



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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### **Cypress Lake High School**

6750 PANTHER LN

Fort Myers, FL 33919

239-481-2233

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

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## School Demographics

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<b>School Type</b> High School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 54%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 45%

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## School Grades History

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<b>2013-14</b> B	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> A
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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**Table of Contents**

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Part I: Current School Status</b>	<b>6</b>
<b>Part II: Expected Improvements</b>	<b>15</b>
<b>Goals Summary</b>	<b>21</b>
<b>Goals Detail</b>	<b>21</b>
<b>Action Plan for Improvement</b>	<b>24</b>
<b>Part III: Coordination and Integration</b>	<b>31</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>33</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>35</b>

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Cypress Lake High School

##### Principal

Tracy Perkins

##### School Advisory Council chair

Sparkle Simmons

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Tracy Perkins	Principal
Tara Meagher	Assistant Principal
Shelly Thimlar	Assistant Principal
Adam Kurtz	Assistant Principal
Johnathan Druskis	Assistant Principal

#### District-Level Information

##### District

Lee

##### Superintendent

Dr. Nancy J Graham

##### Date of school board approval of SIP

10/22/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

The SAC is composed of the principal, assistant principal and a balanced number of teachers, support staff, students, parents, and business partners. Together the team meets to help improve the quality of education for students.

Parents/Position President Ms. Sparkle Simmons

Secretary Mrs. Gina Gyure

Administrator Dr. Johnathan P. Druskis

#### Involvement of the SAC in the development of the SIP

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

**Activities of the SAC for the upcoming school year**

The SAC will be involved with schoolwide events to meet with parents and encourage participation, including Open House, Panther Showcase, and Advancement Workshops(3). The SAC will also hold meetings on the second Wednesday of the month at 6:30 PM for general business. These meetings will be held September, January, March and April.

**Projected use of school improvement funds, including the amount allocated to each project**

Our school improvement funds are aligned with the School Improvement Plan (SIP). These funds are used throughout the year and are voted on by our School Advisory Committee (SAC).

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

5

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Tracy Perkins**

Principal

Years as Administrator: 16

Years at Current School: 11

**Credentials**

BA, Elementary Education, Rollins University, MA, Ed. Leadership, Nova Southeastern University, Certification: Principal (all levels) Elem. Ed 1-6, ESOL Endorsement

**Performance Record**

Principal of Cypress Lake High School  
 2011-12 Grade: A  
 2010-11 Grade: A  
 2009-10 Grade: B  
 2008-09 Grade: B  
 2007-08 Grade: A  
 2006-07 Grade: A  
 2005-06 Grade: B  
 2004-05 Grade: B  
 2003-04 Grade: C

**Tara Meagher**

Asst Principal

Years as Administrator: 15

Years at Current School: 13

**Credentials**

BS, Ball State University, MA, Ed. Leadership, Nova Southeastern University, Certification: Educational Leadership (all levels) Biology 6-12, Hearing Impaired K-12, MG Endorsement

**Performance Record**

**Adam Kurtz**

Asst Principal

Years as Administrator: 6

Years at Current School: 6

**Credentials**

BS, St. Lawrence University, MA, Ed. Leadership, Florida Gulf Coast University, Certification: Principal (all levels) Social Studies 6-12

**Performance Record**

Assistant Principal at Cypress Lake High School 2008 - current

**Johnathan Druskis**

Asst Principal

Years as Administrator: 13

Years at Current School: 10

**Credentials**

BA, University of Central Florida, MS and Ed. D. Nova Southeastern University, Certification: School Principal (all levels) History 6-12

**Performance Record**

Assistant Principal at Cypress Lake High School 2004 - current

**Shelly Thimlar**

Asst Principal

Years as Administrator: 14

Years at Current School: 14

**Credentials**

BFA, University of Wisconsin, MA, Ed. Leadership, University of South Florida, Certification: Educational Leadership (all levels) Art K-12

**Performance Record**

**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**



<b>Ileta Sanguine</b>		
Full-time / District-based	Years as Coach: 10	Years at Current School: 9
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	MA Reading, Florida Gulf Coast University, Certifications: Elementary Education, Early Childhood, Reading	
<b>Performance Record</b>	Cypress Lake High School: 2011-12 School Grade: A 2010-11 School Grade: A 2009-10 School Grade: B 2008-09 School Grade: B 2007-08 School Grade: A	

**Classroom Teachers**

<b># of classroom teachers</b>	75
<b># receiving effective rating or higher</b>	71, 95%
<b># Highly Qualified Teachers</b>	100%
<b># certified in-field</b>	73, 97%
<b># ESOL endorsed</b>	13, 17%
<b># reading endorsed</b>	7, 9%
<b># with advanced degrees</b>	20, 27%
<b># National Board Certified</b>	3, 4%
<b># first-year teachers</b>	4, 5%
<b># with 1-5 years of experience</b>	13, 17%
<b># with 6-14 years of experience</b>	23, 31%
<b># with 15 or more years of experience</b>	35, 47%

**Education Paraprofessionals**

**# of paraprofessionals**

4

**# Highly Qualified**

100, 2500%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

2

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

New teachers have regular meetings with the Assistant Principal for Curriculum, as well as participation in PLC. New teachers and teachers with less than 3 years of teaching experience are partnered with veteran "buddy" teachers and have Peer Teachers who have Clinical Education training. All teachers have the ability to collaborate and work in a positive environment through weekly PLC meetings. There are also opportunities for leadership by advancing through positions of teacher leadership, such as Department Head, School Improvement writing team, and class or club sponsor.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

New teachers have regular meetings with the Assistant Principal for Curriculum, as well as participation in PLC. New teachers and teachers with less than 3 years of teaching experience are partnered with veteran "buddy" teachers and have Peer Teachers who have received Clinical Education training. All teachers have the ability to collaborate and work in a positive environment through weekly PLC meetings. There are also opportunities for leadership by advancing through positions of teacher leadership, such as Department Head, School Improvement writing team, and class or club sponsor.

**Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

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

**Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

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

**Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The MTSS Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Cypress Lake High School utilizes the district adopted data management system, Performance Matters. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. The analysis assist with the tracking of student progress, management of diagnostic summative and formative assessment data, and the response of students to implemented interventions.

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The guidance department and the MTSSS team will provide the necessary support to carry out the plans or agendas. Monthly updates will be provided at the school leadership meetings and teachers will work with the ESE department staff to address specific needs and efficacy of follow-through. The faculty will be given professional development and updates at faculty meetings to provide greater understanding of MTSS. Additionally, the ESE Department and the MTSS team will attend PLC meetings to work with specific academic departments on the MTSSS process and how it will be integrated into the teaching and learning process.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program**Minutes added to school year:**

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

**Strategy Purpose(s)**

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

**How is data collected and analyzed to determine the effectiveness of this strategy?****Who is responsible for monitoring implementation of this strategy?****Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Tracy Perkins	Principal
Tara Meagher	Assistant Principal
Johnathan Druskis	Assistant Principal
Shelly Thimlar	Assistant Principal
Adam Kurtz	Assistant Principal
Ileta Sanquine	Reading Coach and Reading Department Head
Kyle Israel and Zimmerman	English Department Head
Patrick Farrell	Social Studies Department Head
James Johnson	Science Department Head
Sally Thume	Math Department Head
Patty Gair, Janice Loughner, Mareen Cannon, Paula McCarthy, Marquerite , Gordon Gair, Nancy Petro, Barbara Van Netta, Kristi Pim, Maria Baker, Katrina Rozmus, and Jason Loete	Other Department Heads

**How the school-based LLT functions**

The Literacy Leadership Team meets monthly or when called for special circumstances to consider solutions to issues or areas of concern. The team reviews initiatives, with emphasis on reading in the

content area. The LLT reviews baseline testing data and FAIR data to discuss students that may need additional interventions. The LLT plans monthly staff professional development for monthly faculty meetings and content area meetings.

### **Major initiatives of the LLT**

The major initiatives of the LLT this year are to develop and carry out monthly professional development that focuses on best practices and strategies in classrooms. Specific emphasis is to start infusing public domain and historical documents into content areas for current freshmen and the lowest 25% in reading. Additional emphasis will be placed on integrating Common Core literacy standards in all content areas and implementation of DEAR (Drop Everything and Reading) with more monitoring of student reading level and choices.

## **Every Teacher Contributes to Reading Instruction**

### **How the school ensures every teacher contributes to the reading improvement of every student**

Cypress Lake High School works to ensure all teachers implement the Common Core reading standards across all content areas and at all levels. Teachers are given professional development in implementation of Common Core. Lesson plans and classroom instruction are observed for reading instruction practices and data is analyzed by teachers in PLCs for use in driving instructional decisions in reading. Best practices and highly effective teachers are featured at faculty meetings and on the school website.

## **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

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

### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

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

### **Strategies for improving student readiness for the public postsecondary level**

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

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	64%	51%	No	68%
American Indian				
Asian		63%		
Black/African American	37%	26%	No	43%
Hispanic	53%	35%	No	58%
White	74%	64%	No	77%
English language learners	28%	10%	No	35%
Students with disabilities	45%	30%	No	51%
Economically disadvantaged	54%	41%	No	59%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	90	25%	31%
Students scoring at or above Achievement Level 4	86	24%	30%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	322	54%	58%
Students in lowest 25% making learning gains (FCAT 2.0)	85	54%	58%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	88	6%	9%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	82	6%	9%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	105	7%	10%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	93	32%	37%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	197	58%	61%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	116	34%	39%

**Area 3: Mathematics****High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	50%	51%	Yes	55%
American Indian				
Asian		72%		
Black/African American	38%	29%	No	45%
Hispanic	38%	43%	Yes	45%
White	60%	62%	Yes	64%
English language learners	34%	27%	No	41%
Students with disabilities	40%	26%	No	46%
Economically disadvantaged	44%	43%	No	50%



**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	314	59%	63%
Students in lowest 25% making learning gains (EOC)	90	60%	64%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	104	36%	39%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	125	33%	38%
Students scoring at or above Achievement Level 4	27	7%	14%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	116	34%	39%
Students scoring at or above Achievement Level 4	61	18%	24%

**Area 4: Science****High School Science****Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	159	43%	47%
Students scoring at or above Achievement Level 4	37	10%	17%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		5
Participation in STEM-related experiences provided for students	250	17%	20%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	49	3%	6%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		97%	100%
Students taking one or more advanced placement exams for STEM-related courses	49	3%	54%
CTE-STEM program concentrators	22		24
Students taking CTE-STEM industry certification exams	440	30%	35%
Passing rate (%) for students who take CTE-STEM industry certification exams		68%	72%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	622	42%	45%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	671	45%	50%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams	391	26%	28%
Passing rate (%) for students who take CTE industry certification exams		95%	98%
CTE program concentrators	16		
CTE teachers holding appropriate industry certifications	5	100%	100%

**Area 7: Social Studies****U.S. History End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Civics End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Area 8: Early Warning Systems****High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	205	14%	11%
Students in ninth grade with one or more absences within the first 20 days	153	10%	7%
Students in ninth grade who fail two or more courses in any subject	79	5%	3%
Students with grade point average less than 2.0	237	16%	13%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	331	22%	19%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	149	10%	7%

**Graduation**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	3		2%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	290	82%	85%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	34	63%	65%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	307	87%	90%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Cypress Lake receives the 5 Star School, Golden and Silver Awards for parent and student volunteer hours each year. We accomplish this by asking our parents to volunteer in all areas of academics, arts and sports.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase parent and student volunteer hours, as well as, increase the number of volunteer participants.	664	45%	50%

**Area 10: Additional Targets**

**Additional targets for the school**

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** Increase student achievement gains school-wide by focusing on teaching and learning.

## Goals Detail

**G1. Increase student achievement gains school-wide by focusing on teaching and learning.**

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - High School
- CTE
- Parental Involvement
- EWS - High School
- EWS - Graduation

**Resources Available to Support the Goal**

- Teachers
- Curriculum
- Technology
- Drop Eveyrthing and Read(DEAR)
- Drop Everything and Write (DEW)
- PLC
- Parents
- Data
- Formative Assessments
- Positive Behavior Support
- Media/Communication Resources
- Intervention Programs

**Targeted Barriers to Achieving the Goal**

- Teaching with Fidelity
- Student Motivation

- Multiple learning styles and abilities in one classroom

### **Plan to Monitor Progress Toward the Goal**

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

#### **Person or Persons Responsible**

Administrative Team PLC Faculty Groups

#### **Target Dates or Schedule:**

Ongoing through Administrative team meetings each Monday and PLC meetings each Wednesday.

#### **Evidence of Completion:**

Meeting agendas, emails and reports to other stakeholders, review and revision of department goals, and review and revision of SIP barriers and strategies.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase student achievement gains school-wide by focusing on teaching and learning.

**G1.B1** Teaching with Fidelity

**G1.B1.S5** School-wide topic focus for PLC such as writing prompt development, writing rubric development, etc.

#### Action Step 1

Meet weekly to work on solving problems, gaining new insight and training, making formative decisions based on data/surveys, and planning for implementing cooperative interaction between faculty members.

#### Person or Persons Responsible

Principal, Tracy Perkins Assistant Principals, Johnathan Druskis and Tara Meagher PLC Faculty Groups

#### Target Dates or Schedule

Each Wednesday from 1:50 PM to 2:50 PM

#### Evidence of Completion

Emails sent out to faculty members by administration, agendas from PLC meetings and action items returned as requested, i.e. writing prompts, rubrics, etc.

#### Facilitator:

Professional development is supplied when possible according to the needs dictated by the PLC and the problems they are addressing, i.e. Smartboard training, Excel training, etc. Facilitation of the PLC meetings are otherwise led by Department Heads.

#### Participants:

Principal, Tracy Perkins Assistant Principals, Johnathan Druskis and Tara Meagher PLC Faculty Groups



### **Plan to Monitor Fidelity of Implementation of G1.B1.S5**

Visit PLCs, review agendas, and review materials submitted by PLCs. Give feedback when needed to PLC members and facilitators.

#### **Person or Persons Responsible**

Administration Leadership Team

#### **Target Dates or Schedule**

After each weekly PLC, but prior to the next meeting.

#### **Evidence of Completion**

Emails to staff and to PLC leaders, physical presence at the meetings, and feedback on submitted items and requests.

### **Plan to Monitor Effectiveness of G1.B1.S5**

Review SIP Goals and Department Goals in relation to the PLC activities and products. Use Survey Monkey to monitor faculty attitude toward process and formative student performance data for effectiveness of activities/strategies.

#### **Person or Persons Responsible**

Administration Leadership and PLC Teams

#### **Target Dates or Schedule**

Review teacher attitude through Survey Monkey results each quarter. Review activity benefit through data analysis after summative assessments.

#### **Evidence of Completion**

Survey results and data analysis will serve as indicators for completion.

**G1.B1.S7** Faculty leadership meetings for establishing protocols for school initiatives and to disseminate procedures, calendar information and guidance.

**Action Step 1**

Use established faculty leadership meeting to increase two-way communication between the Administrative Team and the overall faculty through focused topic discussions and analysis of current issues for potential solutions.

**Person or Persons Responsible**

AdministrativeTeam All department heads

**Target Dates or Schedule**

Third Tuesday of each month in the media center.

**Evidence of Completion**

Meeting minutes, department minutes, PLC agendas, adjustments of strategies, and increased fidelity of classroom initiatives.

**Plan to Monitor Fidelity of Implementation of G1.B1.S7**

Review agendas and submitted documents to check alignment of planning for team meetings, faculty meetings, and PLCs. Discuss issues and propose items for meeting focus based on incoming information from the District, school data, and information from the faculty PLCs.

**Person or Persons Responsible**

Adminstrative Team

**Target Dates or Schedule**

Weekly Administrative Team Meetings (Monday)

**Evidence of Completion**

Meeting agendas that progress and support topic focus through the cycle of meetings held each month.

### Plan to Monitor Effectiveness of G1.B1.S7

Review the agendas for the previous month and note issues addressed. Rate the issue for in-progress, addressed, tabled and maintaining tracking system for school-wide topic focus.

#### Person or Persons Responsible

Administrative Team

#### Target Dates or Schedule

The first Administrative Leadership Team meeting of each month

#### Evidence of Completion

Monthly report on the status of issues and focus topics.

### G1.B4 Student Motivation

#### G1.B4.S4 Advanced Placement Academy

##### Action Step 1

Develop AP Academy program with faculty

##### Person or Persons Responsible

Tara Meagher, Assistant Principal and AP Faculty Team

##### Target Dates or Schedule

Monthly meetings on the fourth Tuesday of each month

##### Evidence of Completion

Student enrollment will increase and more students will be working at increased rigor with success

##### Facilitator:

College Board workshops for AP teachers

##### Participants:

Tara Meagher, Assistant Principal, AP Faculty Team

### **Plan to Monitor Fidelity of Implementation of G1.B4.S4**

Monthly meetings will establish action lists for subgroups to accomplish in areas such as program development, student/family services, training and teacher development, and communications. Action items will be acted upon by subgroups and brought back to the AP Faculty Team for implementation.

#### **Person or Persons Responsible**

Assistant Principal, Tara Meagher AP Faculty Team

#### **Target Dates or Schedule**

Monthly large group meetings on the fourth Tuesday of each month after regular faculty meetings. Small subgroup meetings called by group leaders monthly.

#### **Evidence of Completion**

Action items from each month's meeting are completed by subgroups. Regular services are provided for AP Academy students and their families. Strategies are shared at the PLC meetings and the faculty meetings for bringing AP style teaching practices and learning strategies to all teachers and students.

### **Plan to Monitor Effectiveness of G1.B4.S4**

Effectiveness of strategies will be monitored by student enrollment data, formative and summative data monitoring, monitoring attendance data for special workshops, and student/faculty attitude surveys.

#### **Person or Persons Responsible**

Assistant Principal, Tara Meagher AP Faculty Team

#### **Target Dates or Schedule**

Enrollment data will be monitored in the spring, formative data will be monitored through practice test and data folders, summative data will be monitored in July and August from the AP test results, and student/faculty surveys will be administer in November and March.

#### **Evidence of Completion**

Data reports, survey results, and strategy adjustments will be evidence of completion of the monitoring process.

**G1.B11 Multiple learning styles and abilities in one classroom**

**G1.B11.S1 Differentiated instruction**

**Action Step 1**

Implement lessons plans and monitor students for achievement levels. Identify those who need acceleration and those who need remediation.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Continuously during observations, in conversations with students, and during the formative assessment process.

**Evidence of Completion**

Results from analysis of formative and summative assessments, observations, and conversations with students.

**Action Step 2**

Create differentiated lessons based on results of monitoring results of initial teaching.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Prior to presenting lessons to students.

**Evidence of Completion**

Differentiated lesson plans, increased student participation, and increased student success.

**Facilitator:**

Trainer in Differentiated Lesson Planning

**Participants:**

Teachers

### **Plan to Monitor Fidelity of Implementation of G1.B11.S1**

Monitor teachers for implementation of differentiated lesson planning and implementation.

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Continuously throughout the year, especially after pre-testing has been completed in most subject areas.

#### **Evidence of Completion**

Examination of teacher lesson plans, observation of implementation of differentiated instruction, and analysis of student data.

### **Plan to Monitor Effectiveness of G1.B11.S1**

Observe instructional techniques and lesson plans.

#### **Person or Persons Responsible**

Administrative team

#### **Target Dates or Schedule**

Continuously beginning after pre-test is administered.

#### **Evidence of Completion**

Student data results from cumulative testing.

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

#### Title I, Part A

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

#### Title I, Part C

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

#### Title I, Part D

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

#### Title II

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

#### Title III

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

#### Title X

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

#### Supplemental Academic Instruction (SAI)

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

#### Violence Prevention Programs

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

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

#### Nutrition Programs

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

#### Adult Education

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

#### CTE

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

#### Job Training



## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

### G1. Increase student achievement gains school-wide by focusing on teaching and learning.

#### G1.B1 Teaching with Fidelity

**G1.B1.S5** School-wide topic focus for PLC such as writing prompt development, writing rubric development, etc.

#### PD Opportunity 1

Meet weekly to work on solving problems, gaining new insight and training, making formative decisions based on data/surveys, and planning for implementing cooperative interaction between faculty members.

#### Facilitator

Professional development is supplied when possible according to the needs dictated by the PLC and the problems they are addressing, i.e. Smartboard training, Excel training, etc. Facilitation of the PLC meetings are otherwise led by Department Heads.

#### Participants

Principal, Tracy Perkins Assistant Principals, Johnathan Druskis and Tara Meagher PLC Faculty Groups

#### Target Dates or Schedule

Each Wednesday from 1:50 PM to 2:50 PM

#### Evidence of Completion

Emails sent out to faculty members by administration, agendas from PLC meetings and action items returned as requested, i.e. writing prompts, rubrics, etc.

## **G1.B4 Student Motivation**

### **G1.B4.S4 Advanced Placement Academy**

#### **PD Opportunity 1**

Develop AP Academy program with faculty

##### **Facilitator**

College Board workshops for AP teachers

##### **Participants**

Tara Meagher, Assistant Principal, AP Faculty Team

##### **Target Dates or Schedule**

Monthly meetings on the fourth Tuesday of each month

##### **Evidence of Completion**

Student enrollment will increase and more students will be working at increased rigor with success

## **G1.B11 Multiple learning styles and abilities in one classroom**

### **G1.B11.S1 Differentiated instruction**

#### **PD Opportunity 1**

Create differentiated lessons based on results of monitoring results of initial teaching.

##### **Facilitator**

Trainer in Differentiated Lesson Planning

##### **Participants**

Teachers

##### **Target Dates or Schedule**

Prior to presenting lessons to students.

##### **Evidence of Completion**

Differentiated lesson plans, increased student participation, and increased student success.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Increase student achievement gains school-wide by focusing on teaching and learning.	\$22,000
Total		\$22,000

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title II, Title III and SAC funds	\$11,000	\$11,000
Title II, Title III SAC funds	\$11,000	\$11,000
Total	\$22,000	\$22,000

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

#### G1. Increase student achievement gains school-wide by focusing on teaching and learning.

##### G1.B1 Teaching with Fidelity

**G1.B1.S5** School-wide topic focus for PLC such as writing prompt development, writing rubric development, etc.

#### Action Step 1

Meet weekly to work on solving problems, gaining new insight and training, making formative decisions based on data/surveys, and planning for implementing cooperative interaction between faculty members.

#### Resource Type

Evidence-Based Program

#### Resource

Evidence-based programs that we will use to increase CLHS academic performance. Professional Learning Communities (PLC), Kagan study groups, improve LY Reading comprehension and background knowledge. Technology, we will continue to implement the use of

#### Funding Source

Title II, Title III SAC funds

#### Amount Needed

\$11,000

## **G1.B4 Student Motivation**

### **G1.B4.S4 Advanced Placement Academy**

#### **Action Step 1**

Develop AP Academy program with faculty

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Evidence-based programs that we will use to increase CLHS academic performance. Professional Learning Communities (PLC), Kagan study groups, improve LY Reading comprehension and background knowledge. Technology, we will continue to implement the use of

#### **Funding Source**

Title II, Title III and SAC funds

#### **Amount Needed**

\$11,000