

Cape Coral High School



2016-17 Schoolwide Improvement Plan

Cape Coral High School

2300 SANTA BARBARA BLVD, Cape Coral, FL 33991

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	62%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	49%

School Grades History

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

**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 a monitoring status of "Former F" (see page 4). 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	6
Supportive Environment	6
Family and Community Engagement	7
Effective Leadership	8
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	19
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	28
Technical Assistance Items	29
Appendix 3: Budget to Support Goals	29

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Cape Coral High School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

To be a world class high school.

2. School Environment

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

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

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

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

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

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

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

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

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

3. Early Warning Systems

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

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

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

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	29	35	39	40	143	
One or more suspensions	0	0	0	0	0	0	0	0	0	23	28	16	30	97	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	29	34	45	108	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	62	44	58	36	200	
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	8	8	5	4	25	

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

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

B. Family and Community Engagement

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

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

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

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

No

1. PIP Link

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

2. Description

In 2016-2017, Cape Coral High School's parent and community involvement totaled 1012 hours.

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

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

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Engelhart, Chris	Assistant Principal
Marrero, Celeste	Teacher, Adult
Cook, Michael	Instructional Coach
Isaac, Dana	Teacher, K-12
Morgan, Kristina	Teacher, K-12
Gamache, Chelsea	Teacher, K-12
Bode, Tara	Assistant Principal
Spiro, Jeff	Principal

b. Duties

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

The roles of each member are as follows:

Classroom Teacher

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

• Deliver instructional interventions with fidelity

Reading or Math Coach/Specialist

- Attend MTSS Team meetings

- Train teachers in interventions, progress monitoring, differentiated instruction

- Implement supplemental and intensive interventions
- Keep progress monitoring notes & anecdotes of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist

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

Principal/Assistant Principal

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

Guidance Counselor/Curriculum Specialist

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

School Psychologist

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

ESE Teacher/Staffing Specialist

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

Specialist (Behavior, OT, PT, ASD)

- Consult with MTSS Team
- Provide staff trainings

Social Worker

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

ESOL/ELL Representative

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

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jeff Spiro	Principal
Barbara Schoonmaker	Parent
Sheerya Desai	Student
Ms. Goodman	Parent
Coles Luc	Parent
Camille Klein	Business/Community
Alexus Goodwin	Business/Community
Celeste Marrero	Teacher
Tara Bode	Principal

b. Duties

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

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

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

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

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

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

There are no allocated funds.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Engelhart, Chris	Assistant Principal
Marrero, Celeste	Teacher, K-12
Spiro, Jeff	Principal
Bode, Tara	Assistant Principal
Morgan, Kristina	Teacher, K-12
Gamache, Chelsea	Teacher, ESE
Isaac, Dana	Teacher, K-12
Cook, Michael	Teacher, K-12

b. Duties

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

1. Create a shared literacy vision in our school that is clear and shaped by the particularities the CCHS faculty and student body.
2. Work as a school literacy team, with everyone having a role in determining the vision and the implementation plan, and each member bringing specific expertise to building the culture of literacy in the school.
3. Continue to support the LCSD initiatives of: Using data to drive instruction, increasing rigor, planning for learning, and focusing on writing.
4. Seek and analyze school data and departmental data to determine best practices and needs.
5. Support departmental Professional Learning Communities in their journey of addressing professional reading issues and concerns, student work, and professional practices.
6. Develop and implement a school-wide writing program that includes common grading expectations and an increased use of text-dependent writing in all content areas.

D. Public and Collaborative Teaching

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

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

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

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

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

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

There is a veteran teacher assigned to each new hire. The rationale for pairing is that they teach in common subject area. Planned mentoring activities include: Mentor and mentee meet bi-weekly, mentor performs three classroom observations of mentee, and the mentee is required to shadow mentor. All mentors have clinical educational training. Mentees have to participate in A.P.P.L.E.S program through the district.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Cape Coral High School participated in a district wide training on Safari Montage which facilitated an alignment of standards with grade level/content area resources. In addition, CCHS has a lesson plan depository (located in CASTLE) which delineates Florida standards with instructional programs and materials.

b. Instructional Strategies

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

Cape Coral High School utilizes STAR 360, Performance Matters, EOC scores, grade history, and FSA data to determine the level of proficiency for each student. Differentiated instruction is implemented utilizing research based instructional strategies such as: scaffolding, grouping, tap into prior knowledge, give time to talk, Pre-teach vocabulary, use visual aids, pause, ask questions, pause, review, and try something new.

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

Strategy: After School Program

Minutes added to school year: 1,800

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

Strategy Rationale

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

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Engelhart, Chris, christianje@leeschools.net

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

How is data collected? Data is collected from STAR 360, Performance Matters, district checkpoints, and End of Course exams, to measure student achievement. This data is utilized by each individual PLC to implement common structures for a targeted non-proficient group of students.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

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

b. College and Career Readiness

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

A career specialist at Cape Coral High School leads a collaborative group of individuals to ensure students receive meaningful career planning. This group consists of guidance counselors, teachers, administrators, community stakeholders, and students. College visits, college open house, career-shadowing, and on-the-job training all help to contribute to students' career planning success. Additionally, ESE students have access to a work program off campus.

On an annual basis, students meet with their guidance counselor to discuss career and coursework alignment, and select elective(s).

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

Cape Coral High School makes it a goal to have guidance counselors/career specialist visit all senior English level classes to discuss student options for postsecondary plans.

Students have the ability to become certified in Microsoft and Adobe Applications.

Information included in presentations are scholarship options for all students as well as college/military options that may be available.

Additional information is provided to students through our Financial Aid Nights and College Fairs that many students take advantage of.

Students are highly encouraged to challenge themselves with the variety of high level coursework offered at Cape Coral High School, which include AP classes, as well as IB course work, which in turn leads directly to higher post-secondary and career goals.

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

Cape Coral High School will work to expand the number of students participating in the IB program, AP courses, ROTC programs, and Dual Enrollment. Each of these integrated programs offer opportunities for students to connect learning to their future. Offering preliminary courses such as CCHS Pre-IB and Honors courses will increase equity and access to the advanced programs to increase student participation in college prep curriculum.

Implementation of the Florida State Standards.

One-on-one meetings with guidance counselors.

Expecting students to take the most appropriately rigorous classes.

Encourage teachers to attend appropriate content literacy professional development such as PLC; NGCAR-PD.

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

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

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Cape Coral High School will fully comply with all SREF regulations as demonstrated by the annual SREF inspection.
- G2.** Cape Coral High School will increase the percentage of students demonstrating a learning gain on the FSA ELA Assessment.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Cape Coral High School will fully comply with all SREF regulations as demonstrated by the annual SREF inspection. 1a

G082943

Targets Supported 1b

Indicator	Annual Target
	100.0

Targeted Barriers to Achieving the Goal 3

- All teachers and staff members adhering to all SREF regulations.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Written communication with clear expectations for SREF compliance.
- Staff professional development.

Plan to Monitor Progress Toward G1. 8

Annual SREF Inspection

Person Responsible

Jeff Spiro

Schedule

On 10/5/2016

Evidence of Completion

Annual SREF report for violations.

G2. Cape Coral High School will increase the percentage of students demonstrating a learning gain on the FSA ELA Assessment. 1a

 G082944

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	59.0

Targeted Barriers to Achieving the Goal 3

- Lack of consistent approach to teaching literacy in all classes

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Learning Communities
- Optional Professional Development (biweekly)
- STAR 360 student achievement data
- Leadership Team

Plan to Monitor Progress Toward G2. 8

STAR 360 assessment data.

Person Responsible

Chris Engelhart

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

STAR 360 assessment 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. Cape Coral High School will fully comply with all SREF regulations as demonstrated by the annual SREF inspection. **1**

 **G082943**

G1.B1 All teachers and staff members adhering to all SREF regulations. **2**

 **B219903**

G1.B1.S1 All staff members trained on SREF compliance. **4**

 **S232165**

Strategy Rationale

To create awareness for all staff members.

Action Step 1 **5**

Plan and conduct professional development

Person Responsible

Tara Bode

Schedule

Quarterly, from 8/3/2016 to 5/26/2017

Evidence of Completion

Results from school-based inspections

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

School-based inspections

Person Responsible

Jeff Spiro

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Documentation resulting from classroom and office inspections conducted by APA and Building Supervisor

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

Annual SREF Inspection

Person Responsible

Jeff Spiro

Schedule

On 10/5/2016

Evidence of Completion

Documentation from annual SREF Inspection

G1.B1.S2 Provide all staff members with written documentation with allowable and non-allowable items.

4

 S232166

Strategy Rationale

To create awareness for all staff members.

Action Step 1 5

Summary of SREF expectations.

Person Responsible

Schedule

Monthly, from 8/3/2016 to 10/4/2016

Evidence of Completion

Email to all CCHS personnel.

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

School based inspections.

Person Responsible

Tara Bode

Schedule

Weekly, from 8/3/2016 to 5/26/2017

Evidence of Completion

Building supervisor's report.

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

SREF summary of expectations.

Person Responsible

Tara Bode

Schedule

Weekly, from 8/3/2016 to 5/26/2017

Evidence of Completion

Results from school based inspections.


G2. Cape Coral High School will increase the percentage of students demonstrating a learning gain on the FSA ELA Assessment. 1

 G082944

G2.B1 Lack of consistent approach to teaching literacy in all classes 2

 B219904

G2.B1.S1 Utilizing Professional Learning Communities to promote cross-departmental collaboration. 4

 S232167

Strategy Rationale

Departmental collaboration will allow for sharing best practices in literacy instruction.

Action Step 1 5

Implementation of flexible Professional Learning Communities

Person Responsible

Chris Engelhart

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Google document with PLC selection, PLC agenda, and PLC notes.

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

Administration oversight

Person Responsible

Chris Engelhart

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

PLC agendas and minutes.

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

Administration review of PLC agenda and notes.

Person Responsible

Jeff Spiro

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

PLC agendas and notes and student achievement data.

G2.B1.S2 Ongoing professional development. 4

 S232168

Strategy Rationale

To support teachers in reading and writing content areas.

Action Step 1 5

Site-based professional development.

Person Responsible

Chris Engelhart

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

PowerPoint presentations and training schedules.

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

Administration involvement and oversight.

Person Responsible

Chris Engelhart

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Professional development agenda and resources provided to participants.

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

Administration involvement and oversight

Person Responsible

Jeff Spiro

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Progress monitoring data and teacher attendance rate.

G2.B1.S3 Ongoing review of STAR 360 assessment data. 4

 S232169

Strategy Rationale

Monitor student progress.

Action Step 1 5

Data leadership team meeting.

Person Responsible

Chris Engelhart

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Goal setting charts, progress monitoring reports, and data wall.

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

Administration involvement and oversight.

Person Responsible

Jeff Spiro

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Data leadership team meeting notes and data collection.

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

Ongoing review of trend data.

Person Responsible

Jeff Spiro

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

STAR 360 data and expected learning gains.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S2.A1 A297022	Summary of SREF expectations.		8/3/2016	Email to all CCHS personnel.	10/4/2016 monthly
G1.MA1 M300597	Annual SREF Inspection	Spiro, Jeff	10/4/2016	Annual SREF report for violations.	10/5/2016 one-time
G1.B1.S1.MA1 M300593	Annual SREF Inspection	Spiro, Jeff	10/4/2016	Documentation from annual SREF Inspection	10/5/2016 one-time
G2.MA1 M300604	STAR 360 assessment data.	Engelhart, Chris	8/10/2016	STAR 360 assessment data.	5/26/2017 weekly
G1.B1.S1.MA1 M300594	School-based inspections	Spiro, Jeff	8/10/2016	Documentation resulting from classroom and office inspections conducted by APA and Building Supervisor	5/26/2017 quarterly
G1.B1.S1.A1 A297021	Plan and conduct professional development	Bode, Tara	8/3/2016	Results from school-based inspections	5/26/2017 quarterly
G2.B1.S1.MA1 M300598	Administration review of PLC agenda and notes.	Spiro, Jeff	8/10/2016	PLC agendas and notes and student achievement data.	5/26/2017 weekly
G2.B1.S1.MA1 M300599	Administration oversight	Engelhart, Chris	8/10/2016	PLC agendas and minutes.	5/26/2017 weekly
G2.B1.S1.A1 A297023	Implementation of flexible Professional Learning Communities	Engelhart, Chris	8/10/2016	Google document with PLC selection, PLC agenda, and PLC notes.	5/26/2017 weekly
G1.B1.S2.MA1 M300595	SREF summary of expectations.	Bode, Tara	8/3/2016	Results from school based inspections.	5/26/2017 weekly
G1.B1.S2.MA1 M300596	School based inspections.	Bode, Tara	8/3/2016	Building supervisor's report.	5/26/2017 weekly
G2.B1.S2.MA1 M300600	Administration involvement and oversight	Spiro, Jeff	8/10/2016	Progress monitoring data and teacher attendance rate.	5/26/2017 biweekly
G2.B1.S2.MA1 M300601	Administration involvement and oversight.	Engelhart, Chris	8/10/2016	Professional development agenda and resources provided to participants.	5/26/2017 biweekly
G2.B1.S2.A1 A297024	Site-based professional development.	Engelhart, Chris	8/10/2016	PowerPoint presentations and training schedules.	5/26/2017 monthly
G2.B1.S3.MA1 M300602	Ongoing review of trend data.	Spiro, Jeff	8/10/2016	STAR 360 data and expected learning gains.	5/26/2017 monthly
G2.B1.S3.MA1 M300603	Administration involvement and oversight.	Spiro, Jeff	8/10/2016	Data leadership team meeting notes and data collection.	5/26/2017 monthly
G2.B1.S3.A1 A297025	Data leadership team meeting.	Engelhart, Chris	8/10/2016	Goal setting charts, progress monitoring reports, and data wall.	5/26/2017 monthly

V. Professional Development Opportunities

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

G1. Cape Coral High School will fully comply with all SREF regulations as demonstrated by the annual SREF inspection.

G1.B1 All teachers and staff members adhering to all SREF regulations.

G1.B1.S1 All staff members trained on SREF compliance.

PD Opportunity 1

Plan and conduct professional development

Facilitator

Tara Bode

Participants

All teachers and staff

Schedule

Quarterly, from 8/3/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Plan and conduct professional development	\$0.00
2	G1.B1.S2.A1	Summary of SREF expectations.	\$0.00
3	G2.B1.S1.A1	Implementation of flexible Professional Learning Communities	\$0.00
4	G2.B1.S2.A1	Site-based professional development.	\$0.00
5	G2.B1.S3.A1	Data leadership team meeting.	\$0.00
Total:			\$0.00