

Orange County Public Schools

Cypress Creek High



2017-18 Schoolwide Improvement Plan

Cypress Creek High

1101 BEAR CROSSING DR, Orlando, FL 32824

<https://cypresscreekhs.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Cypress Creek High

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

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

We have many active culture and interest clubs on campus where students interact with teachers and one another. These groups deliver exhibitions and programs on campus throughout the year to grow awareness of our diversity and establish relationships among students and teachers. Teachers attend extracurricular, athletic, culture, arts, and academic events to support students and interact with their families. Over the summer we welcome back bears in which students are able to receive schedules, experience campus tours, meet with counselors and receive their digital devices

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

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

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.

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

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.

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

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

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

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	164	161	175	429	929
One or more suspensions	0	0	0	0	0	0	0	0	0	130	117	117	69	433
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	151	54	101	35	341
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	191	181	0	0	372

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	133	113	93	78	417

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

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

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

To increase the number of parents participating in school events and initiatives we use the community brief and the school's webpage to communicate with the school community as a whole. We utilize the marquee and Connect Orange messages to communicate specific events. Teachers are encouraged to update Progressbook as a means to keep parents informed about academic progress and needs. Parents are invited to the school multiple times each year for events such as Open House, Parent Leadership Council, School Advisory Council, Freshman Orientation, College Night, Financial Aid Night, as well as arts and sporting events, induction and award ceremonies.

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.

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

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
McHale, Walton	Principal
Alvarado, Ben	Assistant Principal
Buchanan, Dwayne	Assistant Principal
Bulled, Tina	School Counselor
Cox, Trevor	Dean
Foster-Hennighan, Shari	Teacher, K-12
Knight, Diane	Assistant Principal
Kosloski, Jennifer	Teacher, K-12
Marin, Jesus	Teacher, K-12
Reillo, Mayra	Teacher, K-12
Rogers, John	Teacher, K-12
Rowe, Ray	Teacher, K-12
Scanlon, Elizabeth	Teacher, K-12
Schmitt, Cindy	Other
Tolar, Kyle	Teacher, K-12
Valente, Rebecca	Teacher, K-12
Walker, Angela	Dean
White, Fred	Teacher, K-12
Carman, Linda	Administrative Support
Nelson, Talani	School Counselor
Fugate, Jennifer	Assistant Principal
Kusner, Esther	Assistant Principal
Castro, Jennifer	Instructional Coach
Beavers, Krystin	Administrative Support
Duarte, Alicia	Administrative Support

b. Duties

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

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

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.

Our school's data based problem-solving process to address core instruction comes from the monitoring of instructional focus calendars that demonstrate time for intervention, lesson plans containing differentiated learning opportunities, and regular data analysis of standards based common assessments. Small group and individual student needs are supported by the use of peer tutors, small group remediation lessons, and one on one tutoring. In addition, support facilitation teachers work in English and math classes to provide services to help student achieve proficiency levels. Teachers are working in professional learning communities by content area to develop lessons and common assessments that meet the rigor demanded of the state standards or Florida Standards.

Cypress Creek High School may be eligible for limited Title I funds this year. We will use Title I funding to provide tutoring for our students. Tutoring will focus on state mandated EOC subject areas as well as Advanced Placement courses. We have instructional coaches and lead teachers to support our teachers and students.

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Walton McHale	Principal
Reem Abid	Student
Natalie Newlin	Student
Sargent, Bradlee	Parent
Sargent, Nadia	Parent
Wanda Alicea	Parent
Muna Abid	Parent
Nadia Sargent	Parent
Bradlee Sargent	Parent
Michelle Allen	Teacher
Walton McHale	Principal
Rose Brown	Parent
Lucia Alvines	Business/Community
Meraris Gonzalez	Student
Thomas Savohn	Student
William Soto	Student
Hector Pena	Student
Sonia Neira	Parent
Mary Thomas	Parent
Anthony Peral	Business/Community
Donna Leiba-Gough	Parent
Cesar Neira	Parent
Alvin Abad	Teacher
Maria Victoria Serra	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC reviewed the SIP and data at the end of the 2016-17 school year and determined areas of need for the 2017-18 school year. The SAC helped to refine goals for this year's SIP.

b. Development of this school improvement plan

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

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

The school's budget was prepared by the leadership team and budget committee to maximize instructional positions for the 2017-18 school year. Each year, the principal reviews the budgetary priorities with the SAC in order to ensure a culture of transparency and to provide the framework for decision making, related to the expenditure of school improvement funds.

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

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

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
Scanlon, Elizabeth	Instructional Coach
McHale, Walton	Principal
Knight, Diane	Assistant Principal
Kosloski, Jennifer	Teacher, K-12
Valente, Rebecca	Instructional Coach
Alvarado, Ben	Assistant Principal

b. Duties

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

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

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

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

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

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

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

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

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

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

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

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

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.

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

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.

1. Teachers working in PLCs use state assessment data to create instructional focus calendars that places priority on high needs standards. From the focus calendar, each content area PLC group designs standards based common assessments that students take to measure mastery toward the content of the standard. In PLCs teachers analyze the data and design intervention and extension opportunities based on student performance.

2. Students challenged by the state reading assessment receive intervention in double and single block reading classes where differentiated instruction is provided based on needs. Students challenged by the math assessments have access to tutors in Algebra1 as well as pull out opportunities to provide assistance with the skills required for success on math state assessments.

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: Extended School Day

Minutes added to school year: 1,620

AVID Tutoring - Makeup Mondays

Strategy Rationale

Students build skills to enhance college and career readiness.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Alvarado, Ben, benjamin.alvarado@ocps.net

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

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

Strategy: Extended School Day

Minutes added to school year: 3,060

Reading Lab

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Scanlon, Elizabeth, elizabeth.scanlon@ocps.net

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

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

Strategy: Extended School Day

Minutes added to school year: 1,620

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Buchanan, Dwayne, dwayne.buchanan@ocps.net

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

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

Strategy: Extended School Day

Minutes added to school year: 1,620

Assigned weekly tutoring for each content area is used to support student achievement.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

McHale, Walton, walton.mchale@ocps.net

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

Student attendance and performance on tutorial activities and Progress Monitoring Tools (PMT's) data will be collected and analyzed by the coordinators in order to determine the need for ongoing support or determine the need for adaptation.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

1. Guidance counselors visit classrooms each year to discuss student progress and help them register for the next school year's courses. Here, students learn about what is expected at the next grade level and have opportunities to enroll in remedial opportunities if necessary. At the junior and senior year, the focus is life after high school and post-secondary options are explored.
2. College and Career counselor will promote access to AP, IB, Dual Enrollment and CTE courses to support all students being college ready.
3. Senior teachers and school counselors host a series of college readiness workshops to support students in the college application, financial aid, and transitioning to college processes.

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.

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

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

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

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

The following strategies are being implemented:

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

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.

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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Through a focus on standards-based instruction and a continuation to improve our use of digital curriculum, we will increase student achievement in Algebra I, Geometry, and Liberal Arts Math. (Division Priority: Accelerate Student Performance).

- G2.** Student college and career readiness will improve through our participation in the District Professional Learning Communities which will have an intense focus on literacy across all content areas. (Division Priority: Ensure college and career readiness).

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. Through a focus on standards-based instruction and a continuation to improve our use of digital curriculum, we will increase student achievement in Algebra I, Geometry, and Liberal Arts Math. (Division Priority: Accelerate Student Performance). 1a

G095342

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	95.0
Algebra I EOC Pass Rate	25.0
Geometry EOC Pass Rate	42.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Collaborative planning/PLC time for each subject area to deconstruct standards, develop common lessons and assessments.
- Professional development opportunities throughout the year focusing on teacher and student needs.
- CRT and Instructional coaches for core subject areas.
- Marzano Resource Library
- District PLC for Alg 1 and Geo

Plan to Monitor Progress Toward G1. 8

Common assessment data will be reviewed every three weeks to monitor student progress toward the standards.

Person Responsible

Walton McHale

Schedule

Every 3 Weeks, from 8/14/2017 to 6/4/2018

Evidence of Completion

Teachers and instructional support will document the data, reflection and planned next steps on the PLC Data Form.

G2. Student college and career readiness will improve through our participation in the District Professional Learning Communities which will have an intense focus on literacy across all content areas. (Division Priority: Ensure college and career readiness). 1a

G095343

Targets Supported 1b

Indicator	Annual Target
High School Acceleration	74.0
College Readiness Reading	80.0
College Readiness Mathematics	65.0
CTE Industry Certification Exam Passing Rate	62.0

Targeted Barriers to Achieving the Goal 3

- Teachers have limited experience with incorporating literacy strategies to increase rigor in their curriculum.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading and Instructional Coaches
- Collaborative Planning for core academics and CTE programs
- Professional Learning Community organization and time
- DPLC that focuses on cross-content literacy

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Walton McHale

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Instructional focus calendars, teacher lesson plans with literacy component, i-observation results, common assessments for specific courses, FSA and EOC, AP, IB, CTE enrollment and results.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Through a focus on standards-based instruction and a continuation to improve our use of digital curriculum, we will increase student achievement in Algebra I, Geometry, and Liberal Arts Math. (Division Priority: Accelerate Student Performance). 1

G095342

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

B256680

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

S271463

Strategy Rationale

Teachers have misconceptions about the standards and how the Framework supports student achievement.

Action Step 1 5

The leadership team will collaborate to develop Professional Development that focuses on strategic PD in whole group, small groups and with individuals. PD will include standards based instruction and school-wide digital strategies. PLCs will focus on implementing digital strategies brought back by the content area members of the DPLC.

Person Responsible

Rebecca Valente

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PD calendar

Action Step 2 5

The leadership team will monitor standards based instruction through the review of lesson plans, attendance at PLC meetings and classroom observations.

Person Responsible

Rebecca Valente

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Sign in sheets

Action Step 3 5

The leadership team will analyze instructional effectiveness based on student performance on the culminating tasks from the CRMs and PMAs.

Person Responsible

Ben Alvarado

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

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

Person Responsible

Walton McHale

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

The Leadership Team will maintain a log of meeting notes.

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

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

Person Responsible

Walton McHale

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

G2. Student college and career readiness will improve through our participation in the District Professional Learning Communities which will have an intense focus on literacy across all content areas. (Division Priority: Ensure college and career readiness). 1

G095343

G2.B1 Teachers have limited experience with incorporating literacy strategies to increase rigor in their curriculum. 2

B256681

G2.B1.S1 DPLC members will share literacy strategies in content area PLCs with an emphasis on building rigor. 4

S271464

Strategy Rationale

To build teachers' capacity and skills in the reading content required for teaching the standards at the appropriate level of rigor to support students in all courses including AP, IB, Dual enrollment and CTE.

Action Step 1 5

Professional development will be provided to implement rigorous, standards-based literacy instruction.

Person Responsible

Ben Alvarado

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Training agenda and materials, exit slips and reflections from the training, teacher lesson plans documenting implementation of the strategies and sample assignments. DPLC participation. Growth on data from common assessments will be used to measure progress.

Action Step 2 5

Ongoing coaching will be provided to support teachers in understanding and implementing rigorous, standards-based instruction with a focus on literacy.

Person Responsible

Diane Knight

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Coaches will maintain coaching logs to define teachers' needs and support that was provided.

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

To ensure that the professional development is implemented with fidelity, the professional development calendar and coaching schedule will be developed and reviewed monthly. Changes will be made as needed.

Person Responsible

Ben Alvarado

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Professional development calendar, meeting agendas and sign in sheets will be collected to ensure plan is implemented.

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

Professional development and coaching will be evaluated through lesson plans and classroom observations.

Person Responsible

Walton McHale

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

To ensure that professional development is implemented effectively, lesson plans will be reviewed on a scheduled basis, Observation feedback and common assessment data will be reviewed as evidence of progress.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.MA1 M389086	Teachers' instructional practices will be aligned with the Florida Standards/ NGSSS and the...	McHale, Walton	8/14/2017	Instructional focus calendars, teacher lesson plans with literacy component, i-observation results, common assessments for specific courses, FSA and EOC, AP, IB, CTE enrollment and results.	6/1/2018 monthly
G1.B1.S1.MA1 M389081	The leadership team will meet weekly and will discuss and adapt the plan based on weekly updates...	McHale, Walton	8/14/2017	The Leadership Team will maintain a log of meeting minutes, and the PD calendar will be updated, based on the discussion of the data and current school needs.	6/1/2018 weekly
G1.B1.S1.MA1 M389082	The leadership team will meet bi-weekly, and teacher PD will be an ongoing item for discussion.	McHale, Walton	8/14/2017	The Leadership Team will maintain a log of meeting notes.	6/1/2018 biweekly
G1.B1.S1.A1 A363964	The leadership team will collaborate to develop Professional Development that focuses on strategic...	Valente, Rebecca	8/14/2017	PD calendar	6/1/2018 monthly
G1.B1.S1.A2 A363965	The leadership team will monitor standards based instruction through the review of lesson plans,...	Valente, Rebecca	8/14/2017	Sign in sheets	6/1/2018 monthly
G1.B1.S1.A3 A363966	The leadership team will analyze instructional effectiveness based on student performance on the...	Alvarado, Ben	8/14/2017		6/1/2018 biweekly
G2.B1.S1.MA1 M389084	Professional development and coaching will be evaluated through lesson plans and classroom...	McHale, Walton	8/14/2017	To ensure that professional development is implemented effectively, lesson plans will be reviewed on a scheduled basis, IObservation feedback and common assessment data will be reviewed as evidence of progress.	6/1/2018 weekly
G2.B1.S1.MA1 M389085	To ensure that the professional development is implemented with fidelity, the professional...	Alvarado, Ben	8/14/2017	Professional development calendar, meeting agendas and sign in sheets will be collected to ensure plan is implemented.	6/1/2018 monthly
G2.B1.S1.A1 A363967	Professional development will be provided to implement rigorous, standards-based literacy...	Alvarado, Ben	8/14/2017	Training agenda and materials, exit slips and reflections from the training, teacher lesson plans documenting implementation of the strategies and sample assignments. DPLC participation. Growth on data from common assessments will be used to measure progress.	6/1/2018 monthly
G2.B1.S1.A2 A363968	Ongoing coaching will be provided to support teachers in understanding and implementing rigorous,...	Knight, Diane	8/14/2017	Coaches will maintain coaching logs to define teachers' needs and support that was provided.	6/1/2018 weekly
G1.MA1 M389083	Common assessment data will be reviewed every three weeks to monitor student progress toward the...	McHale, Walton	8/14/2017	Teachers and instructional support will document the data, reflection and planned next steps on the PLC Data Form.	6/4/2018 every-3-weeks

V. Professional Development Opportunities

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

G1. Through a focus on standards-based instruction and a continuation to improve our use of digital curriculum, we will increase student achievement in Algebra I, Geometry, and Liberal Arts Math. (Division Priority: Accelerate Student Performance).

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

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

PD Opportunity 1

The leadership team will monitor standards based instruction through the review of lesson plans, attendance at PLC meetings and classroom observations.

Facilitator

Rebecca Valente

Participants

All staff

Schedule

Monthly, from 8/14/2017 to 6/1/2018

G2. Student college and career readiness will improve through our participation in the District Professional Learning Communities which will have an intense focus on literacy across all content areas. (Division Priority: Ensure college and career readiness).

G2.B1 Teachers have limited experience with incorporating literacy strategies to increase rigor in their curriculum.

G2.B1.S1 DPLC members will share literacy strategies in content area PLCs with an emphasis on building rigor.

PD Opportunity 1

Professional development will be provided to implement rigorous, standards-based literacy instruction.

Facilitator

McHale, Beth Scanlon, Rebecca Valente

Participants

All teachers

Schedule

Monthly, from 8/14/2017 to 6/1/2018

PD Opportunity 2

Ongoing coaching will be provided to support teachers in understanding and implementing rigorous, standards-based instruction with a focus on literacy.

Facilitator

McHale, Scanlon, Valente

Participants

All teachers

Schedule

Weekly, from 8/14/2017 to 6/1/2018

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	The leadership team will collaborate to develop Professional Development that focuses on strategic PD in whole group, small groups and with individuals. PD will include standards based instruction and school-wide digital strategies. PLCs will focus on implementing digital strategies brought back by the content area members of the DPLC.				\$0.00
2	G1.B1.S1.A2	The leadership team will monitor standards based instruction through the review of lesson plans, attendance at PLC meetings and classroom observations.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		140-Substitute Teachers	1651 - Cypress Creek High	General Fund		\$10,000.00
<i>Notes: Subs to cover pull out PD days for targeted teacher groups, DPLC members, and district PLC days</i>						
3	G1.B1.S1.A3	The leadership team will analyze instructional effectiveness based on student performance on the culminating tasks from the CRMs and PMAs.				\$0.00
4	G2.B1.S1.A1	Professional development will be provided to implement rigorous, standards-based literacy instruction.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	2510	140-Substitute Teachers	1651 - Cypress Creek High	General Fund		\$4,000.00
<i>Notes: Substitute teachers used for pull out days for standards based training and planning.</i>						
5	G2.B1.S1.A2	Ongoing coaching will be provided to support teachers in understanding and implementing rigorous, standards-based instruction with a focus on literacy.				\$8,040.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	2510	239-Other	1651 - Cypress Creek High	General Fund		\$3,000.00
<i>Notes: Supplies</i>						
		239-Other	1651 - Cypress Creek High	General Fund		\$5,040.00
<i>Notes: Substitutes for DPLC training, planning and PD</i>						
					Total:	\$22,040.00