

The School District of Lee County

Cape Coral High School



2023-24

Schoolwide Improvement Plan (SIP)

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Cape Coral High School

2300 SANTA BARBARA BLVD, Cape Coral, FL 33991

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

School Board Approval

This plan was approved by the Lee County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Jackson, Ryan	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
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	<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
Gurgal, Alan	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.

Name	Position Title	Job Duties and Responsibilities
		*Provide a safe environment for teachers and students to work at a high level
Wissman, Barbara	Administrative Support	*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

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

SIP plan was shared in SAC meeting and with faculty meeting at beginning of year and ideas were shared to enhance the development of the SIP.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

SIP will monitored every three-four weeks with the release of interim reports home to students. Progress monitoring results will be shared in PLC's and plans to remediate will be used to move students to proficiency.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	57%
2022-23 Economically Disadvantaged (FRL) Rate	89%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI

Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	560
One or more suspensions	0	0	0	0	0	0	0	0	0	247
Course failure in ELA	0	0	0	0	0	0	0	0	0	118
Course failure in Math	0	0	0	0	0	0	0	0	0	221
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	497
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	605
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	548

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	14

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	41	47	50	57	49	51	60		
ELA Learning Gains				52			51		
ELA Lowest 25th Percentile				41			33		
Math Achievement*	43	34	38	45	33	38	51		
Math Learning Gains				39			30		
Math Lowest 25th Percentile				32			18		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	50	54	64	58	35	40	67		
Social Studies Achievement*	67	58	66	68	40	48	74		
Middle School Acceleration					38	44			
Graduation Rate	93	84	89	96	49	61	96		
College and Career Acceleration	75	65	65	82	60	67	77		
ELP Progress	38	36	45	36			65		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	407
Total Components for the Federal Index	7
Percent Tested	94
Graduation Rate	93

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	606
Total Components for the Federal Index	11
Percent Tested	96
Graduation Rate	96

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	29	Yes	4	3
ELL	45			
AMI				
ASN	50			
BLK	48			
HSP	56			
MUL	65			
PAC				
WHT	66			
FRL	53			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	3	2
ELL	47			
AMI				
ASN	83			
BLK	46			
HSP	53			
MUL	61			
PAC				
WHT	60			
FRL	50			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	41			43			50	67		93	75	38
SWD	16			20			18	24		24	6	
ELL	24			31			35	48		56	7	38
AMI												
ASN	26			56			53	64			4	
BLK	33			23			37	54		57	6	
HSP	37			40			44	62		76	7	38
MUL	48			46			50	83		64	6	
PAC												
WHT	47			48			59	73		76	6	
FRL	36			35			41	60		67	7	39

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	57	52	41	45	39	32	58	68		96	82	36
SWD	7	29	30	14	21	18	22	33		85	43	
ELL	33	49	45	26	41	39	39	38		100	74	36
AMI												
ASN	79	84		86	63		78	81		100	93	
BLK	56	52	37	31	29	12	39	35		100	66	
HSP	49	49	39	36	37	36	52	64		96	85	36
MUL	67	63		40	41		64			90		
PAC												
WHT	61	52	43	53	42	32	65	73		96	80	
FRL	48	48	35	37	37	33	46	52		96	81	36

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	60	51	33	51	30	18	67	74		96	77	65
SWD	18	30	27	23	21	13	38	42		84	33	
ELL	30	49	42	27	29	12	36	42		96	76	65

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
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	67
MUL	67	72		50	20		83	80		93	71	
PAC												
WHT	67	50	32	61	33	21	77	82		96	80	
FRL	52	47	30	48	28	25	56	70		93	71	69

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
10	2023 - Spring	51%	45%	6%	50%	1%
09	2023 - Spring	55%	46%	9%	48%	7%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	22%	39%	-17%	50%	-28%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	57%	43%	14%	48%	9%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	48%	50%	-2%	63%	-15%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	64%	54%	10%	63%	1%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Algebra 1 showed the lowest performance with a 24% proficiency rate. This result decreased 6% from 2022 and 2% from 2021. A contributing factor is that about a fourth of our incoming class are enrolled in our pre-IB program and have already taken Algebra I in middle school and therefore are not reflected in this data. These students are typically higher in academic achievement which accounts for the largest gap between our Algebra and Geometry achievement levels as compared to the overall district and state achievement levels. Students that have not passed the Algebra 1 EOC will be enrolled in an additional math class to help them meet the required math proficiency for graduation.

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

Biology showed a 9% decline in academic proficiency from 2022 to 2023, a decrease of 18% from 2021. The main factor that contributed to this decline was the students who were enrolled in the class. Typically any incoming freshman who scored a Level 1 or 2 ELA were enrolled in Environmental Science before taking Biology their sophomore year. Last year all freshman were enrolled in Biology as well as the sophomores who had taken Environmental Science the year before. Therefore, Cape Coral High School tested a larger population, including the Level 1/2 students who did not have the extra year of science coursework prior to taking Biology.

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.

Algebra I showed the greatest gap between the school and state average. The state average was 54% of Level 3 or above, while the school average was at 24%. A main factor in this difference is the population at our school that sits for the Algebra I exam. About 25% of the freshmen class are enrolled in our IB program and enter 9th grade having already taken Algebra I in eighth grade and therefore have already tested. This explains why our Geometry scores are at 56.7%, which is well above the district average and state average. In addition we are testing upperclassmen who still need to pass the exam to meet the graduation requirement. Students that need to meet the Algebra I requirement will be enrolled in a second math class to help provide these foundational skills

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

Geometry showed a 6% increase between 2022 and 2023. One factor for the increase was the consistency in teachers who were teaching the subject. Last school year was the first time in a few years that all teachers for Geometry had taught the course for at least two years. They were familiar with the curriculum map, standards, and resources that were available to them. Teachers worked together during PLCs for common planning and data analysis. All teachers offered after school tutoring and additional opportunities for remediation for students who needed it.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

N/A, no EWS data for 9-12 grade

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

1. Algebra I Proficiency
2. School Culture/Student Involvement/9th Grade Cohort
3. ELA proficiency
4. Raise SWD Federal Index
5. Student Attendance

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Cape Coral High School will increase 10th Grade ELA Proficiency.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Cape Coral High School 10th grade students will increase proficiency by 6% from 51% to 57% as measured in the FAST ELA Assessment scores for the 23/24 SY.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The administrator that oversees ELA will attend the PLC as an active member to work with the team and ensure that the team is using the Curriculum and Instructional Guides, and provide the necessary supports needed for the team.

All administrators will conduct walkthroughs to provide effective feedback to teachers.

The reading coach will continue to pull weekly data for each Read 180 and System 44 by class period and share that data with all teachers and administrators. The data will be reviewed and analyzed during the Reading PLC.

Data chats will be conducted with the Principal and the administrator that oversees ELA to ensure that ELA and Level 2 Reading classrooms are administering district provided exemplars and utilizing the data results for interventions and enrichment.

Person responsible for monitoring outcome:

Leslie Cornwell (lesliedc@leeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Spiral reviews, reteaching, and small group support will be used as needed. The reading coach will be used as a resource/small group leader. 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 Intervention:

Explain the rationale for selecting this specific strategy.

Small group support will allow students that need similar levels of support to be targeted and so that they can be provided with the most appropriate level of remediation and reteaching. Specific alignment to standards and common formative and summative assessments allow teachers to see when students have mastered benchmarks and when more intervention is needed in order to achieve student gains. These students can be identified through Exemplar results as well as read 180 and System 44 for reading students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Daily bell ringers that are aligned to the 10th grade ELA Benchmarks.

Person Responsible: Leslie Cornwell (lesliedc@leeschools.net)

By When: Ongoing through weekly PLC meetings.

Implementation of common exemplars and formative assessments.

Person Responsible: Leslie Cornwell (lesliedc@leeschools.net)

By When: Ongoing through weekly PLC meetings.

Review of exemplar and formative assessment data at PLC's to make instructional based decisions.

Person Responsible: Leslie Cornwell (lesliedc@leeschools.net)

By When: On going through PLC's, reviewing Progress Monitoring data, and principal quarterly chats.

#2. Graduation specifically relating to Graduation

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Cape Coral High School will increase the student graduation rate. The graduation rate decreased from 96% to 92% from 2021 to 2022.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Cape Coral High School will increase the graduation rate to 96% for 2023-2024 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Guidance counselors and the Assistant Principal of Curriculum (APC) will keep an ongoing spreadsheet of all students to monitor who is on track for graduation and what requirements they still need. APC schedules accordingly to ensure students receive the required coursework.

Person responsible for monitoring outcome:

Troy Beall (troyab@leeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students in the 12th grade not meeting math graduation requirements for Florida's Statewide Assessment are scheduled in two math classes each day until mastery is shown. Students not meeting ELA requirements are enrolled in English and Intensive Reading. Students lacking required credits are enrolled in Edgenuity for credit recovery. Edgenuity classes are offered during and after school, online or in person, at their convenience. When students are enrolled in 9th grade, students are monitored quarterly for core academic progress monitoring. Research classes are created for students not meeting academic requirements. Class sizes are limited to 20 students to allow for more one on one interaction with instructors.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These strategies will were chosen to give students additional opportunities for academic remediation and to give them a chance to graduate on time with their peers.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Students will be enrolled in Intensive Reading, designated math courses, and research classes (labeled as study halls) based on academic needs and testing requirements.

Person Responsible: Troy Beall (troyab@leeschools.net)

By When: Prior to school year, quarterly, and as students' needs arise.

Scheduling students for alternative testing that includes SAT and ACT standardized tests to meet graduation requirements through rigorous communication.

Person Responsible: Troy Beall (troyab@leeschools.net)

By When: Ongoing as the various testing windows open throughout the year.

Communication will provide information to parents regarding graduation requirements and their student's graduation status.

Person Responsible: Troy Beall (troyab@leeschools.net)

By When: Communication will begin when students enroll in 9th grade year and will continue throughout their high school career.

#3. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The SWD Federal Index for SWD was 30% from FY22., which was the 3rd consecutive year below 41% and 2nd consecutive year below 32%

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Cape Coral High School's performance data for SWD will increase to 42% in FY 2023-24.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

During progress monitoring data discussions in weekly PLCs, teachers will be able to make instructional decisions to help increase the support for students specific to their disabilities. This data will also be discussed with administration at the quarterly data chats.

Teachers will keep track of accommodations that are implemented as per students' IEPs and 504s.

Person responsible for monitoring outcome:

Leslie Cornwell (lesliedc@leeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will make instructional decisions based on analysis of progress monitoring data through STAR and district exemplars. This will be discussed at weekly PLC meetings or during their common planning areas. This will allow them to identify students, specifically those with SWD, who need additional supports to help students increase learning gains.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Using the data from formative assessments to make instructional decisions is an effective strategy for increasing student achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Data driven PLCs to drive instruction

Person Responsible: Leslie Cornwell (lesliedc@leeschools.net)

By When: Ongoing, through weekly PLCs and quarterly data chats and discussed at weekly administrative meetings.

Analysis of discipline and attendance data during PLCS to increase supports

Person Responsible: Leslie Cornwell (lesliedc@leeschools.net)

By When: Ongoing, monitored weekly by administration, guidance, and social worker. Discipline is monitored weekly and discussed at administrative meetings to address major concerns and/or students with consistent discipline issues.

Students with IEPs receiving necessary supports through Learning Strategies, after school tutoring, and push-in support.

Person Responsible: Leslie Cornwell (lesliedc@leeschools.net)

By When: Ongoing throughout school year. Plan will be monitored by behavioral specialist, ESE department head, and administration.

#4. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Creating a solid Freshman success program that creates a culture of accountability, camaraderie, and school pride that will set them up for success throughout high school.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Cape Coral High School 9th grade students will reduce the number of student referrals by 20% as compared to the previous freshman class and increase attendance for the freshman class to 95% for the 2023-2024 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Student referrals will be monitored by administration at weekly meetings to provide timely interventions for students. Attendance will be tracked weekly on a spreadsheet and provided to staff so they can continue to monitor for trending absences. Staff will also stress the importance of attendance to students. Parent communication will be critical for attendance monitoring and school involvement.

Person responsible for monitoring outcome:

Ryan Jackson (ryanjj@leeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

A freshman success class is offered through the JROTC Leadership Academy, which is a collaborative work environment that develops accountability practices, increases school involvement in clubs or sports, and connects with real world applications.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This class will help build a culture of accountability and school pride that will set a solid foundation for students. This foundation will continue over the course of their high school career as a motivation to succeed, be involved, and initiative for their own success.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Enroll freshman class in JROTC Leadership Academy for traditional students or Marketing Essentials for pre-IB students

Person Responsible: Troy Beall (troyab@leeschools.net)

By When: Prior to beginning of 2023-2024 school year and ongoing for additional students who enroll at Cape Coral High School throughout the year.

Prepare curriculum for Leadership Academy to meet CCHS and District requirements for freshman onboarding.

Person Responsible: Ryan Jackson (ryanjj@leeschools.net)

By When: Prior to 2023-2024 school year and ongoing through walkthroughs and feedback from JROTC and Marketing Essentials teachers.

Encourage student involvement in clubs and sports through open house, social media, lunch, signage, announcements, and School Messenger

Person Responsible: Ryan Jackson (ryanjj@leeschools.net)

By When: August - Open House Lunch - daily Daily communication via afternoon announcements.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

School improvement funding allocations will focus on our students with disabilities. We will continue to provide additional support to our SWD with after-school tutoring with a certified teacher, credit recovery options during the day for students needing to make up missing core credits to keep them on track for graduation, and the utilization of a Learning Strategies class during the day that provides addition structured support with a certified ESE instructor.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

n/a

Grades 3-5: Instructional Practice specifically related to Reading/ELA

n/a

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

n/a

Grades 3-5 Measurable Outcomes

n/a

Monitoring

Monitoring

Describe how the school’s Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

n/a

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

n/a

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

n/a

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step

Person Responsible for Monitoring

n/a

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

n/a

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

n/a

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

n/a

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

n/a

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

n/a

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

n/a

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

n/a

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

n/a

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

n/a

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
2	III.B.	Area of Focus: Graduation: Graduation	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes