

# Cypress Lake High School



2014-15 School Improvement Plan

## Cypress Lake High School

6750 PANTHER LN, Fort Myers, FL 33919

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

### School Demographics

**School Type**

High

**Title I**

No

**Free/Reduced Price Lunch**

54%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

45%

### School Grades History

| Year  | 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|-------|---------|---------|---------|---------|
| Grade | B       | A       | A       | A       |

### School Board Approval

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

### SIP Authority and Template

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

| DA Category | Region            | RED                          |
|-------------|-------------------|------------------------------|
| Not In DA   | 5                 | <a href="#">Gayle Sitter</a> |
| Former F    | Turnaround Status |                              |
| No          |                   |                              |





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

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

##### **Provide the school's vision statement**

Empowering students to succeed in a changing world.

#### School Environment

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

Building a relationship with students begins before the official school year with the Panther Force program. During Panther Force incoming freshmen come to the school for a day of learning about the school culture, meeting administration, staff and some teachers. They also have an opportunity to interact with each other and student leaders from the upper grades. This program enables students to begin to feel comfortable from the first day of school. Additionally, the open house for parents and students is provided on the Saturday before school starts. This allows all students and parents an opportunity to meet their teachers and have an idea about the expectations before the year begins. During this time period, teachers collect contact information from the parents and after school activities are also represented so that students can find ways to extend their connection to Cypress Lake. During pre-school inservice teachers work together with the administration to establish protocols to follow for disseminating and collecting student information during the first week of school. In the classroom, teachers and students collaborate to establish individual class goals. All teachers employ their own strategies for "getting to know you" activities during the first weeks of schools. In the areas of hard data, the administration provides information through sharepoint to help teachers locate vital statistics, such as the "lowest 25 percent" as well as instructions on how to access data. In addition to these processes, Center for the Arts, AP Academy, clubs and sports organizations all have orientation "back to school" events to help students feel welcomed and excited about the school year.

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

At Cypress Lake High School supervision is the key to providing a safe environment. Before school students are provided the courtyard and cafeteria area to mingle, eat breakfast and gather before the bell rings. In this area administrators and security personnel are present to interact and help students begin their day. During the school day teachers are at their doorways between classes to assist with hallway monitoring and to interact with students. Additionally, doors remain locked during classes, students use agendas if they are outside of the classroom, and each room maintains a sign-out log of student activities. Finally, after school students must be under the supervision of an adult staff member to remain on campus. During professional learning community time students are provided a study hall with adult supervision. If students feel they have a problem with another student Cypress has a peer mediation system to help students work through their differences prior to any escalation.



**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

At Cypress Lake High School teachers teach from bell to bell. Students are expected to be in their seats when the bell rings. Students are not allowed to leave the classroom for any reason the first 15 minutes of class or the last 15 minutes of class. There is a six minute time for passing between classes, so students are encouraged to use this time to their full benefit. Also, guidance counselors and administrators are available daily in the cafeteria so that students can take care of their needs during this time and minimize missed class time for minor matters. To address disciplinary issues Cypress Lake has protocols in place through the Student Services office. Based on the Lee County School District Code of Conduct, teachers refer students to the office through referrals or detention slips for disruptions to the classroom. If there is need, school security is available to assist teachers and staff. Student Services is directed by two assistant principals who divide the population alphabetically and work to identify and try to intervene on any potential disciplinary issues.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Cypress Lake High School takes a multi-faceted approach in ensuring the social-emotional needs of all students are met. The guidance department is staffed by three full time guidance counselors who divide the population alphabetically. The assistant principal for curriculum, as well as a part-time social worker and part time staffing specialist all work as a team to meet the needs of each student. There are several mentoring programs in place including peer/faculty mentoring for student athletes, faculty mentoring for AP Capstone students, faculty mentoring for Arts Center students and mentoring services provided for by the Take Stock In Children program. Additionally, club sponsors and coaches also provide mentoring and emotional support for students. Additionally, programs such as PBS (Positive Behavioral Support), Renaissance and the Do The Right Thing Award are all programs used by Cypress Lake High School for recognizing and encouraging positive decision-making by students.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

**Provide the following data related to the school's early warning system**

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

| Indicator                       | Grade Level | Total |
|---------------------------------|-------------|-------|
| Attendance below 90 percent     |             |       |
| One or more suspensions         |             |       |
| Course failure in ELA or Math   |             |       |
| Level 1 on statewide assessment |             |       |

***The number of students identified by the system as exhibiting two or more early warning indicators:***

| Indicator                                  | Grade Level | Total |
|--|-------------|-------|
| Students exhibiting two or more indicators |             |       |

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

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

Cypress Lake prides itself on parent/family involvement and communication is a key to making this work. Family involvement begins with Open House on the Saturday before school starts. During this time families are welcomed to the school and introduced to the various ways they can be involved with the education of their student. As the year progresses, families can access Parentlink to follow student grades and Parentlink is utilized by teachers and staff to message and communicate with families about important events and opportunities. The school also hosts a website where families can access all the information necessary to stay informed and participate with their student. The website will be redesigned during the fall of 2014 to make it a one-stop destination for students and families. The AP Capstone program invites students and families to participate together in a series of workshops in areas of high interest, such as the college search and education funding. The Arts Center has family participation through exhibitions and performances, but also as families work to build sets, sew costumes, chaperone student trips and help with fundraising. Similarly, the sports and clubs of Cypress gathers parent support to enable events to be accessible to all students. Cypress Lake receives the 5 Star School, Golden and Silver Awards for parent and student volunteer hours each year. We accomplish this by asking our parents to volunteer in all areas of academics, arts and sports.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Cypress Lake High School is extremely active in events from sports to arts and community service. This kind of presence in the community helps Cypress build relationships with businesses and organizations that in return, support the school. Ad sales from program books to field sponsor banners; in-kind donations of food and building supplies; and event sponsors are all part of the support system in place at Cypress. From Special Olympics, the Healthy Living Lab, Geek Tec, Homecoming, and sporting events such as golf tournaments, Cypress has established relationships with businesses and organizations to sustain a wide-variety of opportunities for students of all abilities and interests.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

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

| Name              | Title               |
|-------------------|---------------------|
| Roles, Anglea     | Principal           |
| Thimlar, Shelly   | Assistant Principal |
| Hendrick, Brandon | Assistant Principal |
| Kepler, Shelley   | Assistant Principal |
| Toadvine, Matthew | Assistant Principal |
| Kurtz, Adam       | Assistant Principal |

## Duties

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

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

### ***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

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

#### Title I, Part A

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

#### Title I, Part C

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

#### Title I, Part D

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the needs of students returning back to their assigned educaional facility. The district Health Services, Student Services, Title I Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services have the process and

procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

#### Title II

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

#### Title III

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

#### Title X

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

#### Supplemental Academic Instruction (SAI)

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

#### Violence Prevention Programs

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

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

#### Nutrition Programs

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

#### Adult Education

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

#### CTE

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

#### Job Training

### School Advisory Council (SAC)

#### Membership

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

| Name             | Stakeholder Group          |
|------------------|----------------------------|
| Erica Basler     | Business/Community         |
| Gina Gyure       | Parent                     |
| Vicki Camarillo  | Parent                     |
| Maryzel Lorenzo  | Parent                     |
| Ruben Irizarry   | Parent                     |
| Cindy Carter     | Parent                     |
| Kelly Hayman     | Parent                     |
| Lisa Heidrick    | Parent                     |
| Angela Roles     | Principal                  |
| Brandon Hendrick | Education Support Employee |
| Shelly Thimlar   | Education Support Employee |
| Natallka Hromiak | Education Support Employee |
| Matthew Toadvine | Education Support Employee |
| Patty Gair       | Teacher                    |
|                  | Student                    |

## Duties

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

### *Evaluation of last year's school improvement plan*

During the first meeting of the new school year the SAC reviews the results of the testing compared to last year's school improvement plan. The SAC looks at strengths and weaknesses and uses them to improve the plan for the coming school year. PLC groups also review the old plan in preparation for constructing the new plan. The focus for the review includes identifying areas that are working well and can be enhanced as well as areas that need improvement or new strategies for intervention.

### *Development of this school improvement plan*

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

### *Preparation of the school's annual budget and plan*

The annual budget is created through the administration based needs and budget expectations. The budget is forwarded and presented to the SAC for review. The SAC votes on the budget which is then administered by the principal. The plan is put together through input from all teachers during their PLC time. The plan is formalized through the SIP committee and brought to the SAC and the faculty for review and final approval. The document is submitted to the Lee County School District for review and finally to the State after all revisions have been completed.

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

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



used for professional development, establishing mentoring programs, and development of enrichment programs.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

| Name                 | Title               |
|----------------------|---------------------|
| Kepler, Shelley      | Assistant Principal |
| Hawley, Lauren       | Teacher, K-12       |
| Zimmerman, Christian | Teacher, K-12       |
| Toadvine, Matthew    | Assistant Principal |
| Roles, Anglea        | Principal           |
| Hromiak, Natallka    | Instructional Coach |

**Duties**

**Describe how the LLT promotes literacy within the school**

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

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

To foster positive relationships between teachers common planning, school-wide professional development and PLC structures are implemented across the school. In the 2014-15 SY common planning will exist for 9th and 10th grade English, Algebra, Biology, Geometry. This enables teachers time to align curriculum to ensure students are prepared for the EOC in their subject area. In addition to this structure, school-wide professional development during preschool is used to connect teachers across the curriculum to address key initiatives. Teachers learn collaboratively and build relationships through this time. Finally, throughout the year teachers will meet in PLC groups to look at data and develop strategies to target student growth and understanding.

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

Cypress Lake High School recruits teachers through recruitment fairs held by the district, through intern programs established with local colleges and universities and through professional organizations such as

Florida Music Educators, etc. Once teachers join the staff opportunities are offered for development through professional development, school-wide initiatives, and district initiatives. Teachers are given opportunities to apply for programs through the district that link professional development with leadership at the school level. Teacher development continues through the faculty observation and evaluation process. During this process teachers receive feedback on classroom and work environment performance through face-to-face meeting. There are also opportunities for leadership by advancing through positions of teacher leadership, such as Department Head, School Improvement writing team, and class or club sponsor.

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

New teachers have regular meetings with the Assistant Principal for Apples, as well as participation in PLC. New teachers and teachers with less than 3 years of teaching experience are partnered with veteran "buddy" teachers and have Peer Teachers who have received Clinical Education training. Teachers are paired whenever possible with veteran teachers experienced in their subject area. All teachers have the ability to collaborate and work in a positive environment through weekly PLC meetings. All teachers received PLC training during the inservice period of pre-school.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

##### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Cypress Lake High School uses the backward planning design that begins with the Florida State Standards as the core of each lesson. Teachers are required to teach using the Florida Standards as demonstrated through their lesson plans, classroom walk-throughs and assessment data. Instructional materials are acquired through the Lee County School District textbook selection committees, which works with state adopted textbook lists. Additional materials must be in support of lesson plans focused on the Florida standards and are reviewed by the administration in this purpose. The school follows district initiatives and programs, such as the adoption of software in the career-readiness programs. District protocols require all materials support the Florida standards and research-based instructional practices.

#### **Instructional Strategies**

##### ***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

The school uses data to meet the needs of all students. Data is disseminated to teachers and staff members through the assistance of the administrative team. Individually, teachers use the data to guide their planning and instruction. Teachers have data to identify the lowest 25% in their class, as well as the ability to identify students who struggle in specific areas. In PLCs and during common planning time, teachers work to look at the data for their students, identify strategies to meet deficiencies or to challenge those who already have the materials. In PLCs strategies are shared and support can be given in areas of concern. As a school, students who have not passed assessments in math are given double blocks of math so that they can work on their math daily. Similarly, students who have not passed the reading FCAT receive additional reading instruction based on the data and their specific level needs. In a typical classroom, a teacher may give differentiated reading level materials to help students who may have reading difficulties acquire the subject area materials.



**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** After School Program

**Minutes added to school year:** 4,800

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

**Strategy Rationale**

Students receiving one on one mentoring have less peer pressure and can have both the confidence and time to work with someone until they reach an understanding on material that may be difficult for them to acquire in the classroom.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Kepler, Shelley, shelleyak@leeschools.net

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

For students accessing the program, data on previous standardized test performance will be compared to performance on the spring 2015 testing data. Actual attendance hours will be compared to potential gains for correlation findings.

**Strategy:** Weekend Program

**Minutes added to school year:** 3,600

"SOS" Saturday program in Algebra I Tutoring for LY - English Language Learners

**Strategy Rationale**

The program will provide small group instruction with language development as a focus with students identifies as struggling with the content. Students and teachers will meet 3 hours on Saturday with a minimum of 2 weekends per month. This strategy will provide additional practice time and more vocabulary specific language development.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Kepler, Shelley, shelleyak@leeschools.net

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

Baseline data fall 2014 along with previous year testing results and teacher observation will be used to identify students. Spring 2015 Algebra EOC data will be used to measure effectiveness of the program.

**Strategy:** Extended School Day

**Minutes added to school year:** 3,600

E2020 Credit Retrieval program for students who have not passed classes needed for graduation.

**Strategy Rationale**

The program provides an educator, computer lab and after school hours for students who are struggling to complete graduation requirements to be able to receive additional time and tutoring.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

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

Graduation rate data, student participation log, interim reports and standardized test will be analyzed to determine the efficacy of the program.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

As students enter Cypress from the eighth grade they are given the opportunity to participate in Panther Force. This program brings students in for a summer orientation where they get to know each other, the administration, key teachers and the building. This program helps them feel a part of the Cypress Community. Students also have a chance to enter the school from eighth grade into the Center for the Arts and/or the AP Capstone Academy. Both programs provide a structured and focused progression of course work toward graduation and post secondary pursuits. Both programs feature faculty mentoring and a sense of community with other students. As students progress PERT testing is offered to identify students who may need additional assistance in preparing for post secondary endeavors. Math for college readiness and English for college readiness are both available to help students gain additional strength in preparing for college. Seniors are given readiness surveys to help guidance identify those students and families who may need additional support. Additionally, in partnership with the Lee County Foundation for Public Schools, the Future Makers program is implemented at our school to help students and families fill out the FASFA, make applications to college and career programs and learn about opportunities for scholarships. Finally, the guidance department meets with each senior to make sure they are on track to graduation and have access to information and programs that will support their transition into the post secondary world.

**College and Career Readiness**

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

Students, parents, and counselors meet twice annually to address academic goals and career planning. Students complete a personal education plan and are encouraged to take courses that allow exploration of interests. Students are assisted during registration for classes for the next year by

their English teacher and guidance counselors to ensure appropriate placement into courses. Students in the AP Academy receive a faculty mentor to guide them through their course selection process, freshmen have a closely monitored academic beginning through their Freshmen Success course, and Center for the Arts students are mentored by the arts faculty for development in their arts curriculum. Parents are informed of all the processes during Open House, Panther Showcase, department meetings and through the school newsletter.

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

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

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

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

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

To improve student readiness, PERT testing is offered to identify students who may need additional assistance in preparing for post secondary endeavors. Math for college readiness and English for college readiness are both available to help students gain additional strength in preparing for college. Seniors are given readiness surveys to help guidance identify those students and families who may need additional support. Additionally, in partnership with the Lee County Foundation for Public Schools, the Future Makers program is implemented at our school to help students and families fill out the FASFA, make applications to college and career programs and learn about opportunities for scholarships. Finally, the guidance department meets with each senior to make sure they are on track

to graduation and have access to information and programs that will support their transition into the post secondary world.

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

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

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1. Increase student achievement gains school-wide by focusing on teaching and learning.** 1a

G039305

**Targets Supported** 1b

| Indicator                    | Annual Target |
|------------------------------|---------------|
| Math Gains                   | 72.0          |
| Algebra I EOC Pass Rate      | 58.0          |
| Geometry EOC Pass Rate       | 64.0          |
| Math Lowest 25% Gains        | 73.0          |
| ELA/Reading Gains            | 69.0          |
| ELA/Reading Lowest 25% Gains | 73.0          |
| FCAT 2.0 Science Proficiency | 65.0          |

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

- Teaching with Fidelity
- Student Motivation
- Multiple learning styles and abilities in one classroom

**Plan to Monitor Progress Toward G1. 8**

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

**Person Responsible**

Angela Roles

**Schedule**

Monthly, from 9/15/2014 to 6/5/2015

***Evidence of Completion***

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

## Action Plan for Improvement


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

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** Increase student achievement gains school-wide by focusing on teaching and learning. **1**

 G039305

**G1.B1** Teaching with Fidelity **2**

 B094619

**G1.B1.S5** Across-the-content area topic focus for PLC such as writing prompt development, writing rubric development, etc. **4**

 S105676

### Strategy Rationale

As the school focuses on one area together they can produce a multi-faceted approach to reaching all students.

### Action Step 1 **5**

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

#### Person Responsible

Shelley Kepler

#### Schedule

Weekly, from 8/27/2014 to 6/3/2015

#### Evidence of Completion

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



**Action Step 2** 5

Develop school-wide writing strategies through professional development created by CLHS faculty and delivered through smartboard/media interaction.

**Person Responsible**

Shelley Kepler

**Schedule**

Monthly, from 9/10/2014 to 5/13/2015

***Evidence of Completion***

Evidence of the participation of teachers will be through PLC agendas and attendance records, lesson plan and samples of student work. Evidence of impact on students will be a growth in writing scores grades 9-11.

**Plan to Monitor Fidelity of Implementation of G1.B1.S5** 6

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

**Person Responsible**

Shelley Kepler

**Schedule**

Monthly, from 8/27/2014 to 6/5/2015

***Evidence of Completion***

Emails, newsletters, sharepoint documents, etc. to faculty and to PLC leaders, physical presence at the meetings, and feedback on submitted items and requests.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7**

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

**Person Responsible**

Shelley Kepler


**Schedule**

Quarterly, from 10/20/2014 to 6/5/2015

**Evidence of Completion**

Survey results and data analysis will serve as indicators for effectiveness at eliminating barriers.

**G1.B1.S7** Faculty leadership meetings for establishing protocols for school initiatives and to disseminate procedures, calendar information and guidance. 4

 S105678

**Strategy Rationale**

The faculty leadership team provides additional pathways for information to be shared between faculty, staff and administration in order keep all staff members up-to-date on progress monitoring, testing schedules, professional development opportunities, student successes, etc.

**Action Step 1 5**

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

**Person Responsible**

Shelley Kepler

**Schedule**

Monthly, from 9/16/2014 to 5/19/2015

**Evidence of Completion**

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

**Plan to Monitor Fidelity of Implementation of G1.B1.S7 6**

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

**Person Responsible**

Anglea Roles

**Schedule**

Monthly, from 9/16/2014 to 5/19/2015

***Evidence of Completion***

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

**Plan to Monitor Effectiveness of Implementation of G1.B1.S7 7**

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

**Person Responsible**

Anglea Roles

**Schedule**

Monthly, from 10/14/2014 to 4/14/2015

***Evidence of Completion***

Monthly report on the status of issues and focus topics.

**G1.B4 Student Motivation** 2

B094622

**G1.B4.S1 Positive Behavior Support program implemented.** 4

S105679

**Strategy Rationale**

Students are rewarded for making good decisions and exhibiting a strong work ethic. This reward system encourages students to make good choices at school.

**Action Step 1** 5

Cypress will implement a Positive Behavior Support program to help motivate students.

**Person Responsible**

Matthew Toadvine

**Schedule**

Monthly, from 9/2/2014 to 6/5/2015

**Evidence of Completion**

The evidence of the program implemented includes presentations on the school news show and slide show, presentations of awards for making good decisions, improving work ethic and be a productive member of the Cypress High community.

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

A Positive Behavior Support Team will meet monthly to look at data, check the implementation of the program and seek methods for continuous improvement.

**Person Responsible**

Matthew Toadvine

**Schedule**

Monthly, from 9/2/2014 to 6/5/2015

**Evidence of Completion**

Detention and referral data, lists of students recognized for work ethic and behavior, data in participation in service projects and data on Do The Right Thing Winners.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7**

Discipline data, positive postcard use and attendance data will be monitored for improvement

**Person Responsible**

Matthew Toadvine


**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Discipline data, positive postcards and attendance data.

**G1.B4.S4 AP Capstone Academy 4**

 S105682

**Strategy Rationale**

The Capstone program challenges students to study at a demanding level. The program pairs mentors with students, involves parents and brings recognition to students who reach for their highest level.

**Action Step 1 5**

Develop AP Capstone Academy program with faculty

**Person Responsible**

Anglea Roles

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

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

**Plan to Monitor Fidelity of Implementation of G1.B4.S4 6**

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

**Person Responsible**

Shelley Kepler

**Schedule**

Monthly, from 10/1/2014 to 6/5/2015

***Evidence of Completion***

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

**Plan to Monitor Effectiveness of Implementation of G1.B4.S4 7**

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

**Person Responsible**

Shelley Kepler


**Schedule**

Quarterly, from 10/1/2014 to 6/5/2015

***Evidence of Completion***

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

**G1.B11 Multiple learning styles and abilities in one classroom** 2

 B094629

**G1.B11.S1 Differentiated instruction** 4

 S105683

**Strategy Rationale**

Classrooms include students from multiple levels and abilities, so instruction must be tailored to fit the needs of the students present.

**Action Step 1** 5

Implement lessons plans and monitor students for achievement levels. Identify those who need acceleration and those who need remediation. Move to electronic lesson planning.

**Person Responsible**

Shelley Kepler

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

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

**Action Step 2** 5

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

**Person Responsible**

Shelley Kepler

**Schedule**

Quarterly, from 9/15/2014 to 6/5/2015

**Evidence of Completion**

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

### Action Step 3 5

Create ESE Resource Room for students to be able to access additional help during a class period.

**Person Responsible**

Shelley Kepler

**Schedule**

Daily, from 9/8/2014 to 6/5/2015

**Evidence of Completion**

ESE Resource Room teacher will monitor a room log to track student use, survey teachers to monitor needs based on curriculum and follow student data for eligible students.

### Action Step 4 5

Add bilingual math teachers to address ELL needs in the classroom for double-block math classes.

**Person Responsible**

Anglea Roles

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Classroom testing data, lesson plans, student surveys and logs for parent contact.

### Plan to Monitor Fidelity of Implementation of G1.B11.S1 6

Monitor teachers for implementation of differentiated lesson planning and implementation.

**Person Responsible**

Shelley Kepler

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

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



**Plan to Monitor Effectiveness of Implementation of G1.B11.S1 7**

Observe instructional techniques and lesson plans.

**Person Responsible**

Shelley Kepler

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Student data results from summative testing.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

| Source       | Task, Action Step or Monitoring Activity   | Who               | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date |
|--------------|--|-------------------|-------------------------------|--|--------------------|
| G1.B1.S5.A1  | Meet weekly to work on solving problems, gaining new insight and training, making formative decisions based on data/surveys, and planning for implementing cooperative interaction between faculty members.                    | Kepler, Shelley   | 8/27/2014                     | Emails sent out to faculty members by administration, agendas from PLC meetings and action items returned as requested, i.e. writing prompts, rubrics, etc.  | 6/3/2015 weekly    |
| G1.B1.S7.A1  | Use established faculty leadership meeting to increase two-way communication between the Administrative Team and the overall faculty through focused topic discussions and analysis of current issues for potential solutions. | Kepler, Shelley   | 9/16/2014                     | Meeting minutes, department minutes, PLC agendas, adjustments of strategies, and increased fidelity of classroom initiatives.  | 5/19/2015 monthly  |
| G1.B4.S4.A1  | Develop AP Capstone Academy program with faculty   | Roles, Anglea     | 8/18/2014                     | Student enrollment will increase and more students will be working at increased rigor with success   | 6/5/2015 daily     |
| G1.B11.S1.A1 | Implement lessons plans and monitor students for achievement levels. Identify those who need acceleration and those who need remediation. Move to electronic lesson planning.  | Kepler, Shelley   | 8/18/2014                     | Results from analysis of formative and summative assessments, observations, and conversations with students.   | 6/5/2015 weekly    |
| G1.B4.S1.A1  | Cypress will implement a Positive Behavior Support program to help motivate students.  | Toadvine, Matthew | 9/2/2014                      | The evidence of the program implemented includes presentations on the school news show and slide show, presentations of awards for making good decisions, improving work ethic and be a productive member of the Cypress High community. | 6/5/2015 monthly   |
| G1.B11.S1.A2 | Create differentiated lessons based on results of monitoring results of initial teaching.  | Kepler, Shelley   | 9/15/2014                     | Differentiated lesson plans, increased student participation, and increased student success.   | 6/5/2015 quarterly |
| G1.B1.S5.A2  | Develop school-wide writing strategies through professional development created by CLHS faculty and delivered through smartboard/media interaction.  | Kepler, Shelley   | 9/10/2014                     | Evidence of the participation of teachers will be through PLC agendas and attendance records, lesson plan and samples of student work. Evidence of impact on students will be a growth in writing scores grades 9-11.                    | 5/13/2015 monthly  |

| Source        | Task, Action Step or Monitoring Activity   | Who               | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date |
|---------------|--|-------------------|-------------------------------|--|--------------------|
| G1.B11.S1.A3  | Create ESE Resource Room for students to be able to access additional help during a class period.  | Kepler, Shelley   | 9/8/2014                      | ESE Resource Room teacher will monitor a room log to track student use, survey teachers to monitor needs based on curriculum and follow student data for eligible students.  | 6/5/2015 daily     |
| G1.B11.S1.A4  | Add bilingual math teachers to address ELL needs in the classroom for double-block math classes.   | Roles, Anglea     | 8/18/2014                     | Classroom testing data, lesson plans, student surveys and logs for parent contact.   | 6/5/2015 daily     |
| G1.MA1        | Monitor data of student performance from the pre-test stage, through formative assessments and on to final summative assessments. Reflect on teaching practices and learning strategies implemented for correlation to goal progress.  | Roles, Anglea     | 9/15/2014                     | Meeting agendas, emails and reports to other stakeholders, review and revision of department goals, and review and revision of SIP barriers and strategies.  | 6/5/2015 monthly   |
| G1.B4.S1.MA1  | Discipline data, positive postcard use and attendance data will be monitored for improvement   | Toadvine, Matthew | 8/18/2014                     | Discipline data, positive postcards and attendance data.   | 6/5/2015 monthly   |
| G1.B4.S1.MA1  | A Positive Behavior Support Team will meet monthly to look at data, check the implementation of the program and seek methods for continuous improvement.   | Toadvine, Matthew | 9/2/2014                      | Detention and referral data, lists of students recognized for work ethic and behavior, data in participation in service projects and data on Do The Right Thing Winners.   | 6/5/2015 monthly   |
| G1.B11.S1.MA1 | Observe instructional techniques and lesson plans.   | Kepler, Shelley   | 8/18/2014                     | Student data results from summative testing.   | 6/5/2015 weekly    |
| G1.B11.S1.MA1 | Monitor teachers for implementation of differentiated lesson planning and implementation.  | Kepler, Shelley   | 8/18/2014                     | Examination of teacher lesson plans, observation of implementation of differentiated instruction, and analysis of student data.  | 6/5/2015 weekly    |
| G1.B4.S4.MA1  | Effectiveness of strategies will be monitored by student enrollment data, formative and summative data monitoring, monitoring attendance data for special workshops, and student/ faculty attitude surveys.  | Kepler, Shelley   | 10/1/2014                     | Data reports, survey results, and strategy adjustments will be evidence of completion of the monitoring process.   | 6/5/2015 quarterly |
| G1.B4.S4.MA1  | Monthly meetings will establish action lists for subgroups to accomplish in areas such as program development, student/family services, training and teacher development, and communications. Action items will be acted upon by subgroups and brought back to the AP Faculty Team for implementation. | Kepler, Shelley   | 10/1/2014                     | Action items from each month's meeting are completed by subgroups. Regular services are provided for AP Academy students and their families. Strategies are shared at the PLC meetings and the faculty meetings for bringing AP style teaching practices and learning strategies to all teachers and students. | 6/5/2015 monthly   |
| G1.B1.S5.MA1  | Review SIP Goals and Department Goals in relation to the PLC activities and products. Use Survey Monkey to monitor faculty attitude toward process and formative student performance data for effectiveness of activities/strategies.  | Kepler, Shelley   | 10/20/2014                    | Survey results and data analysis will serve as indicators for effectiveness at eliminating barriers.   | 6/5/2015 quarterly |
| G1.B1.S5.MA1  | Visit PLCs, review agendas, and review materials submitted by PLCs. Give feedback when needed to PLC members and facilitators.   | Kepler, Shelley   | 8/27/2014                     | Emails, newsletters, sharepoint documents, etc. to faculty and to PLC leaders, physical presence at the meetings, and feedback on submitted items and requests.  | 6/5/2015 monthly   |
| G1.B1.S7.MA1  | Review the agendas for the previous month and note issues addressed. Rate the issue for in-progress, addressed, tabled and maintaining tracking system for school-wide topic focus.  | Roles, Anglea     | 10/14/2014                    | Monthly report on the status of issues and focus topics.   | 4/14/2015 monthly  |
| G1.B1.S7.MA1  | Review agendas and submitted documents to check alignment of planning for team meetings, faculty   | Roles, Anglea     | 9/16/2014                     | Meeting agendas that progress and support topic focus through the cycle of meetings held each month.   | 5/19/2015 monthly  |

| Source | Task, Action Step or Monitoring Activity  | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------|---|-----|-------------------------------|---------------------------------------|--------------------|
|        | meetings, and PLCs. Discuss issues and propose items for meeting focus based on incoming information from the District, school data, and information from the faculty PLCs. |     |                               |                                       |                    |

**Appendix 2: Professional Development and Technical Assistance Outlines**

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

## Professional Development Opportunities

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

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

#### G1.B1 Teaching with Fidelity

**G1.B1.S5** Across-the-content area topic focus for PLC such as writing prompt development, writing rubric development, etc.

#### PD Opportunity 1

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

##### Facilitator

Professional development to develop PLCs began in pre-school inservice week. Professional development will continue as part of the PLC time. PLC Pathway newsletters will also be used weekly as guides to the groups for developing best practices.

##### Participants

Reading Coach Administrative Team PLC Faculty Groups

##### Schedule

Weekly, from 8/27/2014 to 6/3/2015

#### PD Opportunity 2

Develop school-wide writing strategies through professional development created by CLHS faculty and delivered through smartboard/media interaction.

##### Facilitator

Reading Coach, English Language Arts Department Head and the Curriculum Leadership Team.

##### Participants

All faculty

##### Schedule

Monthly, from 9/10/2014 to 5/13/2015

## G1.B4 Student Motivation

### G1.B4.S4 AP Capstone Academy

#### PD Opportunity 1

Develop AP Capstone Academy program with faculty

##### Facilitator

College Board workshops for AP teachers, including the development of AP Capstone courses.

##### Participants

Teachers and Administration

##### Schedule

Daily, from 8/18/2014 to 6/5/2015

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

### G1.B11.S1 Differentiated instruction

#### PD Opportunity 1

Implement lessons plans and monitor students for achievement levels. Identify those who need acceleration and those who need remediation. Move to electronic lesson planning.

##### Facilitator

Angela Roles

##### Participants

Teachers

##### Schedule

Weekly, from 8/18/2014 to 6/5/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

| Description   | Total         |
|---|---------------|
| <b>Goal 1:</b> Increase student achievement gains school-wide by focusing on teaching and learning. | 17,500        |
| <b>Grand Total</b>  | <b>17,500</b> |

### Goal 1: Increase student achievement gains school-wide by focusing on teaching and learning.

| Description  | Source                   | Total         |
|--|--------------------------|---------------|
| <b>B1.S5.A1</b> - PLC Weekly Meeting   | General Fund             | 0             |
| <b>B1.S5.A2</b> - Scoring Training Days Substitutes Supplemental Contracts               | School Improvement Funds | 2,000         |
| <b>B4.S4.A1</b> - AP Workshops Capstone Design Work- Substitutes and Supplements         | School Improvement Funds | 3,500         |
| <b>B4.S4.A1</b> - AP Workshops Capstone Design Work- Substitutes and Supplements         | Title II                 | 5,000         |
| <b>B11.S1.A1</b> - Tutoring- Supplemental Contracts PD- Substitutes Instructional Rounds | School Improvement Funds | 7,000         |
| <b>Total Goal 1</b>  |                          | <b>17,500</b> |