

The School District of Lee County

Cypress Lake High School



2019-20 Schoolwide Improvement Plan

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Cypress Lake High School

6750 PANTHER LN, Fort Myers, FL 33919

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

Demographics

Principal: Angela Roles

Start Date for this Principal: 6/7/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	81%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (56%) 2017-18: B (54%) 2016-17: C (48%) 2015-16: C (47%) 2014-15: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	65%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	C	C

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<https://www.floridacims.org>.

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Empowering students to succeed in a changing world.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Roles, Angela	Principal	
Conn, Kimberly	Assistant Principal	
Hendrick, Brandon	Assistant Principal	
Kurtz, Adam	Assistant Principal	
Turner, Jessica	Assistant Principal	
Labelle, Tammy	Other	
Gair, Patty	Teacher, K-12	
Bond, Candyce	Teacher, K-12	
	Teacher, K-12	Help develop common assessments for math department

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	423	435	430	389	1677
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	53	49	57	88	247
One or more suspensions	0	0	0	0	0	0	0	0	0	0	13	15	18	9	55
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	94	124	98	22	338
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	59	128	119	65	371

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	54	105	97	43	299

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

73

Date this data was collected or last updated

Friday 8/9/2019

Prior Year - As Reported**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	55	40	54	48	197
One or more suspensions	0	0	0	0	0	0	0	0	0	16	11	6	3	36
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	86	65	41	6	198
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	80	97	64	38	279

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	49	76	97	64	286

Prior Year - Updated**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	55	40	54	48	197
One or more suspensions	0	0	0	0	0	0	0	0	0	16	11	6	3	36
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	86	65	41	6	198
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	80	97	64	38	279

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	49	76	97	64	286

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	52%	55%	56%	50%	53%	53%
ELA Learning Gains	45%	49%	51%	44%	45%	49%
ELA Lowest 25th Percentile	28%	37%	42%	43%	37%	41%
Math Achievement	52%	50%	51%	32%	41%	49%
Math Learning Gains	53%	45%	48%	26%	34%	44%
Math Lowest 25th Percentile	55%	43%	45%	29%	33%	39%
Science Achievement	60%	62%	68%	58%	62%	65%
Social Studies Achievement	72%	67%	73%	64%	63%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	423 (0)	435 (0)	430 (0)	389 (0)	1677 (0)
Attendance below 90 percent	53 (55)	49 (40)	57 (54)	88 (48)	247 (197)
One or more suspensions	13 (16)	15 (11)	18 (6)	9 (3)	55 (36)
Course failure in ELA or Math	94 (86)	124 (65)	98 (41)	22 (6)	338 (198)
Level 1 on statewide assessment	59 (80)	128 (97)	119 (64)	65 (38)	371 (279)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	49%	51%	-2%	55%	-6%
	2018	53%	51%	2%	53%	0%
Same Grade Comparison		-4%				
Cohort Comparison						
10	2019	47%	48%	-1%	53%	-6%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	47%	50%	-3%	53%	-6%
Same Grade Comparison		0%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	57%	56%	1%	67%	-10%
2018	54%	61%	-7%	65%	-11%
Compare		3%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	69%	64%	5%	70%	-1%
2018	66%	62%	4%	68%	-2%
Compare		3%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	39%	59%	-20%	61%	-22%
2018	37%	60%	-23%	62%	-25%
Compare		2%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	58%	50%	8%	57%	1%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	44%	53%	-9%	56%	-12%
Compare		14%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	26	34	23	17	43	47	37	50		87	24
ELL	18	31	26	22	60	57	24	28		70	57
BLK	26	35	23	29	44	43	30	52		94	25
HSP	48	44	30	44	48	47	57	61		92	46
MUL	39	47		50	50		50			90	
WHT	60	48	28	62	58	72	68	86		93	61
FRL	43	38	23	46	52	51	54	63		91	44
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	15	28	30	17	38	35	26	44		64	38
ELL	9	32	27	27	48	53	17	32		100	29
BLK	25	33	34	20	28	13	26	50		93	36
HSP	41	35	23	32	40	55	41	52		93	61
MUL	39	38		38	55						
WHT	67	55	50	57	44	55	79	85		94	64
FRL	40	39	31	32	37	44	49	59		91	51
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	16	49	49	10	19	23	26	36		67	15
ELL	9	29	29	21	39	34	18	30		46	18
ASN	60	27		62	50			50			
BLK	25	40	36	17	24	27	39	39		80	12
HSP	38	38	41	24	27	34	44	51		78	53
MUL	53	54		25			70				
WHT	65	49	52	40	26	25	73	80		88	57
FRL	36	37	40	24	25	26	42	57		78	46

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I

ESSA Federal Index	
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	32
Total Points Earned for the Federal Index	594
Total Components for the Federal Index	11
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	54
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Learning gains for the lowest 25% in ELA was the weakest performing component. Between SY 1718 and SY 1819 there was a 6% decline from 34% to 28%. Additionally, this followed a decline between SY1617 and SY 1718 of 9% from 43% to 34%. In total, over the last two years there has been a 15% drop in ELA learning gains for our lowest 25%. Some contributing factors include teacher turnover in both the reading and ELA departments as well as an implementation of new curriculum guides for reading courses.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The most significant component decline from the prior year is the ELA Learning Gains for the Lowest 25%, from 34% to 28%. Contributing factors were discussed in the previous question.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with the greatest gap compared to the state average is the Algebra 1 Achievement level at 39%. This is 22% points lower than the State average which is 61%. A significant reason for this difference is that all schools with students who take the Algebra 1 EOC are reported in this category, including middle grade students who often have pass rates in the 90% range due to acceleration pathways. The middle school students' high achievement rate acts as an outlier pulling the state average higher. State data that separated middle school Algebra I EOC scores from high school achievement on this component would provide more comparable data for high schools. Even though this is a problem, Cypress experienced growth in closing the gap from the previous year, with a 2% increase in achievement level for Algebra 1 students. One of the barriers in this category is a lack of stability in these teaching positions. Annual turnover in Algebra teachers impacts the ability to build on successes and best practices into the following year.

Which data component showed the most improvement? What new actions did your school take in this area?

The component with the most improvement is math. Math learning gains improved from 40% in SY1718 to 53% SY1819 school year. Additionally, the gains for the lowest 25% students increased from 45% in SY1718 to 55% SY1819 school year. This is a trend due to the 27% increase in learning gains in math over the past two school years and a 26% increase in learning gains for the lowest 25% students. One of the contributing factors was the impact of a veteran math teacher who recently joined the Geometry team. The Geometry PLC worked to examine formative data from common assessments as well as increase skills and understanding with the lowest 25% students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Reflecting on the Early Warning System Data, the three potential areas of concern are students with attendance below 90%, the number of English and Math course failures, and the rate of students scoring a level one on their math and/or ELA assessments. Attendance is an area that Cypress has worked on for several years. Cypress will continue to concentration on attendance as an area for improvement. Another area of concern is the number of course failures in ELA and Math. This year math and ELA staff and faculty will work to break down the data, identify contributing factors, and work to increase passing rates. There were 371 students who received a level one on the math and/or ELA assessments. Steps will need to be taken to lessen this amount in the future.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

Priorities include:

1. Improving the learning gains in ELA, with specific focus on learning gains of the lower 25% ELA students.
2. Continue improvement in math through increasing achievement in Algebra, maintaining Geometry achievement, and maintaining learning gains for all math students, especially the lower 25%.
3. Decreasing the number of failures in Math and ELA classes.
4. Decreasing the number of students with attendance below 90%, providing interventions for chronically absent students.
5. Limit the amount of Out-of-School suspensions to increase student time in class so that learning continues with positive outcomes for all stuents.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Attendance
Rationale	The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Students who attend school regularly are shown to achieve at higher levels than students who do not have regular attendance. (https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp)
State the measurable outcome the school plans to achieve	Decrease the percentage of chronically absent students from 17.5% to 15% as measured by Focus attendance data.
Person responsible for monitoring outcome	Brandon Hendrick (brandonjh@leeschools.net)
Evidence-based Strategy	Multi-tiered attendance interventions with universal, targeted and individual support provided
Rationale for Evidence-based Strategy	All students need supports. Data will be used to identify students who need more targeted interventions, including counseling, home-visits, and legal sanctions.
Action Step	
Description	<p>A multi-prong approach building-wide will be used to address attendance with new tools and strategies implemented.</p> <ol style="list-style-type: none"> 1. Expectations/Incentives - Attendance expectations will be established at the beginning of the year through the administration, classroom and extra curricular activity leaders. Guidelines for required attendance for course credit, participation in OJT periods, aiding periods, field trips and extra-curricular activities will be established for the year. 2. Monitor - Attendance will be monitored on three levels, administratively, classroom teachers and in mentor sessions. Classroom teachers will monitor absences per class period and partner with the administration to follow intervention and credit denial if absences accumulate. Students will also be grouped in mentor groups to meet to track absence data and reflect. 3. Intervention and Credit Denial - Student absences will be tracked by period. After 3 absences classroom teachers will make contact with the family to bring awareness and help with possible problem solving. After 5 absences letters will be sent home to families over the absence rate and potential credit denial. At 7 absences students will meet with the school social worker and sign a contract acknowledging the number of absences and the possible loss of credit. At 10 absences students will be denied credit for the course, but given a pathway to restore credit with 30 consecutive days of attendance for the course. The school social worker and administration will work to implement this new process in partnership with classroom teachers. 4. The guidance department may advise students and families of options to address high absenteeism and student schedules/class placement may be adjusted and/or extra-curricular participation limited as needed to allow time for make up work when absences

are high. The school will also use PBS incentives and recognition to bring overall positive awareness to attendance.

Person Responsible Brandon Hendrick (brandonjh@leeschools.net)

#2

Title Behavior

Rationale Exclusionary practices such as Out of School Suspensions have a negative effect on student achievement. Students need to be in school to be successful. Additionally, studies have suggested that OSS contributes to student disengagement which can ultimately result in higher drop-out rates. (Relationship Between School Suspension and Student Outcomes: A Meta-Analysis, 2015)

State the measurable outcome the school plans to achieve Decrease the number of students receiving OSS from 69 to 55 as measured by the District Support Application System by May 2020.

Person responsible for monitoring outcome Jessica Turner (jessicaat@leeschools.net)

Evidence-based Strategy Positive Behavior Intervention Systems

Rationale for Evidence-based Strategy All students need supports. Data will be used to identify students who need more targeted interventions.

Action Step

Description

1. Students will be identified as having an increased risk of Out of School Suspension by past discipline records.
2. The Behavior Specialist and Intervention Specialist will review and analyze the list of at risk students to develop individual strategies. These strategies include creating a Positive Behavior Intervention Plan to identify problem behaviors, suggesting alternative behaviors, and providing support for students. If needed MTSS can create tier two or tier three interventions.
3. Assistant Principals will work together to offer alternatives to suspension when negative behaviors adversely affect classroom and school functions.
4. Positive school environment will be maintained through relationship-building between staff/teachers and students, peer mentoring conflict resolution opportunities, school-wide small group mentor sessions include social/emotional learning lessons, and PBIS strategies will continue to be developed and applied in the school culture.

Person Responsible Jessica Turner (jessicaat@leeschools.net)

#3	
Title	FSA ELA
Rationale	SY 18-19 resulted in a decline in the learning gains for L25 students in ELA from 34% to 28%. Changing this outcome to result in positive gains for the L25 subgroup is the top priority for Reading and ELA departments.
State the measurable outcome the school plans to achieve	Increase the percent of L25 students making learning gains from 28% to 35% as measured by the FY20 ELA FSA.
Person responsible for monitoring outcome	Kimberly Conn (kimberlyaco@leeschools.net)
Evidence-based Strategy	Multi-tiered interventions with universal, targeted and individual support provided
Rationale for Evidence-based Strategy	All students need supports. Data will be used to identify students who need more targeted interventions.
Action Step	
Description	Increasing student achievement in FSA ELA for Cypress Lake students will be reached through the following levels:
	<p>District:</p> <p>The Lee County School District has moved to a county-wide approach to ELA curriculum with all high schools following curriculum maps and guides developed by the district to align all schools for mobility and to ensure equality in access to resources and best practices. They will also continue in the second year of reading focus using the Read 180 Curriculum and USAtest Prep.</p> <p>School-wide:</p> <ol style="list-style-type: none"> 1. The faculty and staff will work to address the ELA achievement levels through the following strategies: During pre-school inservice, faculty and administration will look at data, learn about tracking tools and strategies and work on resources available to increase reading and writing across the curriculum. 2. Using Panther Tracker, a google form developed at Cypress, students and faculty/staff will have "data chats" about work/assessments and help to develop strategies to address challenges to success. Specific focus on reading outcomes will be monitored by all mentors. 3. PLC time will be used to monitor data, address intervention needs and share best practices in reading and vocabulary development for each subject area. 4. A school-wide academic focus will use the following strategies to provide researched-based approaches to increase reading comprehension for all students: 1.) Instruction will focus on higher order thinking strategies that assist students in critical/close reading

assignments. 2.) The use of collaborative pairs for developing comprehension skills and utilizing peer review of reading material. 3.) Information writing skills to demonstrate understanding of reading assignments and gain skills for high stakes assessments as well as college and careers. 4.) Increase instruction in tier two vocabulary through all subject areas. 5.) Faculty will be trained and coached in the application of all curriculum and instruction initiatives through inservice presentations, PLC meetings and mentoring sessions. 6.) Additional tools for students and faculty will be provided online.

Reading and ELA Departments:

1. The Reading and ELA departments will meet collaborative to track data, share best practices and address intervention needs.
2. The Reading department will implement System 44, Read 180, Edge Resources and USA Test Prep along with other resources as directed through the district. USA Test Prep will be used to target and individualize instruction for students.
3. The ELA teachers will identify the L25 and level one students at the beginning of the year and place them on an intervention list so that each teacher is aware of the need for individualized strategies for these students.
4. The Reading Coach will monitor this specific group and assist the entire faculty with strategies for helping students achieve.
5. ELA teachers will participate in Rangefinder/ norming/ writing scoring training facilitated by ELA district coordinator.

Person Responsible	Kimberly Conn (kimberlyaco@leeschools.net)
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#4	
Title	English Language Learners
Rationale	Cypress experienced a significant decrease in the graduation rate of ELL students from 100% in SY17-18 to 70% in SY18-19. Additionally, there were also decreases for all ELL students in ELA learning gains, math achievement, and US History EOC achievement.
State the measurable outcome the school plans to achieve	Increase percentage points for English Language Learners from 39% to 41% as measured by the annual Federal Index.
Person responsible for monitoring outcome	Brandon Hendrick (brandonjh@leeschools.net)
Evidence-based Strategy	Sheltered Instruction Observation Protocols (SIOP) and Positive Behavior Intervention Systems
Rationale for Evidence-based Strategy	All students need supports. Data will be used to identify students who need more targeted interventions.
Action Step	
Description	<ol style="list-style-type: none"> 1. The administration and guidance departments will work to create an English Language Learners Graduation Task Force to implement monitoring systems and develop additional strategies. 2. Through the use of paraprofessionals, in class supports for ELL students will be provided. 3. Strategies will be implemented school-wide, including training in and the use of SIOP Strategies. The targeted strategies include using many means of communication to families (translated notes and telephone calls), key vocabulary emphasized in all classes, opportunities for students to use bilingual resources, literacy skills addressed by all teachers, and grade level content taught to English language learners.
Person Responsible	Brandon Hendrick (brandonjh@leeschools.net)

#5	
Title	Students with Disabilities
Rationale	For L25 students with disabilities, SY18-19 resulted in decreases in ELA scores as well as stagnant math achievement. Additionally, fewer students with disabilities attained industry certifications, passed AP tests, or passed dual enrollment classes, which resulted in a decline in acceleration for students with disabilities.
State the measurable outcome the school plans to achieve	Increase percentage points for Students with Disabilities from 38% to 41% as measured by the annual Federal Index.
Person responsible for monitoring outcome	Jessica Turner (jessicaat@leeschools.net)
Evidence-based Strategy	Multi-tiered interventions with universal, targeted and individual support provided
Rationale for Evidence-based Strategy	All students need supports. Data will be used to identify students who need more targeted interventions.
Action Step	
Description	<ol style="list-style-type: none"> 1. District and school leaders will review each student with disabilities to explicitly plan and schedule their individual service delivery models. 2. The ESE Department head and APC will work to provide cooperative teaching schedules to provide extra support for students that need interventions. 3. The ESE Department head and APC will schedule paraprofessionals to provide support for students with disabilities 4. Students whose service delivery includes cooperative teaching or instructional support will be scheduled into a Learning Strategies class, in which students have a curriculum, HOPS (Homework, Organization, and Planning Skills Interventions) that establishes built in supports for classroom success for students with disabilities. 5. After school tutoring will be provided and teachers will help to identify and encourage students to attend. <p>In the PLC cycle, explicit work will be done to track data, share best practices and address intervention needs.</p> <p>School-wide, professional development in understanding and implementing accommodations for students with disabilities will be implemented.</p> <ol style="list-style-type: none"> 6. The ESE Department and APC will established modified access point standards for students with alternate assessments.
Person Responsible	Jessica Turner (jessicaat@leeschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

optional

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Cypress Lake prides itself on parent/family involvement and communication is a key to making this work. Family involvement begins with Open House before school starts. Families are welcomed to the school and introduced to the various ways they can be involved with the education of their student. Also at the beginning of the year, there are information events for the AP Capstone students and their families, senior guidance meetings for students, and membership on the School Advisory Council is encouraged. Families can access Focus to follow student grades. Additionally, School Messenger is utilized by teachers and staff to message and communicate with families about important events and opportunities. The school also hosts a website where families access all the information necessary to stay informed and participate with their student. The website was redesigned to make it a one-stop destination for students and families. Parents also have tools provided through the Lee County Public Schools Launchpad where Google Classroom, Castle, and instructional apps are available. New this year is a parent app provided to increase access through mobile devices. AP Capstone and advanced studies programs invite students and families to participate together in a series of workshops in areas of high interest, such as the college search and education funding. The Arts Center has family participation through exhibitions and performances, but also as families work to build sets, sew costumes, chaperone student trips and help with fundraising. The ESE inclusion teachers use a daily communication log to inform parents of social and academic progress, upcoming school events/modifications to daily schedules, as well as, concerns with behavior. Cypress Lake receives the 5 Star School, Golden and Silver Awards for parent and student volunteer hours each year. This is accomplished by asking parents to volunteer in all areas of academics, arts and sports.

PFEP Link

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

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.

As students enter Cypress from the eighth grade they are given the opportunity to participate in Panther Force. This program brings students in for a summer orientation where they get to know each other, the administration, key teachers and the building. This program helps students feel a part of the Cypress Community. Students also have a chance to enter the school from eighth grade into the ROTC, Center for the Arts and/or the AP Capstone Program. The programs feature faculty mentoring and a sense of community with other students. Students are assigned to an advisement group with a teacher mentor. The groups meet two to three times a quarter to monitor the ABCs (Attendance, Behavior and Classroom success). This intervention will help us identify and give extra support to students that are chronically absent, students who have behaviors that are interfering with their academic success, and it will provide a teacher who helps monitor students grades for all of their classes and progress on formative assessments throughout the year. As students progress PERT testing is offered to identify students who need additional assistance in preparing for post-secondary endeavors.

Math for college readiness is available to help students gain skills to prepare for college. Seniors are given readiness surveys to help guidance identify students and families who may need additional support. Additionally, in partnership with the Foundation for Lee County Public Schools, the Future Makers program is implemented at the school to help students and families fill out the FASFA, make applications to college and career programs and learn about opportunities for scholarships. Finally, the guidance department meets with seniors and maintains a “senior tracker” document to make sure they are on track to graduation and have access to information and programs that will support their transition into the post-secondary world.

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

As students enter CLHS students they are invited to participate in Panther Force, a freshmen orientation which helps students better adjust to their new high school experience. Annually, in the fall students participate in Club Rush, a showcase of all of the clubs and activities in which students can participate. When students are more involved in groups and activities they feel a greater sense of belonging and connectedness to the school and the school community. All classes meet semi-annually to receive information specific to their cohort. School culture helps to foster cohort identity through school-wide celebrations such as homecoming week and pep rallies. As students are beginning their senior year, several strategies are used to enable as many members of the class cohort to reach graduation. Through the guidance department, individual students meet with counselors to sign senior contracts regarding completion requirements. A senior tracker is used to alert staff and faculty to the needs for each senior to reach graduation. Senior meetings are held quarterly by the senior sponsors to maintain a flow of information and capture as many students within the senior culture.

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.

Every year in the spring, the Assistant Principal for Curriculum, the head of the ESE department, and representatives from the ESE department at the district level work together to do flexible scheduling, which maximizes school resources by scheduling instructional support cooperative teachers into classrooms to support students with disabilities. 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 teachers, prerequisite teachers and school counselors to ensure appropriate placement into courses. Students in the AP Capstone have an available faculty advisor to guide them through their course selection process, freshmen have a closely monitored academic beginning through their ELA 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. Also, implementation of the AVID program has been established for students who identified for not meeting their full potential in classrooms. These students are given support in learning strategies that will help them gain success in the class and in post-secondary endeavors. In addition to these measures, seniors are also placed in a graduation tracking. Students also have the ability to be mentored through applying to the Take Stock in Children, STAMP and Big Brothers, Big Sisters/Finemark Bank “Beyond the School Walls” programs. These programs all work with identified students to build goals and awareness for post-secondary endeavors.

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

New this year, Cypress will partner with Chico's, an international clothing company that has its headquarters in the area. Through the partnership, a Fashion Academy track will be offered, which will give students experience in workplace soft skills and give students exposure to the areas of the fashion business including design, marketing, merchandising, and retail. Additionally, the AVID program will continue to develop with the main goal of helping prepare students who may be the first in the family to go to college reach their college goals. Along with organization and study skills, they are counselled on registering and preparing for college entrance exams and applying for college or other post secondary opportunities.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Attendance	\$0.00
2	III.A.	Areas of Focus: Behavior	\$0.00
3	III.A.	Areas of Focus: FSA ELA	\$0.00
4	III.A.	Areas of Focus: English Language Learners	\$0.00
5	III.A.	Areas of Focus: Students with Disabilities	\$0.00
Total:			\$0.00