

The School District of Lee County

Cape Coral High School



2021-22 Schoolwide Improvement Plan

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Cape Coral High School

2300 SANTA BARBARA BLVD, Cape Coral, FL 33991

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

Demographics

Principal: Ryan Jackson

Start Date for this Principal: 9/20/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	89%
2020-21 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 (58%) 2017-18: B (58%) 2016-17: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2020-21 Title I School</p> <p>No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>62%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>54%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade	B	B	B	B

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To collaborate with families and the community to develop open-minded, knowledgeable, and inquiring lifelong learners who are contributing members of our global society.

Provide the school's vision statement.

Every student future ready.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Engelhart, Chris	Principal	<ul style="list-style-type: none"> *Complete classroom walk-throughs and formal/informal evaluations to evaluate instructional practices. *Participate in leadership team meetings to discuss issues and concerns with department heads. *Hold staff/faculty meetings to inform and discuss current concerns, as well as train faculty and staff. *Evaluate data to help make school-based decisions. *Provide a safe environment for teachers and students to work at a high level.
Beall, Troy	Assistant Principal	<ul style="list-style-type: none"> *Complete classroom walk-throughs and formal/informal evaluations to evaluate instructional practices. *Participate in leadership team meetings to discuss issues and concerns with department heads. *Hold staff/faculty meetings to inform and discuss current concerns, as well as train faculty and staff. *Evaluate data to help make school-based decisions. *Provide a safe environment for teachers and students to work at a high level.
Gamache, Chelsea	Teacher, ESE	
Cornwell, Leslie	Assistant Principal	<ul style="list-style-type: none"> Complete classroom walk-throughs and formal/informal evaluations to evaluate instructional practices. *Participate in leadership team meetings to discuss issues and concerns with department heads. *Hold staff/faculty meetings to inform and discuss current concerns, as well as train faculty and staff. *Evaluate data to help make school-based decisions. *Provide a safe environment for teachers and students to work at a high level.
Wunderlich, Marla	Assistant Principal	
Holcomb, Jana	Assistant Principal	

Name	Position Title	Job Duties and Responsibilities
Kruse, Lisa	Reading Coach	
Gurgal, Alan	Teacher, K-12	SIP Chair

Demographic Information

Principal start date

Monday 9/20/2021, Ryan Jackson

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

Total number of teacher positions allocated to the school

93

Total number of students enrolled at the school

1,828

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

9

Demographic Data

Early Warning Systems

2021-22

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	480	449	473	426	1828
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	75	73	61	60	269
One or more suspensions	0	0	0	0	0	0	0	0	0	35	29	19	11	94
Course failure in ELA	0	0	0	0	0	0	0	0	0	6	50	41	48	145
Course failure in Math	0	0	0	0	0	0	0	0	0	6	35	18	27	86
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	69	74	76	66	285
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	71	118	104	51	344
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	69	108	90	78	345

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	2	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	3	2	2	9

Date this data was collected or last updated

Tuesday 9/21/2021

2020-21 - 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
Number of students enrolled	0	0	0	0	0	0	0	0	0	406	434	409	360	1609
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	22	17	22	16	77
One or more suspensions	0	0	0	0	0	0	0	0	0	23	8	17	14	62
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	37	39	19	96
Course failure in Math	0	0	0	0	0	0	0	0	0	2	25	18	7	52
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	60	56	75	53	244
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	47	36	71	69	223

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	39	57	72	55	223

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	3	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	6	4	4	17

2020-21 - 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
Number of students enrolled	0	0	0	0	0	0	0	0	0	406	434	409	360	1609
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	22	17	22	16	77
One or more suspensions	0	0	0	0	0	0	0	0	0	23	8	17	14	62
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	37	39	19	96
Course failure in Math	0	0	0	0	0	0	0	0	0	2	25	18	7	52
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	60	56	75	53	244
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	47	36	71	69	223

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	39	57	72	55	223

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	3	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	6	4	4	17

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				64%	55%	56%	67%	55%	56%
ELA Learning Gains				50%	49%	51%	54%	50%	53%
ELA Lowest 25th Percentile				35%	37%	42%	38%	42%	44%
Math Achievement				54%	50%	51%	51%	54%	51%
Math Learning Gains				35%	45%	48%	39%	43%	48%
Math Lowest 25th Percentile				32%	43%	45%	28%	43%	45%
Science Achievement				70%	62%	68%	62%	70%	67%
Social Studies Achievement				79%	67%	73%	78%	66%	71%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	63%	51%	12%	55%	8%
Cohort Comparison						
10	2021					
	2019	61%	48%	13%	53%	8%
Cohort Comparison		-63%				

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
2021					
2019	68%	56%	12%	67%	1%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	78%	64%	14%	70%	8%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	38%	59%	-21%	61%	-23%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	62%	50%	12%	57%	5%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Data was collected through a quarterly progress monitoring cycle, which included instruments such as STAR, iReady, and district-created progress monitoring assessments.

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	194/61.4	184/49.6	154/42.2
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	8/29.6	4/12.5	4/11.4
	English Language Learners	0/0	1/5.6	0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	132/75.4	125/69.4	123/71.1
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	6/20	6/17.1	4/11.1
	English Language Learners	5/26.3	7/33.3	2/11.8
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	169/77.9	209/86	203/87.1
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	4/44.4	6/66.7	7/77.8
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0/0	0/0	0/0
	Economically Disadvantaged	0/0	0/0	0/0
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	0/0	0/0

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	193/52.3	186/49.5	193/49.4
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	6/15.8	3/7.1	6/13.6
	English Language Learners	0/0	1/5.3	1/3.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	65/34.8	56/26.5	65/31
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	7/20	6/14	8/18.6
	English Language Learners	3/15.8	2/8.3	3/13
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	53/41.4	76/55.1	73/52.9
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	10/34.5	13/40.6	15/50
	English Language Learners	7/38.9	14/70	11/55
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	1/100	1/100	1/50
	Economically Disadvantaged	0/0	0/0	0/0
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	3/100	1/50	1/50
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	0/0	0/0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	58/33.5	72/41.4	86/52.1
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	1/4.3	3/12.5	3/13.6
	English Language Learners	5/25	5/27.8	6/31.6

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/0	0/0	1/50
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	0/0	0/0	1/100
	English Language Learners	0/0	0/0	0/0

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	18	30	27	23	21	13	38	42		84	33
ELL	30	49	42	27	29	12	36	42		96	76
ASN	67	71		67	46		75			100	94
BLK	49	41	6	36	37	26	52	62		94	60
HSP	54	51	37	43	25	14	54	66		95	76

2021 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 2019-20	C & C Accel 2019-20
MUL	67	72		50	20		83	80		93	71
WHT	67	50	32	61	33	21	77	82		96	80
FRL	52	47	30	48	28	25	56	70		93	71
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	22	28	24	19	30	24	21	37		71	29
ELL	35	45	43	34	34	43	42	33		71	48
ASN	79	64		79	21			93			
BLK	46	40	25	36	28	31	53	57		93	57
HSP	58	47	35	46	29	29	67	75		87	70
MUL	52	43	30	40				77		82	
WHT	71	54	38	62	42	38	73	86		93	69
FRL	56	49	33	43	32	31	62	71		89	63
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	26	33	27	22	14	19	30	46		76	38
ELL	18	31	29	29	45	35	29	40		74	61
ASN	83	70		81	64		85	60		95	70
BLK	43	40	45	30	35	53	26	74		97	51
HSP	65	54	35	43	36	31	56	75		90	69
MUL	73	52		60	57		73	70		100	73
WHT	70	56	41	58	39	15	71	82		92	77
FRL	60	50	36	45	37	30	55	73		94	70

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	622
Total Components for the Federal Index	11
Percent Tested	94%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	33
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	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	74
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	46
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	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	67
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	60
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	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

For ELA, there was a decrease in proficiency shown on the progress monitoring data for both 9th and 10th grade students, although it is much larger for 9th grade.

For math, the progress monitoring data showed a significantly higher proficiency percentage for 9th grade students as compared to 10th grades. 9th grade proficiency were around 70% across all different progress monitoring exams, but 10th grade were all around 30%. The decrease in sophomore proficiency could be attributed to our IB population, who only would be taking the progress monitoring exams during their freshman year when they are in Geometry.

Science and social studies had the highest percentage of students proficient out of the core content areas, both exceeding district and state averages.

The proficiency of ELL and SWD lagged behind that of the entire population across all subject area and grade levels for the progress monitoring data as well as on the 2019 EOC exams.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based off of the last state assessment, our Algebra EOC Scores showed the greatest need for improvement. The scores. The proficiency rate was only 38%, which was 21% below the district average and 23% below the state average. There was also a slight decline shown on the progress monitoring exams in math for both 9th grade (4%) and 10th grade students(3%)

ELA progress monitoring scores at the 9th grade level showed a decline of 19% proficiency from the fall to the spring exams, with an 18% decline for students with disabilities. 10th Grade ELA students also showed a slight decline on the progress monitoring reports as well at 3% from the fall to the spring.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Our school has typically had a lower Algebra I proficiency rate compared to other schools in the district, but our Geometry scores are usually higher. We are an IB school, so a large portion of our incoming freshman class has already passed Algebra I. Therefore these students are not accounted for in these scores. This also is a reason why our Geometry scores are relatively higher. When looking at the overall math proficiency, our rate exceeded the state and district averages

Our Level 2 and 3 Algebra I students will be double blocked, providing the greatest opportunity for these students to make learning gains and increase the proficiency rate. The teachers for these classes have taught the courses for a few years now and are experienced, which is a positive change in recent years.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The Biology 9th and 10th grade students showed the most improvement in proficiency from the first progress monitoring assessment given in the fall to those given in the spring. there was a 10% increase in 9th grade students across all students, a 33.4% increase in 9th grade students with disabilities. In tenth grade there was an 11.5% increase across all students, a 15.5% increase in students with disabilities and a 16.1% increase in English Language Learners. This continued the trend from the 2018 to 2019 science achievement level which increased 8% year over year and exceeded the state and district averages.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Our school holds quarterly data chats with administration to discuss the results of their progress monitoring and classroom data. This allows the teachers to make informed instructional decisions.

The Biology teachers also hold a weekly PLC meeting where they are able to work on common planning, bell ringers, and assessments. They can discuss what has been working and not working in their classrooms and make the proper adjustments.

What strategies will need to be implemented in order to accelerate learning?

Teachers will need to prioritize standards, especially to make up with losses due to COVID-19. Identifying standards that will be required for future learning or cross over content areas will be emphasized.

Diagnosing missed learning will also be necessary to increase proficiency across all content areas. Teachers may need to incorporate more review of standards that are covered in prior classes to ensure students are prepared to master the standards in their current class.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Training on Performance Matters will help teachers to drill down and analyze the data from the exemplars and progress monitoring reports.

Open classrooms will be conducted to give teachers the opportunity to observe strategies being implemented by their coworkers. Quarterly teachers will open up their classrooms for other teachers to observe and also sit in on another teachers instruction. Feedback will then be provided.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The instructional leadership team is made up of the department head from each subject. They represent their content areas and serve as a liaison between the teachers and administration. The team meets monthly and they provide feedback they receive from their respective departments at their weekly PLC meetings. This includes any questions, concerns, or suggestions they may have as well as how any current strategies in place are working. The department head can then add these questions or concerns to the ILT agenda for discussion.

Administration can also disseminate information to the ILT members who then pass it along to their departments at their weekly PLC meetings. In addition, any new strategies or procedures that administration is looking to begin can be run by the ILT to garner their feedback before implementation.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	The average daily attendance was not consistent when reviewed for the 2020-2021 school year. Attendance is paramount to the academic success of a student. Attendance and truancy issues impacted all levels and subgroup and were not an isolated problem.
Measurable Outcome:	Increase the annual daily average of student attendance by 0.15% as reported by the Attendance District Cycle Reports
Monitoring:	Daily attendance will be tracked on a spreadsheet. Staff will be provided with this spreadsheet weekly so they can be kept aware of the situation and continue to stress the importance to students. Quarterly averages will as be calculated.
Person responsible for monitoring outcome:	Marla Wunderlich (marlasw@leeschools.net)
Evidence-based Strategy:	Positive reinforcement will be used by offering incentives to students to encourage better attendance. Check and Connect, which is a formalized mentoring program where students are assigned a staff mentor will also continue this year.
Rationale for Evidence-based Strategy:	Students who have perfect attendance for the month will have their names entered in drawings for gift cards to local restaurants and stores obtained from the local community. Multiple students will be chosen as winners each month and the goal is to provide something for students to work towards. Ultimately, by increasing their attendance, students will realize how important it is that they are in school.

Action Steps to Implement

1. Accurate attendance taken by teachers.
2. Data tracking and monitoring of data.
3. Automated messages to parents/guardians sent to absent students.
4. Weekly attendance statistics sent to teachers.

Person Responsible Marla Wunderlich (marlasw@leeschools.net)

5. Check and Connect formalized mentoring program.

Person Responsible shellie taylor (shelliedt@leeschools.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: The latest EOC scores for Algebra I, showed a large disparity between the school and district and state averages. The proficiency rate was 38%, which was 21% below the district average and 23% below the state average. In addition the progress monitoring reports for math showed a slight decline from the fall testing window to the spring testing window of 4%.

Measurable Outcome: The goal is increase proficiency in our Algebra 1 EOC scores from 38% to 43% as measured by the 2022 administration of the exam.

Monitoring: Progress monitoring exams will be given to students in the middle and at the end of each unit. Teachers will analyze the data of these exams by standard and be able to loop any that need remediation or reteaching. Available online learning systems will allow teachers to provide individualized learning plans for students.

Person responsible for monitoring outcome: Troy Beall (troyab@leeschools.net)

Evidence-based Strategy: WINN Time will be implemented to help better support student in areas where they are deficient. Level 2 and 3 will be double blocked, providing opportunities for additional instructional time and remediation.

Rationale for Evidence-based Strategy: WINN time will allow teachers to provide support in deficient areas. This will be important for students, particularly in Algebra I as increasing proficiency will have a residual effect on proficiency as these students progress through Geometry and to higher level math classes.

Evidence-based Strategy: The double blocking of students will help make up lost instructional time due to COVID-19, allow for the opportunity for more learning gains, and also maintain the proficiency level of those students currently satisfying that benchmark.

Action Steps to Implement

1. Implementation of mid-unit and end of unit common exemplars for progress monitoring.
2. Double blocking Level 2 and Level 3 students
3. WINN Time for areas of deficiency.
4. High-Yield Instructional Strategies

Person Responsible Troy Beall (troyab@leeschools.net)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: The 10th grade ELA scores decreased by 4% to 61% proficiency. In addition, there was a 3% decrease in proficiency between the fall and spring progress monitoring exams. ELA serves as the foundation for all other academic areas, so an increase will help with improvement across all subject areas.

Measurable Outcome: ELA proficiency for 10th grade students will increase from 61% to 68% on the 2022 ELA FSA.

Monitoring: Student data from standard based classroom assessments will be analyzed by classroom teachers. In addition, common exemplars will be given that will allow for analysis through Performance Matters. Administration will monitor and discuss progress during quarterly data chats.

Person responsible for monitoring outcome: Leslie Cornwell (lesliedc@leeschools.net)

Evidence-based Strategy: English teachers will be giving quarterly FSA Writing style exams to students to collect data and adjust instruction. Reading teachers will be using USA Test Prep for individual student instruction, as well as whole group instruction. The lowest performing students in Reading will be double blocked to receive additional support. WINN time will continue to be utilized in both Reading and English Classes. English will focus more closely on writing skills, while Reading will focus on reading strategies. Students in both classes will be tracking their progress towards benchmark proficiency through the daily completion of bellringers. A School Wide Writing initiative will continue to be implemented to help gain support for writing in subject areas other than English. In addition, ELA teachers will be increasing the variety of texts students see on a regular basis as well as increase their level of complex questioning.

Rationale for Evidence-based Strategy: Reading and writing strategies have to be explicitly taught in order for comprehension skills to increase. Specific alignment to standards and common formative and summative assessments allow teachers to see when students have mastered standards and when more intervention is needed in order to achieve student gains.

Action Steps to Implement

1. Standards based bell ringers.
2. School-wide writing initiative.
3. 70% Informational text and 30% literature will be used in all classrooms.
4. WINN time for standards in which students are not showing proficiency.
5. Quarterly FSA writing style Exams.
6. Administration of common exemplars.

Person Responsible Leslie Cornwell (lesliedc@leeschools.net)

#4. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale: Behavior issues in the classroom impact the success of the individual student but also the other students in that class. Reducing negative student behaviors and classroom disruptions will result in a better student learning environment. In addition, it can have a positive impact on the overall culture of the school

Measurable Outcome: The average number of referrals per day will decrease from 1.9 to 1.7 as reported by the District Support Applications by June 2021.

Monitoring: The number of referrals will be monitored through Focus Analytics. Trends in the number of referrals and more specifically the types of referrals will be analyzed.

Person responsible for monitoring outcome: Marla Wunderlich (marlasw@leeschools.net)

Evidence-based Strategy: Teachers will set clear expectations for all students and communicate these expectations to students and students' families. Teachers will be encouraged to use Restorative Practice action steps will be used for discipline issues including a warning, parent contact, and a team-timeout The school based PBIS team is also developing a program to encourage desired behaviors through incentives

Rationale for Evidence-based Strategy: Restorative practices will help create a culture where students are held accountable but are also able to return to a supportive and productive learning environment. Reinforcing positive behaviors will help students meet school-wide expectations and to focus on academics.

Action Steps to Implement

1. Teachers establish and communicate clear expectations.
2. PBIS team develops incentive program.
3. Teachers implement Restorative Practice Action steps.

Person Responsible Leslie Cornwell (lesliedc@leeschools.net)

#5. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: The 9th grade ELA scores decreased by 2% to 63% proficiency. There was a 19% decrease in proficiency between the fall and spring progress monitoring exams. ELA serves as the foundation for all other academic areas, so an increase will help with improvement across all subject areas.

Measurable Outcome: ELA proficiency for 9th grade students will increase from 63% to 66% on the 2022 ELA FSA.

Monitoring: Student data from standard based classroom assessments will be analyzed by classroom teachers. In addition, common exemplars will be given that will allow for analysis through Performance Matters. Administration will monitor and discuss progress during quarterly data chats.

Person responsible for monitoring outcome: Leslie Cornwell (lesliedc@leeschools.net)

Evidence-based Strategy: English teachers will be giving quarterly FSA Writing style exams to students to collect data and adjust instruction. Reading teachers will be using USA Test Prep for individual student instruction, as well as whole group instruction. The lowest performing students in Reading will be double blocked to receive additional support. WINN time will continue to be utilized in both Reading and English Classes. English will focus more closely on writing skills, while Reading will focus on reading strategies. Students in both classes will be tracking their progress towards benchmark proficiency through the daily completion of bellringers. A School Wide Writing initiative will continue to be implemented to help gain support for writing in subject areas other than English. In addition, ELA teachers will be increasing the variety of texts students see on a regular basis as well as increase their level of complex questioning.

Rationale for Evidence-based Strategy: Reading and writing strategies have to be explicitly taught in order for comprehension skills to increase. Specific alignment to standards and common formative and summative assessments allow teachers to see when students have mastered standards and when more intervention is needed in order to achieve student gains.

Action Steps to Implement

1. Standards based bell ringers.
2. School-wide writing initiative.
3. 70% Informational text and 30% literature will be used in all classrooms.
4. WINN time for standards in which students are not showing proficiency.
5. Quarterly FSA writing style Exams.
6. Administration of common exemplars.

Person Responsible Leslie Cornwell (lesliedc@leeschools.net)

#6. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus	
Description and Rationale:	Based on the data available from FY19, the SWD Federal Index was 31%, identifying a
Measurable Outcome:	Performance data for SWD will increase to 42% in FY 2022.
Monitoring:	During progress monitoring data discussions in weekly PLCs, teachers will be able to make instructional decisions to help increase the support for SWD students. This data will also be discussed with administration at the quarterly data chats.
Person responsible for monitoring outcome:	Chelsea Gamache (chelseaf@leeschools.net)
Evidence-based Strategy:	Instructional decisions will be based on analysis of progress monitoring data. PLCs will discuss data weekly to help make instructional decisions
Rationale for Evidence-based Strategy:	Data driven decision making is an effective strategy for increasing student achievement.

Action Steps to Implement

1. Data driven PLCs to drive instruction.
2. Analysis of discipline and attendance data during PLCS to increase supports
3. Provide social and emotional wellness learning opportunities to increase ability to focus on learning.
4. Wellness Wednesdays to help students with mental health.

Person Responsible	Chelsea Gamache (chelseaf@leeschools.net)
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Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Suspension rates for Cape Coral High School were 4.6 per 100 students compared to the statewide rate of 13.5 students per 100 students. In addition the total number of incidents per 100 students for the state was 3.3 per 100 students, while for Cape Coral High School it was 2.2. The statewide ranking was #176 out of 505 high schools statewide. This is important, because it is critical to keep students in the classroom so they can continue to learn.

Areas of concern in relation to discipline data will be tobacco and drug use. In 2020-2021, tobacco use had the third highest number of referrals behind insubordination and unauthorized area. This is directly connected to the increase in the number of vaping instances over the past few years.

Reducing the number of referrals and discipline issues will have a positive impact on the school culture and learning environment. A decrease in referrals identified through discipline data can indicate that students are spending more time in the classroom, therefore providing an opportunity to make a greater impact on increasing proficiency. In addition, a decrease would show that the Restorative Practices that are being implemented are effective.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

The School District of Lee County is working toward certification of Marzano's High Reliability levels which is intended to produce a system that has high reliability and becomes transformational in its approach to educating its students. When a school has met the criterion indicators for a specific level in the model, it consistently monitors those indicators and makes immediate corrections when school performance falls below acceptable levels. The first level of school effectiveness is a Safe and Orderly Environment that Supports Cooperation and Collaboration. Our school is currently working through PLCs in leadership to bring forward the knowledge at the school level to begin our study of the leading indicators: (1) The faculty and staff perceive the school environment as safe and orderly. (2) Students, parents, and the community perceive the school environment as safe and orderly. (3) Teachers have formal roles in the decision-making process regarding school initiatives. (4) Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students (5) Teachers and staff have formal ways to provide input regarding the optimal functioning of the school. (6)

Students, parents, and community have formal ways to provide input regarding the optimal functioning of the school. (7) The success of the whole school, as well as individuals within the school, is appropriately acknowledged (8) The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers. As this knowledge is put into action, our school will work with teachers, students, parents, and community members to engage in and study the indicators to ensure that the school culture is inclusive and positive.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Faculty, staff, and administration will help create a positive culture and environment through the use of positive reinforcement. The PBIS team is currently designing the positive incentive program that will be implemented to reward positive behaviors.

Teachers can provide clear expectations and develop relationships with their students. Consistency across all faculty is important to establish the schools expectations for behavior.

Community members can provide resources and their expertise to help improve the school environment. For example providing incentives that can be used as part of the PBIS system or mentoring for students.

Parents can help create a positive culture by supporting their children and being an active participant in their education. They can get involved in the school through various parent organizations, such as the IBPO, and be involved in the SAC committee.

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Discipline	\$0.00
5	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
6	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00