



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Cape Coral High School
2300 SANTA BARBARA BLVD
Cape Coral, FL 33991
239-574-6766
<http://cch.leeschools.net/>

School Demographics

School Type High School	Title I No	Free and Reduced Lunch Rate 63%
Alternative/ESE Center No	Charter School No	Minority Rate 49%

School Grades History

2013-14 PENDING	2012-13 A	2011-12 A	2010-11 B	2009-10 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Cape Coral High School

Principal

Matthew Mederios

School Advisory Council chair

Sharon Harris-Klemm

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Celeste Marrero	Teacher
Denise Bruce	RT3 Test Coordinator
Lindsey Conley	Teacher
Tommy Bowens	APA
Maura Bennington	APC

District-Level Information

District

Lee

Superintendent

Dr. Nancy J Graham

Date of school board approval of SIP

10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Principal - Matthew Mederios
 APC- Maura Bennington
 APA- Tommy Bowens
 Chair- Sharon Harris-Klemm (parent)
 Head Custodian- Dominic D'Anna
 Support Staff - Sandra Medina
 Support Staff - Merida Ramos
 Parent - Carine Guillard
 Parent - Susan Battig
 Parent- Diane Kimble
 Parent - Jessie Zambor
 Parent - Terry Hale
 Parent - Omar Alvarex

Student - James Zambor
 Teacher- Celeste Marrero
 Teacher- Denise Bruce
 Teacher - Mary Sweet
 Business partner - Bill King
 Business partner - Buddy Byrne / Elks Lodge
 Community member - Tiffany Quorollo / Rotary

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

The SAC committee will be meeting on November 4, January 27, and April 28 (quarterly throughout the school year).

Projected use of school improvement funds, including the amount allocated to each project

There are no allocated funds

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

5

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Matthew Mederios

Principal

Years as Administrator: 8

Years at Current School: 3

Credentials

MS Educational Leadership. Principal of Cape Coral High School.

Performance Record

Mr. Mederios is a part of the Leadership Team. He has a strong background in curriculum, data analysis and student achievement. He established a high standard of academic excellence within our school.

Kim McGlohon		
Asst Principal	Years as Administrator: 15	Years at Current School: 8
Credentials	MS Educational Leadership. Assistant Principal at Cape Coral High School	
Performance Record	Mrs. McGlohon is a part of the Leadership team, incharge of student discipline (ISS, OSS, and administrative hearings), Assists with Building Operations, oversees Athletics, Administrator of Sunshine Committee, and teacher evaluations	

Tommy Bowens		
Asst Principal	Years as Administrator: 14	Years at Current School: 7
Credentials	MS Educational Leadership (all levels) and Sociology (grades 6-12)	
Performance Record	For the 2013-2014 school year, Tommy Bowens is a part of the Leadership team, SIP, Graduation Committee, School Operations, and teacher evaluations.	

Maura Bennington		
Asst Principal	Years as Administrator: 6	Years at Current School: 6
Credentials	MS, Educational Leadership. Assistant Prinicipal of Curriculum.	
Performance Record	Mrs. Bennington is a part of the Leadership Team. She has extensive training in curriculum supervision and data analysis.	

Aaron Curls		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
Credentials	MA Educational Leadership. Assistant Principal of Student Affairs.	
Performance Record	Mr. Curls is part of the Leadership Team, Emergency Procedures, Technology, and teacher evaluations.	

Instructional Coaches

# of instructional coaches	1
# receiving effective rating or higher (not entered because basis is < 10)	
Instructional Coach Information:	

Ms. Cher Hollar		
Full-time / School-based	Years as Coach: 36	Years at Current School: 3
Areas	Reading/Literacy, RtI/MTSS	
Credentials	M.Ed Curriculum and Instruction. Certification in Elementary Education, ESE, and Music (K-12). Mrs. Hollar is endorsed in ESOL, Gifted, and Reading. She has 30 plus years teacher training at the district and school level.	
Performance Record	<p>District level - Lee County improved 12 places in county ranking of FCAT scores.</p> <p>School level - 2013 CCHS ties for first in increase of L25 student scores.</p> <p>Classroom level - last year in high school.</p> <p>Classroom 93% of students reached AYP.</p>	

Classroom Teachers

# of classroom teachers	79
# receiving effective rating or higher	74, 94%
# Highly Qualified Teachers	100%
# certified in-field	79, 100%
# ESOL endorsed	28, 35%
# reading endorsed	22, 28%
# with advanced degrees	29, 37%
# National Board Certified	3, 4%
# first-year teachers	7, 9%
# with 1-5 years of experience	16, 20%
# with 6-14 years of experience	20, 25%
# with 15 or more years of experience	36, 46%

Education Paraprofessionals**# of paraprofessionals**

11

Highly Qualified

11, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

8

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Tommy Bowns (Assistant Principal of Administration) attends job fairs to bring recruits to interview. Mr. Matthew Mederios (Principal) and Mrs. Maura Bennington (Assistant Principal of Curriculum) would then put recruits through a rigorous interview process to ensure Cape 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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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, anecdotal) 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 & anecdotal 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

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Lee County School District has developed a comprehensive training plan for faculty and staff. School based MTSS contacts and administrators have been identified and are provided on-going staff development training regarding the MTSS problem-solving process throughout the school year in the areas of problem identification, instructional best practices, curriculum supports, data analysis, implementation of supplemental and intensive interventions, and behavior management techniques. Additionally, district personnel provide coaching and modeling to assist schools with strategies that are designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Cape Coral High School utilizes the district adopted data management system, Performance Matters. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The Lee County School District has hired District level support personnel to sustain the implementation of the MTSS problem-solving process for all students within schools. They provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports. These personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, curriculum resources, behavior management techniques, research based practices, and problem-solving processes to support the academic and behavioral needs of students within a multi-tiered student support system.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program**Minutes added to school year:** 0

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

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

How is data collected? Data is collected from Performance Matters information by using Baseline testing at the beginning of the year, midyear assessments, and End of Course exams, to measure student achievement. This data is utilized by each individual PLC to implement common structures for an targeted non-proficient group of students.

Who is responsible for monitoring implementation of this strategy?

Who is responsible for monitoring implementation of this strategy? Each PLC has an assigned team leader. This leader is responsible for keeping the PLC on task and reporting to an administrator. Each of our administrators are also assigned 2 PLC groups that they attend their meetings and monitor the groups strategies, implementation, and progress.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Cherl Chilmonik	Business Dept Head
Kendra Pinnacle	Lang Arts Dept Head
Kathy Van Cleve	Guidance Dept Head
LeAnne Migliore	Math Dept Head
Stacey Green	Performing Arts Dept Head
Larry Gary	PE Dept Head
Debbie Jackson	Reading Dept Head
Ashton Davis	ROTC Dept Head
Jeff Parker	Science Dept Head
Drew Gascon	Soc St Dept Head
Joy Rider	Visual Arts Dept Head
Susan Ferkel	World Lang Dept Head
Matthew Mederios	Principal
Tommy Bowens	APA

Name	Title
Maura Bennington	APC
Doug Dingerson	ESE Dept Head
Denise Bruce	RT3/Testing Coordinator
Cher Hollar	Literacy Coach
Celeste Marrero	teacher
Lindsey Conley	teacher

How the school-based LLT functions

The Literacy Leadership Team meets a minimum of once a month to address faculty professional development in literacy, data analysis of formative and summative assessments, reading curriculum across all achievement levels, intervention programs, school improvement goals, parent information, and school and community initiatives. In addition to the functions listed, any teacher may bring a need to concern to the LLT by way of their department head.

The Literacy Leadership Team evaluates reading scores and identifies areas of need through data analysis of formative assessments such as PERT, Fluency Screenings, Curriculum-based assessments, and benchmark assessments. Summative assessments such as FCAT subtests scores are also used to determine areas of need.

Major initiatives of the LLT

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. Support the LCSD initiatives of: 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. Initiate and support DEAR 2013-2014, a school-wide literacy initiative that focuses on increasing rigor reflective of Common Core Standards.
6. Support departmental Professional Learning Communities in their journey of addressing Professional Reading, Issues and Concerns, Student Work, and Professional Practices.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Common department planning is done monthly and requires all teachers to align curriculum for the same course. Additional discussions through faculty meetings allow for consultation and collaboration based on data and instruction, with cross-sharing of strategies and implementation models.

Teachers meet bi-weekly by department to plan collaboratively, share best practices and resources, evaluate student performance, and develop vertical alignment of curriculum. Focus lessons will be shared and delivered by content area teachers. Elective teachers will work with the core subject area teachers to develop daily focus area bell ringer lessons.

Weekly lessons plans are reviewed by administration and feedback is given if necessary. Weekly walk-throughs by administration also provide for progress monitoring.

All teachers also participate in the DEAR Reading Initiative. This is a program designed to increase literacy school-wide, across curriculum. This program was designed by Cape Coral High School's own, Jamie Reimer. DEAR involves reading, power point presentation, global contemporary magazine articles, higher-level thinking skills, writing responses, discussion, and feedback.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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).

Strategies for improving student readiness for the public postsecondary level

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 Common Core 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

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	69%	61%	No	72%
American Indian				
Asian	88%	73%	No	90%
Black/African American	63%	44%	No	66%
Hispanic	61%	48%	No	65%
White	73%	63%	No	75%
English language learners	24%	6%	No	32%
Students with disabilities	39%	24%	No	45%
Economically disadvantaged	64%	46%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	424	57%	60%
Students scoring at or above Achievement Level 4	254	32%	33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		78%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		27%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	515	66%	68%
Students in lowest 25% making learning gains (FCAT 2.0)	138	70%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	19	30%	32%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	12	19%	21%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	11	17%	20%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	113	43%	48%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	237	62%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics**High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	66%	Yes	54%
American Indian				
Asian				
Black/African American	53%	53%	Yes	57%
Hispanic	43%	60%	Yes	49%
White	50%	71%	Yes	55%
English language learners	40%	45%	Yes	46%
Students with disabilities	32%	38%	Yes	39%
Economically disadvantaged	44%	58%	Yes	50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		65%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		1%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	356	60%	65%
Students in lowest 25% making learning gains (EOC)	80	54%	60%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	20	41%	45%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	191	60%	63%
Students scoring at or above Achievement Level 4	51	16%	18%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	213	58%	65%
Students scoring at or above Achievement Level 4	74	20%	25%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		70%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		35%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	212	64%	68%
Students scoring at or above Achievement Level 4	76	23%	25%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	850	60%	63%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	22	1%	2%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		1%	2%
Students taking CTE industry certification exams	609	89%	
Passing rate (%) for students who take CTE industry certification exams		65%	68%
CTE program concentrators	419	28%	30%
CTE teachers holding appropriate industry certifications	8	100%	100%

Area 8: Early Warning Systems**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	296	19%	15%
Students in ninth grade with one or more absences within the first 20 days	156	35%	30%
Students in ninth grade who fail two or more courses in any subject	111	24%	20%
Students with grade point average less than 2.0	271	16%	11%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	394	26%	21%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	976	45%	40%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	11	3%	2%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	1496	98%	99%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	19	1%	1%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	4	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

In 2012-2013, Cape Coral High School's parent and community involvement totaled 18,512 hours. We did not reach our goal of 21,000 hours.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Concession stands	7423	40%	30%
Band Boosters	1367	7%	7%
Friends of the Seahawks	3117	17%	15%
IB Parents	3146	17%	30%
Athletic Activity Parents	3459	19%	18%
		%	%

Goals Summary

- G1.** To improve the passing rate for the Algebra I EOC and Geometry EOC by 10% or more by utilizing Common Core Standards, baseline testing, midyear testing, PLCs, EOCs, and instructional strategies across each mathematic grade level.
- G2.** To improve reading comprehension across the content areas utilizing common core standards, CCEs, baseline testing and midyear testing, FAIR data, Empower 3000, PLCs, FCAT, EOCs, and literacy based insructional strategies across the content areas.

Goals Detail

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

Targets Supported

- Algebra 1 EOC
- Geometry EOC
- CTE
- Parental Involvement
- EWS - High School

Resources Available to Support the Goal

- Professional Learning Communities
- Tutoring by each math teacher - four days a week
- Lateral Capacity Building - work collaboratively with other successful schools

Targeted Barriers to Achieving the Goal

- Lack of professional development
- Monitoring instruction

Plan to Monitor Progress Toward the Goal

Professional Learning Community feedback and Classroom observation history data

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Peoplesoft documentation, assessment data/results

G2. To improve reading comprehension across the content areas utilizing common core standards, CCEs, baseline testing and midyear testing, FAIR data, Empower 3000, PLCs, FCAT, EOCs, and literacy based instructional strategies across the content areas.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- U.S. History EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- STEM - High School
- CTE
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- literacy coach
- PLCs
- Walk throughs
- D.E.A.R. - Article of the week
- Performance Matters
- Teacher Leaders

Targeted Barriers to Achieving the Goal

- Lack of professional development
- Monitoring instruction

Plan to Monitor Progress Toward the Goal

Classroom walkthrough data, PLC feedback

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Peoplesoft documentation, assessment data/results

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

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

G1.B1 Lack of professional development

G1.B1.S1 New teacher mentoring/coaching

Action Step 1

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

Person or Persons Responsible

Mentor teachers

Target Dates or Schedule

At least once per quarter.

Evidence of Completion

Discussion/follow up with administration.

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

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

Person or Persons Responsible

Assistant Principal of Curriculum

Target Dates or Schedule

Once per quarter

Evidence of Completion

Meeting Agenda

Plan to Monitor Effectiveness of G1.B1.S1

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

Person or Persons Responsible

Assistant Principal of Curriculum

Target Dates or Schedule

Quarterly

Evidence of Completion

Peoplesoft documentation, assessment of data/results

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

Action Step 1

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

Person or Persons Responsible

Professional Learning Community Team leaders/administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Agendas and meeting minutes

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

Develop and follow Professional Learning Community Calendar.

Person or Persons Responsible

Administration

Target Dates or Schedule

At weekly Administrative meetings

Evidence of Completion

Agendas, emails and meeting minutes

Plan to Monitor Effectiveness of G1.B1.S2

Determine if meetings were implemented

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly meetings

Evidence of Completion

Agendas, emails and bi-weekly Professional Learning Community minutes

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

Action Step 1

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

Person or Persons Responsible

Professional Learning Community Team Leaders and administration

Target Dates or Schedule

Preschool

Evidence of Completion

Peoplesoft inservice records

Facilitator:

Participants:

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

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Agendas, emails, norms, and protocols.

Plan to Monitor Effectiveness of G1.B1.S3

Determine if norms and protocols were followed

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Agendas, emails, and administrative participation.

G1.B2 Monitoring instruction

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

Action Step 1

Administrative Supervisor will provide targeted feedback within 24 hours.

Person or Persons Responsible

Send an email to the teacher regarding what was observed and what may be improved.

Target Dates or Schedule

Within 24 hours of the observation

Evidence of Completion

Email documentation and Peoplesoft documentation

Facilitator:

Participants:

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

Develop and follow the walkthrough Calendar.

Person or Persons Responsible

Administration

Target Dates or Schedule

At Weekly administrative meetings.

Evidence of Completion

Peoplesoft record of classroom observation history

Plan to Monitor Effectiveness of G1.B2.S1

Determine if observations were completed for the prior week

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly meetings

Evidence of Completion

Peoplesoft documentation

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

Action Step 1

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

Person or Persons Responsible

Administrator

Target Dates or Schedule

Within 24 hours of walk through

Evidence of Completion

Email documentation and Peoplesoft

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

Follow teacher evaluation instrument and provide supervisory support

Person or Persons Responsible

Administration

Target Dates or Schedule

At weekly administrative meetings

Evidence of Completion

Peoplesoft record of classroom observation history

Plan to Monitor Effectiveness of G1.B2.S2

Determine if walkthroughs were completed for prior week

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly meetings

Evidence of Completion

Peoplesoft documentation

G2. To improve reading comprehension across the content areas utilizing common core standards, CCEs, baseline testing and midyear testing, FAIR data, Empower 3000, PLCs, FCAT, EOCs, and literacy based instructional strategies across the content areas.

G2.B1 Lack of professional development

G2.B1.S1 New teacher mentoring/coaching

Action Step 1

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

Person or Persons Responsible

Mentor teachers

Target Dates or Schedule

At least once per quarter

Evidence of Completion

Discussion/follow up with administration

Facilitator:

Participants:

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

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

Person or Persons Responsible

Assistant Principal for Curriculum

Target Dates or Schedule

At least once per quarter

Evidence of Completion

Meeting agenda

Plan to Monitor Effectiveness of G2.B1.S1

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

Person or Persons Responsible

Assistant Principal for Curriculum

Target Dates or Schedule

Quarterly

Evidence of Completion

Meeting minutes

G2.B1.S2 Authentic literacy across the curriculum

Action Step 1

Implementation of DEAR Initiative and reading, writing, and listening/speaking/discussion in all classes

Person or Persons Responsible

Administration and teacher leaders

Target Dates or Schedule

Pre-school week and throughout the school year

Evidence of Completion

Student work/artifacts, surveying students and teachers, classroom walkthroughs and D.E.A.R. Initiative

Facilitator:

Participants:

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

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 or Persons Responsible

Administration

Target Dates or Schedule

During classroom walkthroughs and professional learning community meetings

Evidence of Completion

PLC agenda's and classroom walkthrough data

Plan to Monitor Effectiveness of G2.B1.S2

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

Person or Persons Responsible

Administration and teacher leaders

Target Dates or Schedule

classroom walkthroughs and student assessment data

Evidence of Completion

Classroom walkthrough data and assessment data

G2.B2 Monitoring instruction

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

Action Step 1

25 classroom visits per week

Person or Persons Responsible

Administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

Peoplesoft walkthrough software and email verification

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

Develop and follow the walkthrough calendar

Person or Persons Responsible

Administration

Target Dates or Schedule

At weekly administrative meetings

Evidence of Completion

Peoplesoft record of classroom observation history

Plan to Monitor Effectiveness of G2.B2.S1

Determine if walkthroughs were completed for prior week

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly meetings

Evidence of Completion

Peoplesoft documentation

G2.B2.S2 Provide targeted feedback within 24 hours

Action Step 1

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

Person or Persons Responsible

Administrator

Target Dates or Schedule

Within 24 hours of walkthrough

Evidence of Completion

Email documentation and Peoplesoft

Facilitator:

Participants:

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

Share feedback that was provided to instructional staff

Person or Persons Responsible

Administration

Target Dates or Schedule

At weekly administrative meetings

Evidence of Completion

Evidence of feedback provided via email by each administrator

Plan to Monitor Effectiveness of G2.B2.S2

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

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing.....daily discussions and weekly meetings

Evidence of Completion

Emails and walkthrough data

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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 Common Core Standards, baseline testing, 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

Target Dates or Schedule

Preschool

Evidence of Completion

Peoplesoft inservice records

G1.B2 Monitoring instruction

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

PD Opportunity 1

Administrative Supervisor will provide targeted feedback within 24 hours.

Facilitator

Participants

Target Dates or Schedule

Within 24 hours of the observation

Evidence of Completion

Email documentation and Peoplesoft documentation

G2. To improve reading comprehension across the content areas utilizing common core standards, CCEs, baseline testing and midyear testing, FAIR data, Empower 3000, PLCs, FCAT, EOCs, and literacy based instructional 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

Target Dates or Schedule

At least once per quarter

Evidence of Completion

Discussion/follow up with administration

G2.B1.S2 Authentic literacy across the curriculum

PD Opportunity 1

Implementation of DEAR Initiative and reading, writing, and listening/speaking/discussion in all classes

Facilitator

Participants

Target Dates or Schedule

Pre-school week and throughout the school year

Evidence of Completion

Student work/artifacts, surveying students and teachers, classroom walkthroughs and D.E.A.R. Initiative

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

Target Dates or Schedule

Within 24 hours of walkthrough

Evidence of Completion

Email documentation and Peoplesoft

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	To improve the passing rate for the Algebra I EOC and Geometry EOC by 10% or more by utilizing Common Core Standards, baseline testing, midyear testing, PLCs, EOCs, and instructional strategies across each mathematic grade level.	\$1,030
G2.	To improve reading comprehension across the content areas utilizing common core standards, CCEs, baseline testing and midyear testing, FAIR data, Empower 3000, PLCs, FCAT, EOCs, and literacy based instructional strategies across the content areas.	\$1,030
Total		\$2,060

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Professional Development	Total
School Funds	\$1,030	\$0	\$1,030
Schools Funds	\$1,030	\$0	\$1,030
N/A	\$0	\$0	\$0
Total	\$2,060	\$0	\$2,060

Budget Details

Budget items identified in the SIP as necessary 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 Common Core Standards, baseline testing, midyear testing, PLCs, EOCs, and instructional strategies across each mathematic grade level.

G1.B1 Lack of professional development

G1.B1.S1 New teacher mentoring/coaching

Action Step 1

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

Resource Type

Personnel

Resource

Substitute needed to cover new teacher's classrooms while they are observing

Funding Source

Schools Funds

Amount Needed

\$1,030

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

Action Step 1

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

Resource Type

Professional Development

Resource

PLC's

Funding Source

N/A

Amount Needed

\$0

G2. To improve reading comprehension across the content areas utilizing common core standards, CCEs, baseline testing and midyear testing, FAIR data, Empower 3000, PLCs, FCAT, EOCs, and literacy based instructional strategies across the content areas.

G2.B1 Lack of professional development

G2.B1.S1 New teacher mentoring/coaching

Action Step 1

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

Resource Type

Personnel

Resource

Substitute teachers for the new teacher's classroom while out observing

Funding Source

School Funds

Amount Needed

\$1,030