

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: CAPE CORAL HIGH SCHOOL

District Name: Lee

Principal: Mr. Eric J. McFee

SAC Chair: Ms. Nicole Schwartz

Superintendent: Dr. Jim Browder

Date of School Board Approval: Pending

Last Modified on: 10-23-2009

Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chance
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

VISION and MISSION STATEMENTS

To be a world-class school system.

All students, whatever their learning style can learn.

To prepare students for successful futures through literacy in all content areas.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Cape Coral High School takes pride in having a rich history that is supported in tradition by both the school faculty and staff and the surrounding community. The Principal lends support to the local Rotary Club of Cape Coral, which provides community service in and around Cape Coral. The school has built several business relationships within the surrounding city of Cape Coral and we strive to follow the theme of "Keep it in the Cape".

To help cultivate our success, Cape Coral High School has established a wonderful partnership with TIB Bank. We are the first school in Lee County School District to open an operating bank system on school grounds.

Cape Coral High is fortunate enough to have a faculty that consists of many teachers who have dedicated the majority of their teaching careers to Cape Coral High School. We have numerous teachers who spent their formative years as students and have returned as teachers to continue the excellence of Cape Coral High school.

Cape Coral High School has several programs which cultivate high academic achievement. Our International Baccalaureate program and the Freshman Academy are two such programs.

The International Baccalaureate program offered at Cape Coral High is a four-year course of study that leads to the IB diploma. The curriculum is based on the concept that an upper level pre-university education should encompass a broad range of subjects, which accommodate diverse student interest and intentions while adhering to consistent standards.

The Freshman Academy which is entering into its third year has proven successful in increasing student achievement and decreasing discipline issues amongst the ninth grade population. The academy will continue to provide small academic teams of core teachers who work closely together to monitor academic, social, and behavior progress in ninth graders. Our freshman students are required to enroll in a "freshman 101" course that teaches students how to adopt successful practices that will eventually lead to a high school diploma.

Cape Coral High Schools' number one goal is student achievement. Under the leadership of our Principal, our school letter grade rose from a D to B. Our current school grade is a C and our primary focus for this year will be to make AYP.

Cape Coral High students benefit from small learning communities which enable students to receive instruction in a more controlled and structured environment.

Unique School Strengths for Next Year

A priority for this year is to have standardized assessments and lesson plans for all departments at our school. Teachers have participated and will continue to participate in workshops geared toward common assessments.

AYP subgroup strengths vary depending on subjects. In reading, our white subgroup is a strength. In math, the white and

economically disadvantaged subgroups show strength, and in writing the white, economically disadvantaged, and hispanic subgroups are strengths.

Unique School Weaknesses for Next Year

Challenges that Cape Coral High School will be working on this year is the ability to teach all students while dealing with budget cuts, new scheduling, and an increase in our ESOL enrollment.

Our biggest AYP subgroup challenge for the 2009-2010 academic year will be the Hispanic student group.

Student Demographics

For the 2008-2009 academic school year, Cape Coral High School had the following percentage rates:

Minority 42.1%
ESE 10.7%
Gifted 11.0%
LEP 7.9%
F/R Lunch 48.0%

Student Attendance Rates

For the 2008-2009 academic school year, Cape Coral High School had an ending cycle of 93.7 % in attendance rates.

Student Mobility

For the 2008-2009 academic school year, Cape Coral High School had 23.1 % in mobility rates and 81.1% in stability rates.

Student Suspension Rates

Since the 2004-2005 academic school year, Cape Coral High School has seen a significant decrease in the number of suspension incidents. We averaged 3,000 incidents in the 2004-2005 school year and have since decreased to just 972 for the 2008-2009 school year.

Student Retention Rates

For the 2008-2009 academic school year, Cape Coral High School has twenty-three students retained as reported by the Lee County School district.

Graduation rates are always a concern of Cape Coral High School as we strive to obtain the highest percentage possible.

Class Size

For the 2008-2009 academic school year, Cape Coral High School had an average of 21.81 for class average as reported by the Lee County School district.

Academic Performance of Feeder Pattern

From data gathered through our guidance department here at Cape Coral High School, it's been determined that the majority of students are coming from Challenger Middle School and Gulf Middle School.

Partnerships and Grants

For the last several years Cape Coral High School has enjoyed a partnership with TIB bank, formley known as Riverside Bank. The bank and the school have collaborated to bridge the gap between the local community and the school.

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Eric J. McFee	Masters	4	9	Principal of Cape Coral High School. Under his leadership Cape Coral High has seen state grade improvements from a D to B for the 2008-2009 academic school year.
Assis Principal	Maura Bennington	Masters	2	2	Assistant Principal of Cape Coral High School. Mrs. Bennington has extensive training in curriculum supervision and data analysis.
					Assistant Principal of Cape Coral High

85	0	35	29	32	38	76	0.07	0.05	13
----	---	----	----	----	----	----	------	------	----

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Jim Jent	Andrew Claassen	Both teachers work within the same department. The mentor has a doctorate degree with over thirty years experience in classroom curriculum instruction.	The mentor and mentee will meet bi-weekly. The mentor will have classroom observations once a quarter. Mentee shadowing.
Ron McInnis	Stephen Jaecques	Mentor is a national board certified teacher with proven teaching strategies that help increase student academic achievement.	The mentor and mentee will meet bi-weekly. The mentor will have classroom observations once a quarter. Mentee shadowing.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

The RtI Leadership Team for Cape Coral High School consists of the following members:

Eric McFee
Maura Bennington
Debbie Jackson
Laurie Rinehart
Felicita Sanyet

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The RtI Leadership team at Cape Coral High School meets on a monthly basis and as needed as we progress through the school year to analyze school and or student progress data in order to monitor the progress of students receiving interventions and to identify students in need of more support. The team uses the five-step problem solving process as outlined in the district's Response to Intervention Manual. The roles of each member are as follows:

Classroom Teacher:

- *Keep ongoing progress monitoring notes in a RtI folder to be filed in cumulative folder at end of each school year or if transferring/withdrawing.
- *Attend RtI Team meetings to collaborate on and monitor students who are struggling
- *Implement interventions designed by RtI Team for student in Tier 2 & 3
- *Deliver instructional interventions with fidelity

Reading Coach:

- *Attend RtI Team meetings
- *Train teachers in interventions, progress monitoring, differentiated instruction
- *Implement Tier 2 & 3 interventions
- *Keep progress monitoring notes and anecdotes of interventions implemented
- *Administer screenings
- *Collect school-wide data for team to use in determining at-risk students

Principal/Assistant Principal:

- *Facilitate implementation of RtI in school building
- *Provide or coordinate valuable and continuous professional development
- *Assign paraprofessionals to support RtI implementation when possible
- *Attend RtI Team meetings to be active in the RtI change process
- *Conduct classroom walk-throughs to monitor fidelity

Curriculum Specialist:

- *Facilitate RtI Team meetings
- *Schedule and attend RtI Team meetings
- *Maintain log of all students involved in the RtI process
- *Send parent invites
- *Complete necessary RtI forms
- *Conduct social-developmental history interviews when requested

ESE Teacher:

- *Consult with RtI Team regarding Tier 3 interventions
- *Incorporate RtI data when making eligibility decisions

ESOL Representative:

- *Attend all RtI Team meetings for identified ELL students, advising and completing LEP paperwork
- *Conduct language screenings and assessments

*Provide ELL interventions at all Tiers

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The RtI Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas of school improvement. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems.

RtI Implementation

Describe the data management system used to summarize tiered data.

Cape Coral High School utilizes the district adopted data management system, Pinnacle Analytics. 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.

Describe the plan to train staff on RtI.

The Lee County School District has developed a comprehensive training and support plan for schools. District teams have been established to support schools in the implementation of the RtI process for all students. The teams 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.

The teams are comprised of teachers with knowledge in effective instructional practices, data analysis, behavior management techniques, and ESOL strategies. All team members are provided on-going staff development training regarding the RtI process and research based practices to support the academic and behavioral needs of students.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

In reading, Cape Coral High School showed gains under the Safe Harbor qualification in the Economically Disadvantaged subgroup while all other subgroups did not meet the AYP required target.
In math, Hispanic and Economically Disadvantaged students made gains. The Total and White subgroups met AYP requirements.
In writing, Cape Coral High School continued to be a strength with all subgroups making AYP. CCHS had 93% of all students proficient in writing according to the AYP report.

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

Instructional Focus Calendars for all departments will be based on Individual and Departmental Action Plans. Bi-weekly department meetings will be centered on instructional focus, faculty meetings will target data sharing and instructional strategies, and professional learning communities.
Teachers will focus on monitoring student progress through data inquiry and will utilize the Snapshot software program to help analyze data.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Priority will be given to the following subgroups formed from data taken from the AYP report: White, Black, Hispanic, Economically Disadvantaged, Students with Disabilities, and LEP in reading.
Priority will be given to the following subgroups formed from data taken from the AYP report: Black, Hispanic, and Economically Disadvantaged students.
In writing, the priority will be given to all subgroups to retain proficiency.
In science, all subgroups will be given priority to increase proficiency.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Incorporating numerous academic strategies that are data based will contribute to the needs of individual students. The 2009-2010 academic school calendar includes monthly faculty meetings that involve teachers and administration based on data use. The use of differentiated instruction, small learning groups, and recognition of the lowest 25%, will provide for a curriculum based on need. The Snapshot data will help to achieve this.

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

Cape Coral High School students can participate in the IB program, Pre-IB program, AP coursework, Pre-AP coursework, and ROTC programs. Each of these integrated programs offer opportunities for students to connect learning to their future.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' 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.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

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.

How are instructional focus lessons developed and delivered?

Teachers meet 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 core subject area teachers to develop daily focus area bell ringer lessons.

How will instructional focus lessons be revised and monitored?

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

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

FCAT tests, Florida Writes prompts, short and extended response data, and common assessments will be used on a continuous basis to determine student progress.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Students reaching mastery will have earned a 3 or higher on the FCAT tests, a 3.5 or higher on the FCAT Writes, 75% on common assessments, and fluent according to the FAIR scale is considered reaching mastery levels.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Students who perform at mastery levels will be placed in higher level courses or be required to complete assignments that require higher levels of complexity.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the

required instructional modifications that are needed to increase student achievement.

Departments will meet bi-weekly for instructional planning as well as meeting monthly at faculty meetings. Administration will be working with departments as well to monitor progress of increased student achievement.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The collaborative and consultative team model is in effect at Cape Coral High School. Instructional feedback will be provided from administrators and the Leadership Team by walk-throughs, faculty meetings, and A+ Team meetings bi-weekly.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

Methods will include the following:
Hands on instructional activities
Small group instruction
Peer Tutoring
Cooperative Learning groups
Student Mentor program
Integrated learning with other academic subjects
Instructional classes of 84 minute blocks
Intensive instruction in reading provided for students scoring level 1/2

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Supplemental and intensive instruction are delivered based on students' individual needs. After school tutoring is available daily in all major disciplines. Direct and web-based instruction is available for credit retrieval.

How does the school identify staff's professional development needs to improve their instructional strategies?

Staff development needs are identified after a review of in-service records, data analysis, administrative walk-throughs, and an informal teacher survey.

Which students will be targeted for supplemental and intensive instruction/interventions?

At-risk students as defined by the state of Florida, are a targeted area, as well as any subgroup who did not make AYP in their discipline.

How will the effectiveness of the interventions be measured throughout the year?

All personnel providing services to a student not meeting mastery will meet to discuss their evidence/documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy (attendance, behavior, etc) will be addressed and resolved. Strategies that prove unsuccessful will be replaced with different options as needed.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Alternative instructional delivery methods used to support acceleration and enrichment activities will include:
One-on-one individual teacher instruction
Small group instruction
Cooperative Learning Groups
Peer Tutoring
Student mentor program
Hands on instructional activities
Integrated learning with other academic subjects
Advanced Placement
Dual Enrollment

Describe how students are identified for enrichment strategies.

As a result of progress monitoring class work assignments, assessment results, and observations (teacher, administrators, etc.) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
For Cape Coral High School teams are formed based on departments.	PLC Leaders are the department heads.	Monthly	Meetings will have to occur after-school.	Communities will monitor student progress by following established academic plans. Communities will share best practices and incorporate reading and writing in all content areas. Communities will use horizontal and vertical planning to ensure proper curriculum is being taught.

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
No Attached Notification of (School in Need of Improvement) SINI Status
- Public School Choice with Transportation (CWT) Notification
No Attached Public School Choice with Transportation (CWT) Notification
- Notification of (School in Need of Improvement) SINI Status
No Attached Supplemental Educational Services (SES) Notification

Pre-School Transition

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

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.

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, which include AP classes as well as IB course work.

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on data from the 2008-2009 AYP report only the following percent of students were proficient in reading:		In 2009-2010 the percentage of reading proficient students in each subgroup will increase as follows:		
47% of the total student population		Total student population will increase from 47% to 53% to meet Safe Harbor.		
51% of the white subgroup		White subgroup will increase from 51% to 56% to meet Safe Harbor.		
39% of the black subgroup		Hispanic subgroup will increase from 37% to 44% to meet Safe Harbor.		
37% of the hispanic subgroup		Economically disadvantaged subgroup will increase from 37% to 44% to meet Safe Harbor.		
37% of the economically disadvantaged subgroups				
19% of the LEP subgroup				
16% of the students with disabilities subgroup				
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Outside reading assignments D.E.A.R. All teachers identify level 1 and 2 students Vocabulary Homework Comprehensive activities (GIST/Main Idea)	Administration Department Head	Classroom assessments Lesson plan submissions	District and State Assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Total student population will increase in reading proficiency from 47% to 52%	Differentiated instruction Kagan- Cooperative Instruction	Faculty trained member Kagan rep-Dan Guzman	August 2009	Lesson plans	APC

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

Cape Coral High School initiated the D.E.A.R. several years ago which requires that every Friday for the first fifteen minutes in every period (regardless of content area) students are reading.

Students may bring in their own reading material or it will be supplied by the teacher.

Monthly staff meeting between administration and faculty to ensure that target strategies are being met.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Kagan training	Title II	\$10,558.00
CSI: Lee County	School District	\$0.00
AP/IB staff training	-	\$0.00
		Total: \$10,558.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$10,558.00

End of Reading Goal

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

- Did the total percent proficient increase or decrease? What is the percent change?
- What clusters/strands, by grade level, showed decrease in proficiency?
- Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
- Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
- Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on data from the 2008-2009 AYP report only the following percent of students were proficient in math:		In 2009-2010 the percentage of math proficient students in each subgroup will increase as follows:		
73% of the total student population		Hispanic subgroup will increase from 62% to 66% to meet Safe Harbor.		
78% of the white subgroup		Economically disadvantaged subgroup will increase from 65% to 69% to meet Safe Harbor.		
61% of the black subgroup				
62% of the hispanic subgroup				
65% of the economically disadvantaged subgroups				
41% of the LEP subgroup				
32% of the students with disabilities subgroup				
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Establish connection to "real world" math problems Use math manipulatives	Administration Department Head	Classroom assessments Lesson Plans	District and state assessments

Math labs			
Teach how to read word/story problems			
Cooperative learning activities			
Peer tutoring			
Homework			

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Kagan training	Title II	\$0.00
CSI: Lee County	School District	\$0.00
AP/IB staff training	-	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
John Hopkins Math research	-	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:
 Did the total percent proficient increase or was the percent proficient maintained?
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2008-2009 School Accountability report, 40% of Cape Coral High School students met high standards in science.		In 2009-2010 CCHS will work to increase the number of students meeting high standards in science by 3%, increasing proficiency percentage from 40% to 43% as reported by the School Grades report.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Reinstitute labs	Administration	Lesson Plans	District and State

Additional sample tests Reading science content textbooks Focus on measurements/conversions Classroom discussions	Department Head	Sample tests	assessments
--	-----------------	--------------	-------------

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Kagan training	Title II	\$0.00
CSI: Lee County	School District	\$0.00
AP/IB staff training	-	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:
 Did the total percent proficient increase or was the percent proficient maintained?
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
Based on data from the 2008-2009 AYP report only the following percent of students were proficient in writing: 93% of the total student population 95+% of the white subgroup 84% of the hispanic subgroup	In 2009-2010 the percentage of writing proficient students in each subgroup will increase as follows as reported by the AYP report: The Total group will remain at or above 90% proficiency. The White subgroup will remain at or above 90% proficiency.

91% of the economically disadvantaged subgroups	The Hispanic subgroup will increase from 84% to 85% proficiency.			
71% of the LEP subgroup	English Language Learner subgroup will increase from 71% to 72% proficiency.			
83% of the students with disabilities subgroup	Students with Disabilities subgroup will increase from 83% to 84% proficiency.			
	The Economically Disadvantaged subgroup will remain at or above 90% proficiency.			
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Weekly Vocabulary	Administration	Lesson Plans	District and State assessments
	Sentence Structure activities	Department Head		
	DEAR			
	Homework			
	Tutoring			
	Sample Practices			

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Kagan training	Title II	\$0.00
CSI: Lee County	School District	\$0.00
AP/IB staff training	-	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Science Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:
Were parent involvement activities and strategies targeted to areas of academic need?
Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Trends show that the percentage of parents actively involved at the high school level both academically and socially declines as students enter high school. Statistics show that students who have parents that are involved during high school years perform better than those who do not.		Cape Coral High School will increase adult volunteerism from 18,116 hours in 08-09 to 19,928 hours in 09-10.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Quarterly communication updates More parent nights Positive phone calls home	Administration	School record reports	Volunteer Log

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Parent Involvement Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Kagan training	Title II	\$10,558.00
Reading	CSI: Lee County	School District	\$0.00
Reading	AP/IB staff training	-	\$0.00
Mathematics	Kagan training	Title II	\$0.00
Mathematics	CSI: Lee County	School District	\$0.00
Mathematics	AP/IB staff training	-	\$0.00
Writing	Kagan training	Title II	\$0.00
Writing	CSI: Lee County	School District	\$0.00
Writing	AP/IB staff training	-	\$0.00
Science	Kagan training	Title II	\$0.00
Science	CSI: Lee County	School District	\$0.00
Science	AP/IB staff training	-	\$0.00
			Total: \$10,558.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics	John Hopkins Math research	-	\$0.00
			Total: \$0.00
			Final Total: \$10,558.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Intervene	jn Correct II	jn Prevent II	jn Correct I	jn Prevent I	jn NA
--------------	---------------	---------------	--------------	--------------	-------

No Attached school's Differentiated Accountability Checklist of Compliance

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
School was not awarded SIP funds for the 2009-2010 school year.	0

Describe the Activities of the School Advisory Council for the Upcoming Year

Open House August 2009

Monthly meetings

School Choice open houses

SAC approved the 2009-2010 SIP on August 31, 2009

SAC Members

Members

- 1) Eric McFee, Principal
- 2) June Cadsawan, Student
- 3) Nicole Schwartz, Student
- 4) DeAdra Hall, Teacher
- 5) James Propert, Teacher
- 6) Dave Vansant, Business Member
- 7) Pat Ackerman, Parent
- 8) Tammy Cousin, Parent
- 9) Diane Saint Gearhart, Parent
- 10) Dawn & Marlin Schoep, Parent
- 11) Cathy Schwartz, Parent
- 12) Phil Henninge, Parent
- 13) Joan Jenkins, Parent
- 14) Janet Santiago, Parent
- 15) Rena White, Parent
- 16) Dawn Vansant, Community Member
- 17) Karen Snyder, School Support Personnel
- 18) Dominick D'Anna, School Support Personnel

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2															Lee CAPE CORAL HIGH SCHOOL 0621											
Number of students enrolled in the grades tested: Click here to see Number of students in each group															Read: 902 Math: 902		2008-2009 School Grade ¹ : C		Did the School make Adequate Yearly Progress? NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).															This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL ⁴	99	Y	99	Y	47	N	73	Y	90	93	Y	65	74	Y	48	53	N	28	27	NA	48	N	76	NA		
WHITE	99	Y	99	Y	51	N	78	Y	94		Y	67	80	Y	38	49	N	21	22	NA	53	N	80	NA		
BLACK	99	Y	98	Y		NA		NA			NA	64	62	N			NA			NA						
HISPANIC	100	Y	100	Y	37	N	62	N	81	84	Y	62	67	Y	69	63	N	44	38	Y	39	N	65	NA		
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA						
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	37	N	65	N	83	91	Y	55	64	Y	64	63	N	40	35	Y	39	N	68	NA		
ENGLISH LANGUAGE LEARNERS	99	Y	100	Y		NA		NA	69	71	Y	52	56	Y			NA			NA						
STUDENTS WITH DISABILITIES	97	Y	97	Y		NA		NA	80	83	Y	40	48	Y			NA			NA						

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2															Lee CAPE CORAL HIGH SCHOOL 0621											
Number of students enrolled in the grades tested: Click here to see Number of students in each group															Read: 932 Math: 932		2007-2008 School Grade ¹ : B		Did the School make Adequate Yearly Progress? NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).															This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL ⁴	99	Y	99	Y	52	N	72	Y	91	90	Y	53	65	Y	62	48	Y	38	28	NA	55	NA	84	NA		
WHITE	99	Y	99	Y	62	Y	79	Y	94	Y	Y	56	67	Y	51	38	NA	26	21	NA	63	NA	88	NA		
BLACK	100	Y	99	Y		NA		NA	94	94	Y	32	64	Y			NA			NA						
HISPANIC	100	Y	100	Y	31	N	56	N	82	81	N	53	62	Y	79	69	N	56	44	N	37	N	76	N		
ASIAN	100	Y	100	Y		NA		NA			NA			NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA						
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	36	N	60	N	85	83	N	42	55	Y	76	64	N	51	40	N	42	N	77	N		
ENGLISH LANGUAGE LEARNERS	99	Y	98	Y	10	N	42	N	71	69	N	45	52	Y	90	N	72	58	N			NA				
STUDENTS WITH DISABILITIES	98	Y	97	Y		NA		NA	79	80	Y	35	40	Y			NA			NA						

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2															Lee CAPE CORAL HIGH SCHOOL 0621											
Number of students enrolled in the grades tested: Click here to see Number of students in each group															Read: 1139 Math: 1134		2006-2007 School Grade ¹ : C		Did the School make Adequate Yearly Progress? NO							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).															This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL ⁴	97	Y	98	Y	38	N	62	Y	85	91	Y	61	53	N	66	62	NA	38	38	NA	47	NA	77	NA		
WHITE	97	Y	98	Y	49	N	74	Y	91	Y	Y	67	56	N	55	51	NA	29	26	NA	54	NA	81	NA		
BLACK	96	Y	95	Y		NA		NA	79	94	Y	32	32	N			NA			NA						
HISPANIC	98	Y	98	Y	21	N	44	N	75	82	Y	60	53	N	79	79	NA	52	56	NA	39	NA	72	NA		
ASIAN	99	Y	98	Y		NA		NA			NA	63	67	NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA						
ECONOMICALLY DISADVANTAGED	97	Y	97	Y	24	N	49	N	75	85	Y	48	42	N	78	76	NA	49	51	NA	39	NA	73	NA		
ENGLISH LANGUAGE LEARNERS	98	Y	98	Y		N	28	N	67	71	Y	51	45	N	92	NA	65	72	NA	25	NA	66	NA			
STUDENTS WITH DISABILITIES	93	N	93	N		NA		NA	65	79	Y	39	35	N			NA			NA						

SCHOOL GRADE DATA

Lee School District CAPE CORAL HIGH SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	51%	79%	85%	40%	255	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	53%	73%			126	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within

						Level 1 or 2
Adequate Progress of Lowest 25% in the School?	44% (NO)	59% (YES)			103	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	58%	68%			10	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					494	
Percent Tested = 99%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Lee School District CAPE CORAL HIGH SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	57%	77%	81%	36%	251	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	61%	77%			138	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	50% (YES)	68% (YES)			118	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	58%	61%			10	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					517	
Percent Tested = 98%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Lee School District CAPE CORAL HIGH SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	45%	71%	87%	35%	238	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	49%	72%			121	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	36% (NO)	65% (YES)			101	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	51%	64%			10	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					470	
Percent Tested = 98%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested