Cape Coral High School

2014-15 School Improvement Plan

Cape Coral High School

2300 SANTA BARBARA BLVD, Cape Coral, FL 33991

http://cch.leeschools.net/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	No	63%

Alternative/ESE Center	Charter School	Minority
No	No	49%

School Grades History

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

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.

Table of Contents

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	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To share with parents and our community the responsibility of maximizing each student's potentioal and to develop sensitive, knowledgeable, contributing members of a global society who are fully prepared for postsecondary success.

Provide the school's vision statement

To be a world class high school.

School Environment

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

Cape Coral High School implements ELL strategies to learn about students' cultures and builds relationships between teachers and students by promoting club acitivities hosted by a diverse faculty. For example, The Latin Rhythm Club hosted a Family Night at Cape Coral High School. The event included various foods, music, and dancing. In addition, CCHS has a diverse stakeholder population which endeavors to connect with each other in a meaningful manner through ELL instructional strategies, after school club activities, and athletic events.

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

Cape Coral High School creates an environment where students feel safe and respected before, during and after school by locking gates, installed security cameras, security guards, locked classroom doors, Student Services, a "no bullying policy", security located at our front gate guard shack, security located at our front kiosk, a resource officer on school property daily, volunteer background checks, guest background checks, teachers standing at their doors during changing of class, and administration visible in the halls.

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

Cape Coral High School follows the School District of Lee County Student Code of Conduct Handbook as well as clearly established disciplinary protocols to follow, by students and staff, that aids in minimizing distractions to keep students engaged during instructional time. In addition, CCHS conducts a new teacher training sessions during preschool to ensure the system is fairly and consistently enforced.

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

Cape Coral High School ensures the social-emotional needs of students are being met by faculty undergoing professional development for child abuse protocols and suicide protocols as well as teachers, guidance counselors, and administration are available to assist students. CCHS has a full-

time social worker on staff and Project Graduation teacher who provides resources and support for borderline graduates.

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

Cape Coral High School tracks attendance data and suspension data through Pinnacle and Castle. Testing data is examined through Performance Matters. Early warning for suspension is signaled by an administrator in Student Services. Early warning for proficiency on standardized tests is signaled by the collection and analyzing testing data drawn from Performance Matters.

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

Cape Coral High School employs IEPs, Performance Matters, Castle, Pinnacle, and teacher input to implement MTSS strategies (targeted instructional strategies such as: state the objective, give direct instruction, groupings, provide feedback, and extended time) to improve student academic performance.

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

In 2014-2015, Cape Coral High School's parent and community involvement totaled 18,512 hours. We did not reach our goal of 21,000 hours.

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

Cape Coral High School creates an open forum for a reciprocal partnership with all stakeholders via the school marquee, school website, parentlink, school newsletter, athletic events, club activities, and social media (Twitter).

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
Engelhart, Chris	Assistant Principal
Marrero, Celeste	Teacher, Adult
Dopfer, Lindsey	Teacher, Adult
Rose, Amanda	Teacher, Adult
Bruce, Denise	Teacher, Adult
Cook, Scott	Principal

Duties

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

The roles of each member are as follows:
Classroom Teacher
• Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, Performance Matters data, work samples, anecdotals) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
• Attend MTSS Team meetings to collaborate on & monitor students who are struggling
• Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
• Deliver instructional interventions with fidelity
Reading or Math Coach/Specialist
• Attend MTSS Team meetings
• Train teachers in interventions, progress monitoring, differentiated instruction
• Implement supplemental and intensive interventions
• Keep progress monitoring notes & anecdotals of interventions implemented
• Administer screenings
• Collect school-wide data for team to use in determining at-risk students
Speech-Language Pathologist
• Attend MTSS Team meetings for students receiving supplemental and intensive supports.
• Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
• Assist with supplemental and intensive interventions through collaboration, training, and/or direct

student contact
• Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions
Principal/Assistant Principal
• Facilitate implementation of the MTSS problem-solving process in your building
• Provide or coordinate valuable and continuous professional development
• Assign paraprofessionals to support MTSS implementation when possible
• Attend MTSS Team meetings to be active in the MTSS change process
• Conduct classroom Walk-Throughs to monitor fidelity
Guidance Counselor/Curriculum Specialist
• Often MTSS Team facilitators
• Schedule and attend MTSS Team meetings
• Maintain log of all students involved in the MTSS process
• Send parent invites
• Complete necessary MTSS forms
• Conduct social-developmental history interviews when requested
School Psychologist
• Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
• Monitor data collection process for fidelity
• Review & interpret progress monitoring data
• Collaborate with MTSS Team on effective instruction & specific interventions
• Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions
ESE Teacher/Staffing Specialist
• Consult with MTSS Team regarding intensive interventions
• Incorporate MTSS data when making eligibility decisions
Specialist (Behavior, OT, PT, ASD)
• Consult with MTSS Team
• Provide staff trainings
Social Worker
• Attend MTSS Team meetings when requested
• Conduct social-developmental history interviews and share with MTSS Team
ESOL/ELL Representative
• Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
• Conduct language screenings and assessments
• Provide ELL interventions at all tiers

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 Problem-Solving team at Cape Coral High School meets on a weekly, monthly, as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Scott Cook	Principal
Sharon Harris-Klemm - Chair	Business/Community
Sandra Medina	Education Support Employee
Merida Ramos	Education Support Employee
Susan Battig	Parent
Dianne Kimble	Teacher
Mary Sweet	Teacher
Bill King	Business/Community
Buddy Byrne - Elks Lodge	Business/Community
Kathryn Samman	Parent
Keith Battig	Parent
Courtney Bailey	Parent
Jacqueline Enriquez	Parent
Yvette Beach	Parent
Magner Tiuso	Student
Terry Zamor	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

SAC reviewed the school improvement plan and approved the SIP during a scheduled SAC meeting.

Development of this school improvement plan

The SAC commitee discusses, reviews, approves, and signs off on the School Improvement Plan.

Preparation of the school's annual budget and plan

The SAC committee discusses, reviews, and approves SIP allocation (project 6306).

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

There are no allocated funds.

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
Engelhart, Chris	Assistant Principal
Marrero, Celeste	Teacher, K-12
Rose, Amanda	Teacher, K-12
Dopfer, Lindsey	Teacher, Adult
Cook, Scott	Principal

Duties

Describe how the LLT promotes literacy within the school

1. Create a shared literacy vision in our school that is clear and shaped by the particularities the CCHS faculty and student body.
2. Work as a school literacy team, with everyone having a role in determining the vision and the implementation plan, and each member bringing specific expertise to building the culture of literacy in the school.
3. Continute to support the LCSD initiatives of: Using data to drive instruction, Increasing Rigor, Planning for Learning, and Focusing on Writing.
4. Seek and analyze data school and departmental data to determine best practices and needs.
5. Support departmental Professional Learning Communities in their journey of addressing Professional Reading, Issues and Concerns, Student Work, and Professional Practices.
6. Develop and implement a school-wide writing program that includes common grading expectations and an increased use of text-dependent writing in all content areas.

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

CCHS has common planning periods across grade level/content areas as well as professional learning communities held once a week. In addition, CCHS has Castle a program that allows for collaboration with lesson planning, student discipline, and shared ideas.

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

Administration attends job fairs to bring recruits to interview. Mr. Scott Cook (Principal) and Mr. Engelhart (Assistant Principal of Curriculum) would then put recruits through a rigorous interview process to ensure Coral High School hires highly qualified teachers in the appropriate field. After hire, site-based mentoring and professional development opportunities are offered. To retain high qualified teachers Cape Coral High School provides an open-door policy with administration, faculty recognition, Sunshine Fund (a fund supported by faculty/staff to support each other for birthdays/weddings/funerals/births/etc.), Professional Learning Communities, Professional Development, Social Functions, and Team Mentoring.

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

There is a veteran teacher assigned to each new hire. The rationale for pairing is that they teach in common subject area. Planned mentoring activities include: Mentor and mentee meet bi-weekly, mentor performs three classroom observations of mentee, and the mentee is required to shadow mentor. All

mentors have clinical educational training. Mentees have to participate in A.P.P.L.E.S program through the district.

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

Cape Coral High School participated in the district-wide training, Understanding by Design, which requires the alignment of the Florida Standards with performance assessments. "Starting from the end first" allows for classroom teachers to created unit lesson plans with a tight alignment between standards and assessments. In addition, Cape Coral High School selected teachers to participate in the the new state textbook adoption.

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

Cape Coral High School utilizes Performance Matters, EOC scores, grade history, and FCAT to determine the level of proficiency for each student. Differentiated instruction is implemented utilizing research based instructional strategies such as: scaffolding, grouping, tap into prior knowledge, give time to talk, Pre-teach vocabulary, use visual aids, pause, ask quesitions, Pause, review, and try something new.

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: 1,800

Strategy Description: Our Professional Learning Communities (Supervised by Adminstrators) meet weekly after-school to formulate norms and protocals. Teachers form the groups by grade level and content areas to collect student data and analyze results to increase student achievement.

Strategy Rationale

Professional Learning Community members will collaborate, review, analyze data, and create common assessment to further student learning gains.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Engelhart, Chris, christianje@leeschools.net

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

How is data collected? Data is collected from Performance Matters based on midyear assessments, and End of Course exams, to measure student achievement. This data is utilized by each individual PLC to implement common structures for a targeted non-proficient group of students.

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

Through PLC time, teachers vertically plan to ease the transition of students from one grade level to the next. Administrators collaborate with middle schools to best prepare incoming freshmen. CCHS also provides students with a college and career specialist to support the transition post-graduation.

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

A career specialist at Cape Coral High School leads a collaborative group of individuals to ensure students receive meaningful career planning. This group consists of guidance counselors, teachers, administrators, community stakeholders, and students. College visits, college open house, career-shadowing, and on-the-job training all help to contribute to students' career planning success. On an annual basis; Students meet with their guidance counselor to discuss career and coursework alignment, and select elective(s).

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

Cape Coral High School makes it a goal to have guidance counselors/career specialist visit all senior English level classes to discuss student options for postsecondary plans.
Students have the ability to become certified in Microsoft and Adobe Applications.
Information included in presentations are scholarship options for all students as well as college/ military options that may be available.
Additional information is provided to students through our Financial Aid Nights and College Fairs that many students take advantage of.
Students are highly encouraged to challenge themselves with the variety of high level coursework offered at Cape Coral High School, which include AP classes, as well as IB course work, which in turn leads directly to higher post-secondary and career goals.

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

Cape Coral High School will work to expand the number of students participating in the IB program, AP courses, ROTC programs, and Dual Enrollment. Each of these integrated programs offer opportunities for students to connect learning to their future. Offering preliminary courses such as CCHS Pre-IB and Honors courses will increase equity and access to the advanced programs to increase student participation in college prep curriculum.
Implementation of the Florida State Standards.
One on one meetings with guidance counselors
Expecting students to take the most appropriately rigorous classes
Encourage teachers to attend appropriate content literacy professional development such as PLC; NGCAR-PD

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

Teachers incorporate supplemental materials to support students readiness for the public postsecondary level. CCHS offers an elective course in testing preparation, as well as advanced level courses in the AP, IB, and Dual Enrollment programs.

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.   To improve the passing rate for the Algebra I EOC and Geometry EOC by 10% or more by utilizing Florida State Standards, midyear testing, PLCs, EOCs, and instructional strategies across each mathematic grade level.

G2.   To improve reading comprehension across the content areas utilizing Florida State Standards, CCEs, midyear testing, FAIR data, Empower 3000, PLCs, FCAT, EOCs, and literacy based insructional strategies across the content areas.

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. To improve the passing rate for the Algebra I EOC and Geometry EOC by 10% or more by utilizing Florida State Standards, midyear testing, PLCs, EOCs, and instructional strategies across each mathematic grade level. `1a`

Targets Supported `1b`

G040100

Indicator	Annual Target
Algebra I EOC Pass Rate	60.5
Math Gains	71.0
Math Lowest 25% Gains	76.0

Resources Available to Support the Goal `2`

- Professional Learning Communities

- Lateral Capacity Building - work collaboratively with other successful schools

- Tutoring - 4 days a week

Targeted Barriers to Achieving the Goal `3`

- Lack of professional development

- Monitoring instruction

Plan to Monitor Progress Toward G1. `8`

Professional Learning Community feedback and Classroom observation history data

Person Responsible
Chris Engelhart

Schedule
Weekly, from 8/20/2014 to 6/3/2015

Evidence of Completion
Peoplesoft documentation, assessment data/results

G2. To improve reading comprehension across the content areas utilizing Florida State Standards, CCEs, midyear testing, FAIR data, Empower 3000, PLCs, FCAT, EOCs, and literacy based insructional strategies across the content areas. `1a`

Targets Supported `1b`

G040101

Indicator	Annual Target
AMO Reading - All Students	75.0
ELA/Reading Gains	71.0
ELA/Reading Lowest 25% Gains	73.0

Resources Available to Support the Goal `2`

- literacy coach

- PLCs

- Walk throughs

- Performance Matters

- Teacher Leaders

Targeted Barriers to Achieving the Goal `3`

- Lack of professional development

- Monitoring instruction

Plan to Monitor Progress Toward G2. `8`

Classroom walkthrough data, PLC feedback

Person Responsible
Chris Engelhart

Schedule
Weekly, from 8/20/2014 to 6/3/2015

Evidence of Completion
Peoplesoft documentation, assessment data/results

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. To improve the passing rate for the Algebra I EOC and Geometry EOC by 10% or more by utilizing Florida State Standards, midyear testing, PLCs, EOCs, and instructional strategies across each mathematic grade level. `1`

🔑 G040100

G1.B1 Lack of professional development `2`

🔑 B096889

G1.B1.S1 New teacher mentoring/coaching `4`

🔑 S108109

Strategy Rationale

Action Step 1 `5`

New teachers will receive temporary duty to observe their mentor teacher or another master teacher's classroom instruction.

Person Responsible

Chris Engelhart

Schedule

On 10/1/2014

Evidence of Completion

Discussion/follow up with administration.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Assistant Principal will meet with mentor teachers at least once per quarter to review progress

Person Responsible

Schedule

Evidence of Completion

Meeting Agenda

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Assistant Principal of Curriculum will review progress with mentor teachers quartly to determine needs of new teachers.

Person Responsible

Schedule

Evidence of Completion

Peoplesoft documentation, assessment of data/results

G1.B1.S2 Utilizing Teacher Leaders for Professional Learning Communities `4`

🔑 S108110

Strategy Rationale

Action Step 1 `5`

Teacher Leaders will implement Professional Learning Community norms/protocols within their Professional Learning Community.

Person Responsible

Chris Engelhart

Schedule

Weekly, from 8/20/2014 to 5/20/2015

Evidence of Completion

Agendas and meeting minutes

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Develop and follow Professional Learning Community Calendar.

Person Responsible

Chris Engelhart

Schedule

Weekly, from 8/20/2014 to 5/20/2015

Evidence of Completion

Agendas, emails and meeting minutes

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Determine if meetings were implemented

Person Responsible

Chris Engelhart

Schedule

Weekly, from 8/20/2014 to 5/20/2015

Evidence of Completion

Agendas, emails and weekly Professional Learning Community minutes

G1.B1.S3 Professional county training for Professional Learning Communities 4

S108111

Strategy Rationale

Action Step 1 5

Team Leaders for Professional Learning Communities will attend training and implement norms/ protocols within their Professional Learning Community (grade level/content area teams).

Person Responsible

Chris Engelhart

Schedule

On 2/24/2015

Evidence of Completion

Peoplesoft inservice records

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Administration will meet with professional learning community teams and participate in PLC

Person Responsible

Schedule

Evidence of Completion

Agendas, emails, norms, and protocols.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Determine if norms and protocols were followed

Person Responsible

Schedule

Evidence of Completion

Agendas, emails, and administrative participation.

G1.B2 Monitoring instruction `2`

🔧 B096890

G1.B2.S1 Frequent classroom walkthroughs (at least 25 per week) follow weekly calendar. `4`

🔧 S108112

Strategy Rationale

Action Step 1 `5`

Adminstrative Supervisor will provide targeted feedback within 24 hours.

Person Responsible

Schedule

Evidence of Completion

Email documentation and Peoplesoft documentation

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Develop and follow the walkthrough Calendar.

Person Responsible

Schedule

Evidence of Completion

Peoplesoft record of classroom observation history

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Determine if observations were completed for the prior week

Person Responsible

Schedule

Evidence of Completion

Peoplesoft documentation

G1.B2.S2 Provide targeted feedback within 24 hours. 4

🔑 S108113

Strategy Rationale

Action Step 1 5

Clinical superviosr will send email to teacher regarding what was observed and what may be improved.

Person Responsible

Schedule

Evidence of Completion

Email documentation and Peoplesoft

Plan to Monitor Fidelity of Implementation of G1.B2.S2 `6`

Follow teacher evaluation instrument and provide supervisory support

Person Responsible

Schedule

Evidence of Completion

Peoplesoft record of classroom observation history

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Determine if walkthroughs were completed for prior week

Person Responsible

Schedule

Evidence of Completion

Peoplesoft documentation

G2. To improve reading comprehension across the content areas utilizing Florida State Standards, CCEs, midyear testing, FAIR data, Empower 3000, PLCs, FCAT, EOCs, and literacy based insructional strategies across the content areas. 1

🔍 G040101

G2.B1 Lack of professional development 2

🔍 B096892

G2.B1.S1 New teacher mentoring/coaching 4

🔍 S108114

Strategy Rationale

Action Step 1 5

New teachers will receive temporary duty to observe their mentor teacher or another master teacher's classroom/instruction

Person Responsible

Chris Engelhart

Schedule

On 10/1/2014

Evidence of Completion

Discussion/follow up with administration

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

APC will meet with mentor teachers at least once per quarter to review progress

Person Responsible

Chris Engelhart

Schedule

Quarterly, from 8/20/2014 to 6/3/2015

Evidence of Completion

Meeting agenda

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

APC will review progress with mentor teachers quarterly to determine needs of new teachers

Person Responsible

Chris Engelhart

Schedule

Quarterly, from 8/20/2014 to 6/3/2015

Evidence of Completion

Meeting minutes

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

Administrators will look for reading, writing, and speaking/discussion components during classroom walkthroughs, and teachers will focus on these strategies during their PLC meetings.

Person Responsible

Schedule

Evidence of Completion

PLC agenda's and classroom walkthrough data

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Observing classroom instruction and providing feedback as well as analyzing student data from formative and summative assessments during PLC meetings.

Person Responsible

Schedule

Evidence of Completion

Classroom walkthrough data and assessment data

G2.B2 Monitoring instruction 2

B096893

G2.B2.S1 Frequent classroom walkthroughs (at least 25 per week) -- follow weekly calendar 4

S108117

Strategy Rationale

Action Step 1 5

25 classroom visits per week

Person Responsible

Schedule

Evidence of Completion

Peoplesoft walkthrough software and email verification

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Develop and follow the walkthrough calendar

Person Responsible

Schedule

Evidence of Completion

Peoplesoft record of classroom observation history

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Determine if walkthroughs were completed for prior week

Person Responsible

Schedule

Evidence of Completion

Peoplesoft documentation

G2.B2.S2 Provide targeted feedback within 24 hours `4`

S108118

Strategy Rationale

Action Step 1 `5`

Clinical Observation and Supervision. Send an email to the teacher regarding what was observed and what may be improved after completion of observation.

Person Responsible

Schedule

Evidence of Completion

Email documentation and Peoplesoft

Plan to Monitor Fidelity of Implementation of G2.B2.S2 `6`

Share feedback that was provided to instructional staff

Person Responsible

Schedule

Evidence of Completion

Evidence of feedback provided via email by each administrator

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

Administration will send emails to the teachers about the effectiveness of their lesson and what was observed

Person Responsible

Schedule

Evidence of Completion

Emails and walkthrough data

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.S1.A1	New teachers will receive temporary duty to observe their mentor teacher or another master teacher's classroom instruction.	Engelhart, Chris	10/1/2014	Discussion/follow up with administration.	10/1/2014 one-time
G1.B1.S2.A1	Teacher Leaders will implement Professional Learning Community norms/protocols within their Professional Learning Community.	Engelhart, Chris	8/20/2014	Agendas and meeting minutes	5/20/2015 weekly
G1.B1.S3.A1	Team Leaders for Professional Learning Communities will attend training and implement norms/ protocols within their Professional Learning Community (grade level/ content area teams).	Engelhart, Chris	9/17/2014	Peoplesoft inservice records	2/24/2015 one-time
G1.B2.S1.A1	Adminstrative Supervisor will provide targeted feedback within 24 hours.		Email documentation and Peoplesoft documentation	once	
G1.B2.S2.A1	Clinical superviosr will send email to teacher regarding what was observed and what may be improved.		Email documentation and Peoplesoft	once	
G2.B1.S1.A1	New teachers will receive temporary duty to observe their mentor teacher or another master teacher's classroom/ instruction	Engelhart, Chris	10/1/2014	Discussion/follow up with administration	10/1/2014 one-time
G2.B2.S1.A1	25 classroom visits per week		Peoplesoft walkthrough software and email verification	once	
G2.B2.S2.A1	Clinical Observation and Supervision. Send an email to the teacher regarding what was observed and what may be improved after completion of observation.		Email documentation and Peoplesoft	once	
G1.MA1	Professional Learning Community feedback and Classroom observation history data	Engelhart, Chris	8/20/2014	Peoplesoft documentation, assessment data/results	6/3/2015 weekly
G1.B1.S1.MA1	Assistant Principal of Curriculum will review progress with mentor teachers quartly to determine needs of new teachers.		Peoplesoft documentation, assessment of data/results	once	
G1.B1.S1.MA1	Assistant Principal will meet with mentor teachers at least once per quarter to review progress		Meeting Agenda	one-time	
G1.B2.S1.MA1	Determine if observations were completed for the prior week		Peoplesoft documentation	once	
G1.B2.S1.MA1	Develop and follow the walkthrough Calendar.		Peoplesoft record of classroom observation history	once	
G1.B1.S2.MA1	Determine if meetings were implemented	Engelhart, Chris	8/20/2014	Agendas, emails and weekly Professional Learning Community minutes	5/20/2015 weekly
G1.B1.S2.MA1	Develop and follow Professional Learning Community Calendar.	Engelhart, Chris	8/20/2014	Agendas, emails and meeting minutes	5/20/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S2.MA1	Determine if walkthroughs were completed for prior week		Peoplesoft documentation	once	
G1.B2.S2.MA1	Follow teacher evaluation instrument and provide supervisory support		Peoplesoft record of classroom observation history	once	
G1.B1.S3.MA1	Determine if norms and protocols were followed		Agendas, emails, and administrative participation.	once	
G1.B1.S3.MA1	Administration will meet with professional learning community teams and participate in PLC		Agendas, emails, norms, and protocols.	once	
G2.MA1	Classroom walkthrough data, PLC feedback	Engelhart, Chris	8/20/2014	Peoplesoft documentation, assessment data/results	6/3/2015 weekly
G2.B1.S1.MA1	APC will review progress with mentor teachers quarterly to determine needs of new teachers	Engelhart, Chris	8/20/2014	Meeting minutes	6/3/2015 quarterly
G2.B1.S1.MA1	APC will meet with mentor teachers at least once per quarter to review progress	Engelhart, Chris	8/20/2014	Meeting agenda	6/3/2015 quarterly
G2.B2.S1.MA1	Determine if walkthroughs were completed for prior week		Peoplesoft documentation	once	
G2.B2.S1.MA1	Develop and follow the walkthrough calendar		Peoplesoft record of classroom observation history	once	
G2.B1.S2.MA1	Observing classroom instruction and providing feedback as well as analyzing student data from formative and summative assessments during PLC meetings.		Classroom walkthrough data and assessment data	once	
G2.B1.S2.MA1	Administrators will look for reading, writing, and speaking/discussion components during classroom walkthroughs, and teachers will focus on these strategies during their PLC meetings.		PLC agenda's and classroom walkthrough data	once	
G2.B2.S2.MA1	Administration will send emails to the teachers about the effectiveness of their lesson and what was observed		Emails and walkthrough data	once	
G2.B2.S2.MA1	Share feedback that was provided to instructional staff		Evidence of feedback provided via email by each administrator	once	

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 Opportuntities

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

G1. To improve the passing rate for the Algebra I EOC and Geometry EOC by 10% or more by utilizing Florida State Standards, midyear testing, PLCs, EOCs, and instructional strategies across each mathematic grade level.

G1.B1 Lack of professional development

G1.B1.S3 Professional county training for Professional Learning Communities

PD Opportunity 1

Team Leaders for Professional Learning Communities will attend training and implement norms/protocols within their Professional Learning Community (grade level/content area teams).

Facilitator

Participants

Schedule

On 2/24/2015

G1.B2 Monitoring instruction

G1.B2.S1 Frequent classroom walkthroughs (at least 25 per week) follow weekly calendar.

PD Opportunity 1

Adminstrative Supervisor will provide targeted feedback within 24 hours.

Facilitator

Participants

Schedule

G2. To improve reading comprehension across the content areas utilizing Florida State Standards, CCEs, midyear testing, FAIR data, Empower 3000, PLCs, FCAT, EOCs, and literacy based insructional strategies across the content areas.

G2.B1 Lack of professional development

G2.B1.S1 New teacher mentoring/coaching

PD Opportunity 1

New teachers will receive temporary duty to observe their mentor teacher or another master teacher's classroom/instruction

Facilitator

Participants

Schedule

On 10/1/2014

G2.B2 Monitoring instruction

G2.B2.S2 Provide targeted feedback within 24 hours

PD Opportunity 1

Clinical Observation and Supervision. Send an email to the teacher regarding what was observed and what may be improved after completion of observation.

Facilitator

Participants

Schedule

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 1: To improve the passing rate for the Algebra I EOC and Geometry EOC by 10% or more by utilizing Florida State Standards, midyear testing, PLCs, EOCs, and instructional strategies across each mathematic grade level.	2,000
Grand Total	**2,000**

Goal 1: To improve the passing rate for the Algebra I EOC and Geometry EOC by 10% or more by utilizing Florida State Standards, midyear testing, PLCs, EOCs, and instructional strategies across each mathematic grade level.		
Description	**Source**	**Total**
B1.S1.A1	Title II	2,000
Total Goal 1		**2,000**