFA also creates an environment where students take ownership of their learning and responsibility for their actions. With high expectations, students are positively reinforced via teacher-student relationships and held accountable for their actions with a conflict-resolution model, called The Peace Tree. Through the Peace Tree Process, students are guided through owning and solving their own problems. Parents, staff and students are in communication and involved in positive



reinforcement and problem solving where students know they are cared for and respected. In addition, staff greets students multiple times as they arrive on campus as well as when they depart at the end of the day. Lastly, CCPFA maintains an updated safety plan and routinely practices procedures for crisis situations.

**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 Preparatory and Fitness Academy follows a positive behavior support process that infuses character education. The schoolwide program implemented is the Learning For Life Character Education Program. In addition to teachers using positive behavior and reinforcement strategies in each classroom, our two positive behavior support staff members work closely with classes and individual students to reinforce positive behavior choices. Additionally, Cape Coral Preparatory and Fitness Academy follows the behavior code of conduct expectations detailed in the Lee County School District Code of Conduct manual. Teachers are trained in using best practices such as Kagan, Cooperative Learning, Positive Discipline, etc. approaches to building a safe and positive learning environment to ensure optimal learning opportunities for all students.

**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 Preparatory and Fitness Academy has a school counselor that assists with supporting student's social-emotional needs through counseling and student support services. Cape Coral Preparatory and Fitness Academy also has an ESE specialist and ESOL specialist that also helps to support student needs. Additionally, Cape Coral Preparatory and Fitness Academy employs the Multi-tiered System of Supports (MTSS) process that provides additional support for students needing assistance with academics or behaviors.

### **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**

Data is tracked, disaggregated and reviewed regularly to determine which students are showing early warning signs of needing assistance with our school MTSS process for behavior or academic concerns. This includes student assessment data and report card grades. Students needing additional academic or behavior support are offered additional assistance through MTSS and small group interventions. State assessment data along with regular progress monitoring with our district and weekly assessments are used to determine individual student needs. Other tools employed through our school MTSS process also work to determine individual student needs and offer support. Cape Coral Preparatory and Fitness Academy uses the Problem Solvig team model with the MTSS process that includes parent, teacher, administration, and other staff members as needed to assist with developing behavior and/or academic support plans and providing appropriate remediation. Attendance data is also reviewed and appropriate steps are taken to encourage better attendance. There is also a schoolwide attendance program that recognizes students who have perfect attendance monthly and provides awards and incentives for student attendance and achievement.

**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
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	6	5	6	3	1	4	2	1	1	29
One or more suspensions	0	0	0	0	0	2	0	0	0	2
Course failure in ELA or Math	1	2	2	3	2	2	3	3	2	20
Level 1 on statewide assessment	0	0	0	18	6	14	6	8	3	55

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

Indicator	Grade Level			Total
	K	4	5	
Students exhibiting two or more indicators	1	1	1	3

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

Our school conducts weekly assessments to determine which areas students are meeting the standards and needing additional support. Students who are not making adequate progress receive additional supports in their classroom with small group interventions based on student needs and students needing more supports are placed in higher tiers of the MTSS process and are provided additional interventions and support. Students with attendance issues meet with administration and look at ways to improve student attendance and 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?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/275043>.

**Description**

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

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Cape Coral Preparatory and Fitness Academy partners with local business to receive awards and incentives for teachers and students. Additionally, local businesses assist with donations that support school events and activities that contribute to a positive learning environment and increased students achievement.

In addition, project-based learning is one of the core frameworks for our instructional program. Through hands-on project based learning, students participate in real-world investigations that involve collaborating and researching to find solutions to real-world problems. Local community members and

local issues are often incorporated into the project-based learning tasks. The school builds partnerships and involves the Cape Coral community in contributing to student learning and student success.

## 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
Fowler, Jennifer	Principal
Koch, Margaret	Instructional Coach
Earp, Heather	Teacher, K-12
Cain, Christine	

#### Duties

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

The members of the school leadership team collaborate to review multiple data points, including: student performance, attendance, professional development surveys and parent feedback. The teams role is to analyze data and create action plans with specific growth targets based on current school data. The team will also use data to inform professional development plans and teacher mentoring. Specific roles of the team members are as follows:

Principal

- \*Provide leadership and organization to the school leadership team
- \*Facilitate implementation for the MTSS problem solving process
- \*Assign staff to support goals of MTSS and PBS process
- \*Monitor programs for efficiency and results and make changes when necessary

Title One Professional Development and Parent Engagement Facilitator

- \*Develops teachers on data driven decision making as well as successful targeted intervention programs

\*Models lessons for targeted students

\*Attend MTSS meetings and provide data to determine intervention needed

Classroom Teacher

\*Plan and teach for small groups of identified students

\*Discuss problems and assist in the formulation of actions plans to move students into higher rates of academic and behavioral proficiency

***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 school leadership team meets with the Superintendent and other district-wide school leaders on a weekly basis to identify and align all resources using school data points. The superintendent is responsible for providing budget updates to the school leader and facilitating problem-solving sessions using budget information, student data, professional development needs and making sure the schools are compliant with state and federal mandates.

Title One and other programs coordinate through the SIP process. CCPFA completes a needs assessment based on data prior to writing goals for each year. School Improvement Plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This collaboration ensures that all programs support schools.

The MTSS Team meets on a frequent basis to identify students in need as well as monitor students that are already identified. The team uses the five-step problem solving process as outlined in the districts MTSS manual.

The Nutrition Program at CCPFA offers healthy meals to all students. Our school qualifies to be directly certified providing free breakfast and lunch to all students.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Jennifer Fowler	Principal
Margaret Koch	Education Support Employee
Jeanne Petronio	Education Support Employee
Mark Metten	Parent
Christina Cain	Parent
Heather Bonner	Teacher
Bridget Ylmar	Parent

#### Duties

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

*Evaluation of last year's school improvement plan*

The SAC committee meet's to discuss, review, and approve the SIP at our annual Title 1 meeting and as needed throughout the school year. The committee voted to approve the goals, strategies and barriers unanimously.

*Development of this school improvement plan*

The SAC committee meet's to discuss, review, and approve the SIP at our annual Title 1 meeting and as needed throughout the school year. Members of the team work together to create goals for the the SIP and SAC members reviewed and asked questions regarding the plan prior to a voting and reaching consensus on the SIP.

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

Craig Knotts, Superintendent and Jennifer Fowler, Principal are responsible for the school's budget. Decisions are made to align with improvement goals in the SIP and support student learning. Principal Fowler shares with the committee any budgetary provisions that are made to aid in the progress toward reaching the SIP goals

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

School improvement funds were not received last school year since our school was not in improvement. However, any additional funds received will be used to support increased student achievement.

**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
Fowler, Jennifer	Principal
Koch, Margaret	Instructional Technology
Earp, Heather	Teacher, K-12

#### Duties

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

The LLT works with Educational Service Provider's (ESP) curriculum implementation specialist as well as instructional leaders to review current literacy curriculum and instructional practices being implemented and ways to improve or ensure appropriate implementation of best teaching practices. Based on qualitative and quantitative student and teacher data, they provide professional development and curricular resources to promote and improve language arts teaching and learning in the school. The LLT will discuss and plan ELA activities correlated to the Florida Standards that will increase the classroom teacher's depth of knowledge as well as provide engaging activities for students including intervention and enrichment opportunities. The team also plans ELA and Math night for the families.

### 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**

School leadership and staff will continue to collaborate on a daily basis. CCPFA's Title 1 PD and Parent Engagement facilitators will coach teachers, facilitate collaborative planning sessions and provide feedback to teachers daily. Teachers will participate in professional development meetings as a school site, as well as weekly grade level meetings facilitated by their Curriculum Team. At these weekly meetings teachers will analyze data from the week from Study Island and ST Math and use it to plan their instruction for the following week. In each of the professional developments and meetings, instructional strategies, data analysis and best practices are areas of focus. Working collaboratively, teachers will analyze how individual students, subgroups, and their class as a whole performed on district-wide benchmarks. They will track individual students' progress from benchmark to benchmark and in comparison to the Spring FSA to ensure that students are progressing from the time they enter their class to the time they leave. Teachers and leadership will also use data reflection meetings to build positive working relationships and help one another to ensure student success across the school.

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

CCPFA will recruit teachers at local universities, via FLDOE online recruitment methods, and through local and national advertising. Teachers must pass state requirements to teach in Florida and CCPFA. During the hiring process, all teachers undergo a rigorous multi-tiered interview process including paper screening, interview, demonstration lesson, and reference check. CCPFA provides site-based mentoring and/or professional development offered to new teachers through the district APPLES program. In addition, we offer an internal pipeline of promotion to recruit and retain highly qualified teachers.

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

Our school's Title 1 PD & Parent Engagement facilitators mentor teachers to help meet their individual needs. Because his or her role is to support teachers, he/she uses goal setting and coaching strategies to maximize teacher professional growth and mentors teachers to meet their needs. They model lessons, provide feedback based on observations and lead differentiated professional development sessions. At weekly grade level meetings, with the Curriculum Team, teachers examine results to reflect on classroom practices, identify struggling students, and plan re-teach lessons. Those best practices are planned for and implemented into future instruction to raise student achievement.

## **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***

CCPFA adopts curriculum programs that are aligned to the Florida Standards and then creates academic plans to identify the scope and sequence for each subject and grade level. Formative and summative assessments are aligned to the standards and professional development incorporates instructional strategies to meet the demand of the the Florida standards, especially incorporating critical thinking into daily instruction.

#### **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***

At the start of the school year, state assessment data is reviewed along with all students receiving a baseline beginning of the year diagnostic assessment to determine each students' knowledge and mastery level of grade level standards. Throughout the school year students are assessed weekly using Study Island online Florida state standards assessment, students are assessed for mastery of the state standards. Teachers use data reflection forms to determine small group instructional needs and interventions for students who have not mastered a standard. Quarterly benchmark assessments are also administered to determine student mastery of standards taught. Teachers develop action plans to provide small group instruction and intervention for students not meeting standards and for students who exceed standard knowledge and needing enrichment or additional challenge. As part of the Professional Learning Community, teachers meet weekly with our school instructional coach to review data and plan lessons based on individual student needs.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**Minutes added to school year:** 21,000

Our school has an extended school day of approximately 2 hrs. per day compared to other schools in the Lee School District. This equates to approximately 21,600 additional minutes in the school year. This number includes the entire school day and includes lunch (20 min), fitness (50 min.), and recess (20 min.) breaks in instruction each day.

### **Strategy Rationale**

Having an extended school day allows Cape Coral Prep. and Fit. Academy to improve the below opportunities at our school.

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

### **Strategy Purpose(s)**

- Core Academic Instruction

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

Fowler, Jennifer, [jennifercfo@leeschools.net](mailto:jennifercfo@leeschools.net)

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

Data is collected and analyzed to determine the effectiveness of this strategy through various weekly, bi-monthly, as well as annual assessments.

## **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**

Our school assists students with making the transition to elementary and middle school programs by on-going discussions and activities that help students begin to take additional responsibilities for their education and make the transition to elementary and middle school tasks such as students begin taking a more active role in reviewing and tracking their progress through data review and collection and data chats with their teacher. Also, teachers talk to students about their current grade expectations and share expectations for the next year's grade and how student prepare for that transition.

### **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**

CCPFA follows the Florida State Standards which includes cross content area integration. Additionally, teachers look for ways to make connections and incorporate across subject area integration into their instructional lessons. Teachers also provide data chats with students to discuss

where students are currently working and ways for them to reach their goals. Teachers make connections and have discussions about how what they are learning applies to real life and to being college and career ready. Our school holds an annual career day that students dress for success and share career goals and plans for the future that are integrated into instruction on that day. College and Career readiness is also advanced through our project based learning lessons that incorporate real life and real world problem solving and connections. CCPFA partners with local business to do presentations and also does field trips that support college and career readiness.

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

For our middle school students, students are assigned coursework based on their test scores, academic performance, and Florida grade level required coursework. Students discuss their career and college aspirations with their teachers and learn how what they are learning can help them reach their goals. A Career Exploration Day is also held for all middle school students. Our school counselor also works with our middle school students to explore careers and make decisions about which high school and college programs would work best for them.

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

Technology is integrated on a daily basis in instruction and assessment. Each classroom has computers, in addition to a computer lab that is available to all classes. Teachers incorporate research projects and project based learning opportunities that integrate technology and help students explore potential career opportunities, in addition to making real life connections to what they are learning.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

N/A

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

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

##### Data Uploads

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

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

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



**Problem Analysis Summary**

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

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## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Technology is integrated into the learning process regularly to enhance learning, differentiate instruction, and increase student achievement and learning gains.
  
- G2.** All teachers will implement effective standards and research based teaching instruction and best teaching practices for meeting the diverse needs of all students to increase student achievement and make learning gains.

## 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.** Technology is integrated into the learning process regularly to enhance learning, differentiate instruction, and increase student achievement and learning gains. **1a**

G074959

**Targets Supported** **1b**

Indicator	Annual Target
Math Gains	50.0

**Resources Available to Support the Goal** **2**

- Technology resources are used to support instruction. One assessment that teachers will use throughout the year will be a web-based standards aligned formative assessment and instructional program called Study Island™. ST Math is another web-based standards aligned formative assessment and instructional program that is used daily by all students to support and assess understanding of math content standards. Throughout the school year, teachers will use the assessments and instructional programs on a daily basis to monitor student mastery of grade-level content standards and practice skills that have not been mastered. Teachers also will also use the data collected from the program to evaluate which students need further support and which are equipped to move on. Additionally, all students will have a Study Island™ and ST Math practice account for home use so that parents and families can further support their child's academic advancement. At weekly grade level meetings, with the school's curriculum specialist, teachers examine results to reflect on classroom practices, identify struggling students, and plan re-teach lessons.

**Targeted Barriers to Achieving the Goal** **3**

- Technology and proper training, integration of technology, and full implementation of technology programs with fidelity

**Plan to Monitor Progress Toward G1.** **8**

Student data will be reviewed and disaggregated, Classroom Walkthroughs and Observations will be Conducted

**Person Responsible**

Jennifer Fowler

**Schedule**

Weekly, from 8/3/2015 to 6/3/2016

**Evidence of Completion**

Observation results and feedback, Student Data, and Leadership Team notes/agenda

**G2.** All teachers will implement effective standards and research based teaching instruction and best teaching practices for meeting the diverse needs of all students to increase student achievement and make learning gains. 1a

G074958

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	50.0

**Resources Available to Support the Goal** 2

- Data Analysis, online assessment tools, dedicated time build into schedule for review.
- Identify staff with technology background to assist in training and implementation

**Targeted Barriers to Achieving the Goal** 3

- Training for Teachers including guided reading and classroom management
- Teacher training on technology integration and internet/computer reliability

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

Student data will be reviewed and disaggregated, Walkthroughs and Observations will be conducted

**Person Responsible**

Jennifer Fowler

**Schedule**

Triannually, from 10/30/2015 to 6/3/2016

**Evidence of Completion**

Observation results and feedback, Leadership Team notes/agenda, Student data

## 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.** Technology is integrated into the learning process regularly to enhance learning, differentiate instruction, and increase student achievement and learning gains. **1**

 G074959

**G1.B1** Technology and proper training, integration of technology, and full implementation of technology programs with fidelity **2**

 B195775

**G1.B1.S1** Proper training to ensure proper implementation and walkthroughs, observations and data review to ensure fidelity and success of programs. **4**

 S207488

### Strategy Rationale

By training all staff on the proper integration of technology to increase student achievement Cape Coral Prep. and Fit. Academy will ensure that all students have optimal opportunities for success.

### Action Step 1 **5**

Professional development on how to use and fully implement technology programs is provided to all teachers.

#### Person Responsible

Margaret Koch

#### Schedule

Quarterly, from 10/26/2015 to 4/4/2016

#### Evidence of Completion

sign-in sheets at PD days, PLC meetings, and Staff Meetings

### Action Step 2 5

Data will be reviewed on a regular basis and walkthroughs and observations will be conducted to ensure full implementation and fidelity of technology programs.

#### **Person Responsible**

Jennifer Fowler

#### **Schedule**

Weekly, from 8/3/2015 to 6/3/2016

#### **Evidence of Completion**

Classroom Observations and Leadership Team Meeting notes/agenda

### Action Step 3 5

Professional development on how to use and fully implement technology programs is provided to all teachers.

#### **Person Responsible**

Margaret Koch

#### **Schedule**

Quarterly, from 10/26/2015 to 4/4/2016

#### **Evidence of Completion**

sign-in sheets at PD days, PLC meetings, and Staff Meetings

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

Data review, Classroom Walkthroughs and Observations

#### **Person Responsible**

Jennifer Fowler

#### **Schedule**

Triannually, from 10/30/2015 to 6/3/2016

#### **Evidence of Completion**

Classroom Observation, Student Data, and Leadership Team meeting notes/agenda

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

Data will be reviewed and Classroom Observations with feedback will be conducted

**Person Responsible**

Jennifer Fowler

**Schedule**

Triannually, from 10/30/2015 to 6/3/2016

**Evidence of Completion**

Observation results, Student Data, and Leadership Team note/Agenda

**G2.** All teachers will implement effective standards and research based teaching instruction and best teaching practices for meeting the diverse needs of all students to increase student achievement and make learning gains. 1

G074958

**G2.B1** Training for Teachers including guided reading and classroom management 2

B195776

**G2.B1.S1** Ensure Professional Development is aligned to the goal and that followup support is in place to ensure implementation. 4

S207493

**Strategy Rationale**

To monitor goal and ensure implementation.

**Action Step 1 5**

Provide Professional Development on Best Teaching Practices

**Person Responsible**

Jennifer Fowler

**Schedule**

On 6/3/2016

**Evidence of Completion**

Classroom data and observations

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Professional development on how to use and fully implement technology programs is provided to all teachers.	Koch, Margaret	10/26/2015	sign-in sheets at PD days, PLC meetings, and Staff Meetings	4/4/2016 quarterly
G2.B1.S1.A1	Provide Professional Development on Best Teaching Practices	Fowler, Jennifer	8/3/2015	Classroom data and observations	6/3/2016 one-time
G1.B1.S1.A2	Data will be reviewed on a regular basis and walkthroughs and observations will be conducted to ensure full implementation and fidelity of technology programs.	Fowler, Jennifer	8/3/2015	Classroom Observations and Leadership Team Meeting notes/ agenda	6/3/2016 weekly
G1.B1.S1.A3	Professional development on how to use and fully implement technology programs is provided to all teachers.	Koch, Margaret	10/26/2015	sign-in sheets at PD days, PLC meetings, and Staff Meetings	4/4/2016 quarterly
G1.MA1	Student data will be reviewed and disaggregated, Classroom Walkthroughs and Observations will be Conducted	Fowler, Jennifer	8/3/2015	Observation results and feedback, Student Data, and Leadership Team notes/agenda	6/3/2016 weekly
G1.B1.S1.MA1	Data will be reviewed and Classroom Observations with feedback will be conducted	Fowler, Jennifer	10/30/2015	Observation results, Student Data, and Leadership Team note/Agenda	6/3/2016 triannually
G1.B1.S1.MA1	Data review, Classroom Walkthroughs and Observations	Fowler, Jennifer	10/30/2015	Classroom Observation, Student Data, and Leadership Team meeting notes/ agenda	6/3/2016 triannually
G2.MA1	Student data will be reviewed and disaggregated, Walkthroughs and Observations will be conducted	Fowler, Jennifer	10/30/2015	Observation results and feedback, Leadership Team notes/agenda, Student data	6/3/2016 triannually

## 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.*

**G2.** All teachers will implement effective standards and research based teaching instruction and best teaching practices for meeting the diverse needs of all students to increase student achievement and make learning gains.

**G2.B1** Training for Teachers including guided reading and classroom management

**G2.B1.S1** Ensure Professional Development is aligned to the goal and that followup support is in place to ensure implementation.

### **PD Opportunity 1**

Provide Professional Development on Best Teaching Practices

#### **Facilitator**

Margaret Koch

#### **Participants**

Teaching Staff

#### **Schedule**

On 6/3/2016

**Technical Assistance Items**

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

**Budget**

<b>Budget Data</b>			
1	G1.B1.S1.A1	Professional development on how to use and fully implement technology programs is provided to all teachers.	\$0.00
2	G1.B1.S1.A2	Data will be reviewed on a regular basis and walkthroughs and observations will be conducted to ensure full implementation and fidelity of technology programs.	\$0.00
3	G1.B1.S1.A3	Professional development on how to use and fully implement technology programs is provided to all teachers.	\$0.00
4	G2.B1.S1.A1	Provide Professional Development on Best Teaching Practices	\$0.00
			<b>Total:</b> \$0.00