

The School District of Lee County

Island Coast High School



2016-17 Schoolwide Improvement Plan

Island Coast High School

2125 DE NAVARRA PKWY, Cape Coral, FL 33909

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	84%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	49%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	B	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Island Coast High School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Island Coast High School is to provide a world-class education in an environment that fosters rigorous academic excellence, personal virtue, life-long learning, and responsible citizenship.

b. Provide the school's vision statement.

To be a school where all students are held to high standards of excellence and graduate prepared to excel in the 21st century.

2. School Environment

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

Island Coast High School learns about students' cultures by looking closely at demographic data and through professional development designed specifically for our student body. This year we offered and had our teachers attend a training on student engagement in order to help our staff better understand the academic needs of our student population.

Relationships are built between teachers and students in various ways. Team building and class building are a focus in our classrooms through the integration of Kagan cooperative learning strategies. Our PBS/Renaissance program also helps to build these relationships by empowering teachers and students to recognize and reward one another for doing well at something. We have PLC teams that are designed based off of school needs to strengthen teacher/student relationships as well.

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

Island Coast offers a safe and supportive environment during all hours that students are on campus. Security is on campus well before students arrive and long into the night, teachers are at their doors to greet their students and monitor hallway behavior. Respect is integrated into our School-wide behavioral expectations that are taught at the beginning of each school year.

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

ICHS is currently using the PBIS program to support positive behavior from our students. We have established PRO GATOR expectations to help keep our students positive and focused on their education. P- prepared, R - respectful, O - on time, G - gator pride, A - attentive, T- trustworthy, O - organized, and R - responsible.

Discipline is handled in alignment with the school district code of conduct with the addition of our in-house detention slip system designed to minimize the number of referrals for lower level discipline infractions.

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

Counselors are here to support all of our students. We currently have four school counselors, one for each grade.

3. Early Warning Systems

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

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

N/A

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

N/A

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/304337>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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

Our Parent Involvement Specialist and Athletic Director research and identify local businesses who support the individualized needs of our students in various school departments. We offer advertising in exchange for financial support for additional supplies, manipulatives and after-school programs. We also offer student community service in exchange for financial support. This also supports the student's efforts at obtaining Bright Futures Scholarships.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Bueno, Kristin	Principal
McNeeley, Angel	Assistant Principal
Savage, Rebecca	Assistant Principal
Steele , Mike	Assistant Principal
Wallace, Ken	Assistant Principal
Perez, Roseanne	Teacher, K-12
Lemme, Michael	Teacher, K-12
Hutchinson, Samantha	Teacher, K-12

b. Duties

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

- Kristin Bueno, Principal - Leadership Team
- Angel McNeeley, Assistant Principal - Geometry Team
- Rosie Perez, Assistant Principal - Industry Certification Team
- Rebecca Savage, Assistant Principal - ELA/ Reading 10th Grade Team
- Mike Steele, Assistant Principal - Biology Team
- Ken Wallace, Assistant Principal - Algebra II Team
- Mike Auer, TIF Lead Teacher - US History Team
- Samantha Hutchinson, TIF Lead Teacher - Algebra I Team
- Mike Lemme, TIF Lead Teacher -Accelerated Programs (AVID/ AP Capstone) Team
- Deanna Smith, Reading Coach - ELA/ Reading 9th Grade Team

The School Leadership Team meets every other week to monitor the school holistically and discuss instructional practices and teacher development efforts. Each member of the team is tied to a specific, school accountability-driven subject are focus, listed above.

PLCs are facilitated by Common Course Teams weekly to asses and reach the needs of our

students. During these scheduled meetings, shared decision making occurs in an effort to better reach our students' needs.

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

The Leadership Team members from #1 review available data elements as required in the SIP process, discuss and determined appropriate goals and communicate the SIP goals to staff via the SIP on a Page at both Faculty Meetings and through the Strategy Wall in the front office. The team uses the five step problem solving process as outlined in the district's Response to Intervention Manual to assist in developing and implementing the goals outlined in the 2016-2017 SIP.

Title I funding will be used to reduce the teacher/student ratio, support classroom instruction through the use of supplemental materials and enhance accelerated instruction through Professional Development.

Title II funding will used to support Professional Development for teachers and staff that aligns with the Florida Standards and district and state assessments. Funding will also be used to support teacher training for Advanced Placement and College Readiness student learning opportunities.

SAI funding will be used to provide extended instructional time to support student learning.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jayne Coles	Parent
Kristin Bueno	Principal
Rebecca Savage	Principal
Orfani, Paz	Parent
Gomez, Ernesto	Parent
Podlewski, Robin	Parent
Podlewski, Rylee	Student
Amatucci, Holly	Teacher
Dunkin Donuts	Business/Community
Defreitas, Lucinda	Business/Community
Defreitas, Ron	Business/Community
Coles, Shelby	Student
Katine, Sara	Teacher
O'Brien, Juliana	Education Support Employee
Leslie Urban	Education Support Employee
Renteria, Martin	Student
Renteria, Mitchell	Student
Renteria, Irene	Parent
Archer, Bryce	Teacher
Linde Lopez, Enrique	Student
Lopez, Leticia	Parent
Fernandez, Jose	Student
Oliveros, YOHAIMARA	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

Last year SAC was presented the School Improvement Goals developed by a team of teachers. The team carefully reviewed each goal and approved each goal.

b. Development of this school improvement plan

The SAC reviews the results of any needs assessments conducted by the school administration and/or SAC sub-committee(s). SAC members will review the School Improvement Plan, including educational goals and objectives, indicators of progress, strategies and evaluations to measure student performance.

c. Preparation of the school's annual budget and plan

The school budget is prepared in conjunction with the SIP and resources are allocated and aligned to plans for reaching the SIP goals.

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

School Improvement funds will be used to provide Professional Development for Best Practices and Florida Standards Assessments. Funding will also be utilized to support Curriculum and Planning, data tracking, online learning resources and additional online learning resources.

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

Yes

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

We are currently in the process of electing new officials and getting our School Advisory Council Memberships finalized for the beginning of this school year.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Savage, Rebecca	Assistant Principal
Bueno, Kristin	Principal
McNeeley, Angel	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Team is led by the Reading Coach, Deanna Smith. It consists of a committee of teacher volunteers who wish to promote literacy in and throughout the school. The team is responsible for promoting scaffolding and the gradual release model, graphic organizers, the implementation of a school-wide vocabulary initiative, & a focus on the Florida Standards. Together, they analyze STAR baseline and quarterly data to determine areas in need of improvement so that we can meet our school improvement goals and address student learning deficits successfully. The team also plans and promotes literacy-based events and promotions throughout the school year.

Team Members include:

- Deann Smith, Reading Coach
- Carmen Hayse, ELA Teacher
- Claudia Maxedon, Media Center Specialist
- Debbie Wheeler, TV Production Teacher
- Nicole Lacza, Reading Teacher
- Liz Oyola, Reading Teacher
- Elaine Lawton, Reading Teacher
- Jamie Perrault, History Teacher
- Josh Strnad, ELA Teacher
- Casey Brown, History Teacher
- Mostafa Kadda, Science Teacher
- Georgia Roberts, School Counselor

D. Public and Collaborative Teaching

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

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

Academic departments work on a rotating schedule in Academic Professional Learning Communities (PLC) to evaluate and answer the four PLC questions which are:

What do we expect our students to learn?
How will we know they are learning?
How will we respond when they don't learn?
How will we respond if they already know it?.

In addition, Committee Teams rotate in the schedule which are need based groups based on categories for high school grading components. Professional development PLC's are also rotated on the schedule to reflect the district and school professional development objectives for the year. Additional optional professional development is offered based on staff-driven interests.

Island Coast High School implements a common planning (CP) practice with its teachers. CP diminishes the tendency of teacher isolation and increases collaboration. Teachers demonstrate higher levels of commitment, satisfaction, efficacy and improvement of student outcomes. Teachers are able to better develop a personalized learning environment creating positive relationships with their colleagues and students. Implementations of standards are consistent and adjusted to meet the changing conditions and diverse needs of the student population. CP is a venue for teachers' ongoing professional development and for securing strong implementation of organizational, curricular and instructional reforms.

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

Island Coast High School works with Florida Southwestern State College and Florida Gulf Coast University (FGCU) to support Level I and Level II student teachers within the College of Education. Student Teachers complete their clinical experience through classroom observations and focus on student impact and professional development within Island Coast High School. Student Teachers have been recruited to seek employment within Island Coast High School. Island Coast High School participates in the Teacher Immersion Program (TIP) through FGCU which is an Educator Preparation Institute (EPI) approved by the Florida Department of Education that provides an alternative route to certification. This program is designed for career changers and those with degrees in areas other than education who wish to become teachers. It is delivered at the graduate level and includes eight 3-credit hour courses, including an internship

Developing Professionals are provided on-going professional development through school based professional development opportunities. Weekly informal and supportive meetings occur with a mentor developing professional to support planning, data collection and professional growth. A monthly pre-observation meeting is held to identify a focus area self-selected by the developing professional driven through walk-through improvement data. A monthly formal observation is completed focusing on the self-selected focus area. A post observation meeting is held the day after the formal observation to reflect on the self-selected area.

Academic departments work on a rotating schedule in Academic Professional Learning Communities (PLC) to evaluate the four PLC questions which are: What do we expect our students to learn? How will we know they are learning? How will we respond when they don't learn? and How will we respond if they already know it?. In addition, Pro-Gator PLC's rotate in the schedule which are need based groups based on categories for high school grading components. Professional development PLC's are also

rotated on the schedule to reflect the district and school professional development objectives for the year. Additional optional professional development is offered based on staff driven interests.

Island Coast High School currently participates in the Teacher Incentive Fund (TIF) project which focuses on improving teacher and administrator effectiveness. The project objective is to increase the number of highly effective teachers in high-needs schools. There are currently four Lead Teachers under the TIF program which focus on the development of staff in the math, social studies, science and business departments.

Person Responsible: Rebecca Savage

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

As aforementioned, Developing Professionals (DP) are provided on-going professional development through school based professional development opportunities. Weekly informal and supportive meetings occur with a mentor developing professional to support planning, data collection and professional growth. A monthly pre-observation meeting is held to identify a focus area self-selected by the developing professional driven through walk-through improvement data. A monthly formal observation is completed focusing on the self-selected focus area. A post observation meeting is held the day after the formal observation to reflect on the self-selected area. DP's are paired with their mentor developing professional based on curriculum assignments within a department.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Island Coast High School (ICHS) follows the Lee County School District's Academic Plans which align to the Florida Standards. The English Curriculum is designed around and written to be in total compliance with the Language Arts Florida Standards (LAFS). Edge Reading curriculum and the Achieve 3000 program are used with Intensive Reading students to reinforce LAFS as well as the English Language Arts curriculum. Math curriculum uses live academic plans to supplement the Next Generation Sunshine State Standards to transition to the Florida Standards. Algebra 1 students use an on-line program, Think Through Math (TTM) and ALEKS to assist with mastery of the standards. While Science curriculum is not totally aligned to the FSS, the Academic Plan and teacher-implemented strategies act as transitional tools.

b. Instructional Strategies

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

ICHS Academic Professional Learning Communities (PLC) are data driven and place focus on students above, on the cusp of, and below grade-level expectations in the following ways:

- Using STAR data to identify bubble students (high level 2, low level 3) for additional intensive in-school instruction to support mastery of the Florida Standards. Additionally, identifying students with the potential to be successful in upper level courses.

- Using CASTLE L30 Data to monitor the academically at-risk student population, mentoring and academic support is given to increase achievement.
- Student created and monitored data folders identify previous year's test scores (FCAT 2.0) as well as current data from resources such as Achieve 3000 (Level Set and Activity Scores), Edge Cluster and Unit Tests in reading and FSA in Writing.
- EOC data is used to appropriately place students into a double block, regular, or honors' level class. Teachers and student use STAR data to track students' proficiency.
- To aid in the alignment of dated text materials to new standards, teachers have created a standards-based checklist to monitor mastery of skills by individual students. This chart is monitored by students which increases individual accountability. Administration uses FSA Reading data to place students into an appropriate science course.

School-wide Strategies such as:

- Graph Organizers
- Technology such as Edmodo, SMART Board Lessons, Black Board, Web 2.0 Tools
- Chromrbook Integration
- Differentiated Instruction

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

Strategy: After School Program

Minutes added to school year: 7,440

All students at Island Coast High School (1800 will be enrolled in English, Science and Mathematics.) Students who score below standards on the ELA FSA and/ or Math EOC assessments will be enrolled in Intensive Reading and Intensive Math. A review of the data reveals that 52% of students scored below standards on the ELA FSA and 49% in EOC Mathematics. Remediation needs to be available to students during and after school hours. Three teachers will deliver remediation in ore subject areas Monday-Wednesday from August 2016-May 2017 (Math, Science and English/E2020/History) for 3 hours per day.

Strategy Rationale

In order to best serve our students who need additional academic support we have small group tutoring sessions. These afford students who may not always ask for help to increase their comfort level interacting with teachers and advocating for themselves. All three of high stakes test subject areas are represented, Writing, Math and Science.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Savage, Rebecca, rebeccaajs@leeschools.net

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

Strategy: Extended School Day

Minutes added to school year: 1,800

A Team practice weekly in all subjects, to compete on the district level.

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

Attendance is tracked in order to collect performance data for district competitions.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Incoming Freshman students are given several support structures to make their transition into high school successful. During the summer prior to school starting ICBS offers a orientation program called Gator Quest that is designed to familiarize the students with the campus, their schedules, activities, and to make friendships to help ease their transition. We also offer a course selection and planning event for incoming students and families to meet with counselors and teacher volunteers to help them create their schedules.

b. College and Career Readiness

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

Elective courses are offered based on selection of Major Areas of Interest. Students have an opportunity to meet with a guidance counselor during second semester to select courses for the following school-year. The assistant principal for teaching and learning and the school guidance counselors hold several evening registration sessions in order to involve both students and parents in the process. Course selection materials are also available on the school website. Elective teachers have an opportunity to promote and recruit for their programs.

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

Electives are organized around Major Areas of Interest. Four career academies are available at Island Coast High School. Students have an opportunity to enroll in the Academy of Natural Resources, Academy of Information Technology, Academy of Law, and the Academy of Marketing and Business. All teachers begin each class with a bell ringer that is relevant to an area determined to be an area of primary concern. Teachers are required to provide detailed lesson plans based on district academic plans that include the Florida Standards, reading and writing strategies, levels of complexity, and instruction methods to ensure that instruction is always relevant. Administrators conduct weekly classroom walkthroughs to monitor instruction and curriculum. Industry certifications may be earned through a selection of Microsoft and Adobe products. An opportunity to earn college

credit for obtaining an industry certification may be honored. Academy programs may be completed within a one to four year time period.

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

Currently the administration and staff encourage students to enroll in at least one level 3 math course and Advanced Placement (AP) or Dual Enrollment (DE) class. Teacher facilitated discussion regarding these courses as well as guidance/counselor-led small group meetings help students create their individual post-secondary plans. This includes sharing information about and the requirements of Bright Futures.

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

At this time the High School Feedback Report is outdated. However, we have developed a PLC team focused on preparing students for AP and Dual enrollment opportunities. This team will identify students who are ready for such challenges and also design a plan to prepare our students to increase the number of students prepared for college level work.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

N/A

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

N/A

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** In 2016-2017, the percentage of students passing accelerated coursework and receiving industry certifications will increase from 55% to 59%. The % of AP students with scores of 3+ will increase from 31% to 36%.
- G2.** The 4-year graduation rate will increase from 83% to 87% by utilizing support structures designed to help monitor student progress towards graduation.
- G3.** Island Coast High School will increase the percent of students scoring in Levels 3-5 in Biology Achievement by 4 percentage points (from 49% to 53%) based on the Biology EOC (School Grading System).
- G4.** Island Coast High School will increase the percent of students scoring in Levels 3-5 in US History Achievement by 4 percentage points (from 63% to 67%) based on the US History EOC (School Grading System).
- G5.** Island Coast High School will increase the percent of students scoring in Levels 3-5 in 9th Grade English Language Arts Achievement by 4 percentage points (from 30 % to 34%) based on the FSA (School Grading System).
- G6.** Island Coast High School will increase the percent of students scoring in Levels 3-5 in 10th Grade English Language Arts Achievement by 4 percentage points (from 33 % to 37%) based on the FSA (School Grading System).
- G7.** In 2016-2017, the percentage of students scoring at or above grade level on the Algebra I EOC will increase from 20% to 24% as reported by EOC data.
- G8.** In 2016-2017, the percentage of students scoring a level 3 or above will increase from 25% to 29% on the Geometry EOC.
- G9.** In 2016-2017, the percentage of students scoring a 3-5 on the Algebra II EOC will increase from 13% to 17%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. In 2016-2017, the percentage of students passing accelerated coursework and receiving industry certifications will increase from 55% to 59%. The % of AP students with scores of 3+ will increase from 31% to 36%. 1a

G082987

Targets Supported 1b

Indicator	Annual Target
AP Exam Passing Rate	36.0
CTE Industry Certification Exam Passing Rate	59.0

Targeted Barriers to Achieving the Goal 3

- Increased number of students admitted into AP classes.

Resources Available to Help Reduce or Eliminate the Barriers 2

- College and career readiness events
- Pd for AP teachers
- Industry certification for instructors
- AVID to Capstone progression

Plan to Monitor Progress Toward G1. 8

AVID success rates - AP passing predictors

Person Responsible
 Michael Lemme

Schedule
 On 5/22/2017

Evidence of Completion
 AVID grades - AP practice tests

G2. The 4-year graduation rate will increase from 83% to 87% by utilizing support structures designed to help monitor student progress towards graduation. 1a

G082988

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	87.0

Targeted Barriers to Achieving the Goal 3

- Family and student knowledge of how to reach graduation requirements

Resources Available to Help Reduce or Eliminate the Barriers 2

- College and career readiness events

Plan to Monitor Progress Toward G2. 8

Graduation rate

Person Responsible

Angel McNeeley

Schedule

On 5/22/2017

Evidence of Completion

Increased graduation rate and district ranking

G3. Island Coast High School will increase the percent of students scoring in Levels 3-5 in Biology Achievement by 4 percentage points (from 49% to 53%) based on the Biology EOC (School Grading System). 1a

G082989

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	53.0

Targeted Barriers to Achieving the Goal 3

- Lack of student academic background knowledge

Resources Available to Help Reduce or Eliminate the Barriers 2

- Extended day tutoring program
- Pre-school inservice training
- PLC Collaboration

Plan to Monitor Progress Toward G3. 8

Biology EOC Data

Person Responsible

Mike Steele

Schedule

On 5/22/2017

Evidence of Completion

Increase in student scores meeting SIP goal aligned to Biology.

G4. Island Coast High School will increase the percent of students scoring in Levels 3-5 in US History Achievement by 4 percentage points (from 63% to 67%) based on the US History EOC (School Grading System). 1a

G082990

Targets Supported 1b

Indicator	Annual Target
U.S. History EOC Pass	67.0

Targeted Barriers to Achieving the Goal 3

- Academic Vocabulary

Resources Available to Help Reduce or Eliminate the Barriers 2

- Vocabulary.com
- Extended day Tutoring

Plan to Monitor Progress Toward G4. 8

US History EOC data

Person Responsible

Rebecca Savage

Schedule

On 5/22/2017

Evidence of Completion

US History EOC Scores

G5. Island Coast High School will increase the percent of students scoring in Levels 3-5 in 9th Grade English Language Arts Achievement by 4 percentage points (from 30 % to 34%) based on the FSA (School Grading System). 1a

G082991

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	34.0

Targeted Barriers to Achieving the Goal 3

- Lack of student academic background knowledge

Resources Available to Help Reduce or Eliminate the Barriers 2

- Our Reading Coach, Deanna Smith, along with Rebecca Savage and Rhonda Russell, Dept. Chair, are leading the team. District support is being provided through Amberle Eaker with support from Lori Houchin.

Plan to Monitor Progress Toward G5. 8

Mrs. Savage will work with the ELA team in their PLCs to track the certifications obtained, as well as progress monitor the increase in STAR scores.

Person Responsible

Rebecca Savage

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Quarterly increase in STAR scores.

G6. Island Coast High School will increase the percent of students scoring in Levels 3-5 in 10th Grade English Language Arts Achievement by 4 percentage points (from 33 % to 37%) based on the FSA (School Grading System). 1a

G082992

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	37.0

Targeted Barriers to Achieving the Goal 3

- Background knowledge of effective reading strategies.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Extended day tutoring
- Professional Development in Reading Strategies
- Curriculum Development
- Supplemental Resources: text material, software
- Gator Grammar Rules
- District Reading Academic Plan

Plan to Monitor Progress Toward G6. 8

Quarterly STAR Assessment Data Review in PLCs

Person Responsible

Rebecca Savage

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Quarterly STAR Assessment Data Review in PLCs

G7. In 2016-2017, the percentage of students scoring at or above grade level on the Algebra I EOC will increase from 20% to 24% as reported by EOC data. 1a

G082993

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	24.0

Targeted Barriers to Achieving the Goal 3

- Background knowledge

Resources Available to Help Reduce or Eliminate the Barriers 2

- Extended day tutoring
- Algebra Boot Camp
- Professional Development/Academic PLC
- TTM/Aleks online program
- Mobile computer labs
- Technology-SMART, interactive activities, visuals
- In-school Blitz

Plan to Monitor Progress Toward G7. 8

STAR Progress Monitoring

Person Responsible

Samantha Hutchinson

Schedule

Quarterly, from 8/8/2016 to 5/23/2017

Evidence of Completion

Data walls, Performance Matters, student data folders, STAR results

G8. In 2016-2017, the percentage of students scoring a level 3 or above will increase from 25% to 29% on the Geometry EOC. 1a

G082994

Targets Supported 1b

Indicator	Annual Target
Geometry EOC Pass Rate	29.0

Targeted Barriers to Achieving the Goal 3

- Difficult subject matter resulting in non-performance on test items, such as: text features, charts, graphs, data tables, diagrams, and high complexity questions.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Technology
- SmartBoard
- Extended Day Tutoring
- On-line resources for EOC, Teacher Leaders, District Science Sharepoint
- EOC Biology Boot Camp

Plan to Monitor Progress Toward G8. 8

Data Collection from Geometry EOC & STAR

Person Responsible

Angel McNeeley

Schedule

Quarterly, from 8/8/2016 to 5/23/2017

Evidence of Completion

Geometry EOC results

G9. In 2016-2017, the percentage of students scoring a 3-5 on the Algebra II EOC will increase from 13% to 17%. 1a

G082995

Targets Supported 1b

Indicator	Annual Target
Algebra II EOC Pass Rate	17.0

Targeted Barriers to Achieving the Goal 3

- Lack of effective teaching strategies utilized with fidelity across classrooms.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development
- Extended day tutoring
- Curriculum Development
- Supplemental resources, text material, software

Plan to Monitor Progress Toward G9. 8

ALG 2 EOC scores

Person Responsible

Ken Wallace

Schedule

On 5/22/2017

Evidence of Completion

Increased ALG 2 EOC scores Advancement in District Rankings

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. In 2016-2017, the percentage of students passing accelerated coursework and receiving industry certifications will increase from 55% to 59%. The % of AP students with scores of 3+ will increase from 31% to 36%. **1**

 G082987

G1.B4 Increased number of students admitted into AP classes. **2**

 B220009

G1.B4.S1 Increase number of students in AP programs. **4**

 S232284

Strategy Rationale

More students will have opportunities for success.

Action Step 1 **5**

AVID to Capstone pipeline

Person Responsible

Michael Lemme

Schedule

Quarterly, from 8/8/2016 to 5/22/2017

Evidence of Completion

Participation/success in AVID curriculum

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

Track AVID students who become AP Capstone candidates

Person Responsible

Michael Lemme

Schedule

Quarterly, from 1/9/2017 to 5/22/2017

Evidence of Completion

AVID scores/ AP Capstone applications

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

Increase in students entering the AP Capstone program

Person Responsible

Michael Lemme

Schedule

On 5/22/2017

Evidence of Completion

AP Capstone applications

G3. Island Coast High School will increase the percent of students scoring in Levels 3-5 in Biology Achievement by 4 percentage points (from 49% to 53%) based on the Biology EOC (School Grading System).

1

G082989

G3.B1 Lack of student academic background knowledge 2

B220015

G3.B1.S1 Utilizing Vocabulary.com to support student academic vocabulary mastery across the content areas and tracking student achievement through Compass Biology assessments. 4

S232286

Strategy Rationale

Increasing academic vocabulary will establish background knowledge when front loaded before the lesson, which will support an increase in student performance on the progress monitoring checkpoints for Biology.

Action Step 1 5

Biology teachers will track student achievement through Compass Biology assessments.

Person Responsible

Mike Steele

Schedule

Quarterly, from 10/10/2016 to 5/26/2017

Evidence of Completion

Compass Biology assessments

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Mr. Steele, Leadership team member for the Biology team, will view Biology teachers' evidence of tracking student achievement through Compass Biology assessments in their PLC agendas and minutes.

Person Responsible

Mike Steele

Schedule

Quarterly, from 10/10/2016 to 5/26/2017

Evidence of Completion

Biology team PLC agendas and minutes

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Mr. Steele, Leadership team member for the Biology team, will view Biology teachers' evidence of tracking student achievement through Compass Biology assessments in their PLC agendas and minutes.

Person Responsible

Mike Steele

Schedule

Weekly, from 10/10/2016 to 5/26/2017

Evidence of Completion

PLC agendas and minutes

G4. Island Coast High School will increase the percent of students scoring in Levels 3-5 in US History Achievement by 4 percentage points (from 63% to 67%) based on the US History EOC (School Grading System). 1

G082990

G4.B4 Academic Vocabulary 2

B220020

G4.B4.S2 US History teachers will track student achievement through Compass US History assessments. 4

S232288

Strategy Rationale

Action Step 1 5

US History teachers will track student achievement through Compass US History assessments.

Person Responsible

Rebecca Savage

Schedule

Quarterly, from 10/10/2016 to 5/26/2017

Evidence of Completion

PLC agendas and minutes

Plan to Monitor Fidelity of Implementation of G4.B4.S2 6

Mr. Auer, Leadership team member for the US History team, will view US History teachers' evidence of tracking student achievement through Compass US History assessments in their PLC agendas and minutes.

Person Responsible

Rebecca Savage

Schedule

Quarterly, from 10/10/2016 to 5/26/2017

Evidence of Completion

PLC agendas and minutes

Plan to Monitor Effectiveness of Implementation of G4.B4.S2 7

Mr. Auer, Leadership team member for the US History team, will view US History teachers' evidence of tracking student achievement through Compass US History assessments in their PLC agendas and minutes.

Person Responsible

Rebecca Savage

Schedule

Weekly, from 10/10/2016 to 5/26/2017

Evidence of Completion

PLC agendas and minutes

G5. Island Coast High School will increase the percent of students scoring in Levels 3-5 in 9th Grade English Language Arts Achievement by 4 percentage points (from 30 % to 34%) based on the FSA (School Grading System). 1

G082991

G5.B1 Lack of student academic background knowledge 2

B220021

G5.B1.S1 Utilizing Vocabulary.com daily with all students in all subject areas. 4

S232289

Strategy Rationale

Utilizing Vocabulary.com to support student academic vocabulary mastery across the content areas.

Action Step 1 5

Mrs. Smith & Mrs. Russell will work with the team in their PLCs to implement common data tracking and assessment tools throughout the department. Skill Stations, 20 minutes of each period dedication to individual data-driven student intervention will be provided by the entire ELA team as well.

Person Responsible

Rebecca Savage

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

The increase is STAR scores measured quarterly.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Mrs. Savage will work with the ELA team in their PLCs to track the certifications obtained, as well as progress monitor the increase in STAR scores.

Person Responsible

Rebecca Savage

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Quarterly student STAR score gains.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Mrs. Savage will work with the ELA team in their PLCs to track the certifications obtained, as well as progress monitor the increase in STAR scores.

Person Responsible

Rebecca Savage

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Quarterly increase in student STAR scores.

G6. Island Coast High School will increase the percent of students scoring in Levels 3-5 in 10th Grade English Language Arts Achievement by 4 percentage points (from 33 % to 37%) based on the FSA (School Grading System). 1

G082992

G6.B2 Background knowledge of effective reading strategies. 2

B220024

G6.B2.S2 Practicing the PDSA cycle for continuous instructional improvement 4

S232291

Strategy Rationale

Students will document Level Set scores, FSA data, and Edge Curriculum data, then track their personal growth through the completion of Post Level Set test and the STAR Quarterly assessment.

Action Step 1 5

Data Collection

Person Responsible

Rebecca Savage

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Student created data folders with STAR goal tracking sheets, monitored by students and teachers.

Plan to Monitor Fidelity of Implementation of G6.B2.S2 6

Teachers will monitor student to assure that data is accurate.

Person Responsible

Rebecca Savage

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Completed and reviewed data folders by students and teacher.

Plan to Monitor Effectiveness of Implementation of G6.B2.S2 7

Perform PDSA during PLC meetings to adjust instruction

Person Responsible

Rebecca Savage

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

PDSA charts and PLC minutes


G7. In 2016-2017, the percentage of students scoring at or above grade level on the Algebra I EOC will increase from 20% to 24% as reported by EOC data. **1**

 G082993

G7.B5 Background knowledge **2**

 B220029

G7.B5.S1 Vocabulary **4**

 S232294

Strategy Rationale

Common vocabulary worksheets for each unit will be used within classes to increase mastery of content.

Action Step 1 **5**

The use of common vocabulary worksheets within the Algebra and Geometry classes.

Person Responsible

Samantha Hutchinson

Schedule

Daily, from 8/24/2015 to 6/13/2016

Evidence of Completion

Student math binders

Plan to Monitor Fidelity of Implementation of G7.B5.S1 **6**

Students will update vocabulary worksheets as each unit progresses.

Person Responsible

Samantha Hutchinson

Schedule

Daily, from 8/24/2015 to 6/13/2016

Evidence of Completion

Teachers will hold students accountable at the end of each unit, assigning a grade.

Plan to Monitor Effectiveness of Implementation of G7.B5.S1 7

Vocabulary assessed within unit test

Person Responsible

Samantha Hutchinson

Schedule

Biweekly, from 8/24/2015 to 6/13/2016

Evidence of Completion

Assessment results

G7.B5.S2 Online based remediation 4

 S232295

Strategy Rationale

Using Star and Compass Learning, differentiation is available by student based upon their own math level. Allows for remediation to help build background knowledge that has been missed.

Action Step 1 5

Students will use Compass Learning during their Algebra 1 class

Person Responsible

Samantha Hutchinson

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Student and class data derived from STAR.

Plan to Monitor Fidelity of Implementation of G7.B5.S2 6

Teachers will monitor student use of Compass Learning weekly during their Algebra 1 class.

Person Responsible

Samantha Hutchinson

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Teachers will monitor STAR data quarterly to document student progress.

Plan to Monitor Effectiveness of Implementation of G7.B5.S2 7

Standards based assessment results in STAR

Person Responsible

Samantha Hutchinson

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Student and teacher based reports

G8. In 2016-2017, the percentage of students scoring a level 3 or above will increase from 25% to 29% on the Geometry EOC. 1

G082994

G8.B1 Difficult subject matter resulting in non-performance on test items, such as: text features, charts, graphs, data tables, diagrams, and high complexity questions. 2

B220032

G8.B1.S2 Moderate to high complexity questioning 4

S232300

Strategy Rationale

There are more higher complexity questions on the EOC including text features such as charts, graphs and data tables.

Action Step 1 5

Incorporate strategies into lesson plans in use in classroom. Incorporation of Depth of Knowledge questions within daily lessons and unit assessments.

Person Responsible

Angel McNeeley

Schedule

Weekly, from 8/1/2016 to 5/23/2017

Evidence of Completion

Lesson Plans, Walk-throughs, Artifacts and Assessments

Plan to Monitor Fidelity of Implementation of G8.B1.S2 6

Lesson plans monitored weekly and higher order questioning on classroom white boards.

Person Responsible

Angel McNeeley

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Administrative feedback on lesson plans, classroom walk-through data, common assessment results.

Plan to Monitor Effectiveness of Implementation of G8.B1.S2 7

Training on Essential Question on white board, Lesson plan template

Person Responsible

Angel McNeeley

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Completed lesson plans, classroom walk-through data, common assessment data

G9. In 2016-2017, the percentage of students scoring a 3-5 on the Algebra II EOC will increase from 13% to 17%. 1

G082995

G9.B2 Lack of effective teaching strategies utilized with fidelity across classrooms. 2

B220035

G9.B2.S1 District Pre-School In-service & Ongoing Academic Priorities Training -Academic PLC Team Work -Practicing the PDSA cycle for continuous instructional improvement -Quality Tools: Data Walls, Binders, Class Meetings, Data Chats -Utilizing Vocabulary.com to support student academic vocabulary mastery across the content areas 4

S232308

Strategy Rationale

Data driven instruction and collaborative teaching will increase student success

Action Step 1 5

PLC and math instructional strategies are presented during pre-school inservice.

Person Responsible

Ken Wallace

Schedule

On 8/3/2016

Evidence of Completion

Classroom walkthroughs, PLC minutes

Plan to Monitor Fidelity of Implementation of G9.B2.S1 6

Classroom walk-throughs and data collection

Person Responsible

Ken Wallace

Schedule

Quarterly, from 8/8/2016 to 5/22/2017

Evidence of Completion

STAR Math progress monitoring

Plan to Monitor Effectiveness of Implementation of G9.B2.S1 7

PLC collaboration and data sharing

Person Responsible

Ken Wallace

Schedule

Monthly, from 8/8/2016 to 5/22/2017

Evidence of Completion

PLC minutes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G7.B5.S1.MA1 M300916	Vocabulary assessed within unit test	Hutchinson, Samantha	8/24/2015	Assessment results	6/13/2016 biweekly
G7.B5.S1.MA1 M300917	Students will update vocabulary worksheets as each unit progresses.	Hutchinson, Samantha	8/24/2015	Teachers will hold students accountable at the end of each unit, assigning a grade.	6/13/2016 daily
G7.B5.S1.A1 A297213	The use of common vocabulary worksheets within the Algebra and Geometry classes.	Hutchinson, Samantha	8/24/2015	Student math binders	6/13/2016 daily
G9.B2.S1.A1 A297219	PLC and math instructional strategies are presented during pre-school inservice.	Wallace, Ken	8/1/2016	Classroom walkthroughs, PLC minutes	8/3/2016 one-time
G1.MA1 M300898	AVID success rates - AP passing predictors	Lemme, Michael	8/8/2016	AVID grades - AP practice tests	5/22/2017 one-time
G3.MA1 M300902	Biology EOC Data	Steele , Mike	5/22/2017	Increase in student scores meeting SIP goal aligned to Biology.	5/22/2017 one-time
G4.MA1 M300905	US History EOC data	Savage, Rebecca	8/8/2016	US History EOC Scores	5/22/2017 one-time
G9.MA1 M300948	ALG 2 EOC scores	Wallace, Ken	8/8/2016	Increased ALG 2 EOC scores Advancement in District Rankings	5/22/2017 one-time
G1.B4.S1.MA1 M300896	Increase in students entering the AP Capstone program	Lemme, Michael	4/3/2017	AP Capstone applications	5/22/2017 one-time
G1.B4.S1.MA1 M300897	Track AVID students who become AP Capstone candidates	Lemme, Michael	1/9/2017	AVID scores/ AP Capstone applications	5/22/2017 quarterly
G1.B4.S1.A1 A297206	AVID to Capstone pipeline	Lemme, Michael	8/8/2016	Participation/success in AVID curriculum	5/22/2017 quarterly
G9.B2.S1.MA1 M300946	PLC collaboration and data sharing	Wallace, Ken	8/8/2016	PLC minutes	5/22/2017 monthly
G9.B2.S1.MA1 M300947	Classroom walk-throughs and data collection	Wallace, Ken	8/8/2016	STAR Math progress monitoring	5/22/2017 quarterly
G7.MA1 M300926	STAR Progress Monitoring	Hutchinson, Samantha	8/8/2016	Data walls, Performance Matters, student data folders, STAR results	5/23/2017 quarterly
G8.MA1 M300937	Data Collection from Geometry EOC & STAR	McNeeley, Angel	8/8/2016	Geometry EOC results	5/23/2017 quarterly
G8.B1.S2.A1 A297217	Incorporate strategies into lesson plans in use in classroom. Incorporation of Depth of Knowledge...	McNeeley, Angel	8/1/2016	Lesson Plans, Walk-throughs, Artifacts and Assessments	5/23/2017 weekly
G5.MA1 M300908	Mrs. Savage will work with the ELA team in their PLCs to track the certifications obtained, as well...	Savage, Rebecca	8/10/2016	Quarterly increase in STAR scores.	5/26/2017 monthly
G6.MA1 M300913	Quarterly STAR Assessment Data Review in PLCs	Savage, Rebecca	8/10/2016	Quarterly STAR Assessment Data Review in PLCs	5/26/2017 quarterly
G3.B1.S1.MA1 M300900	Mr. Steele, Leadership team member for the Biology team, will view Biology teachers' evidence of...	Steele , Mike	10/10/2016	PLC agendas and minutes	5/26/2017 weekly
G3.B1.S1.MA1 M300901	Mr. Steele, Leadership team member for the Biology team, will view Biology teachers' evidence of...	Steele , Mike	10/10/2016	Biology team PLC agendas and minutes	5/26/2017 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1 A297207	Biology teachers will track student achievement through Compass Biology assessments.	Steele , Mike	10/10/2016	Compass Biology assessments	5/26/2017 quarterly
G5.B1.S1.MA1 M300906	Mrs. Savage will work with the ELA team in their PLCs to track the certifications obtained, as well...	Savage, Rebecca	8/10/2016	Quarterly increase in student STAR scores.	5/26/2017 weekly
G5.B1.S1.MA1 M300907	Mrs. Savage will work with the ELA team in their PLCs to track the certifications obtained, as well...	Savage, Rebecca	8/10/2016	Quarterly student STAR score gains.	5/26/2017 weekly
G5.B1.S1.A1 A297209	Mrs. Smith & Mrs. Russell will work with the team in their PLCs to implement common data tracking...	Savage, Rebecca	8/10/2016	The increase is STAR scores measured quarterly.	5/26/2017 weekly
G4.B4.S2.MA1 M300903	Mr. Auer, Leadership team member for the US History team, will view US History teachers' evidence...	Savage, Rebecca	10/10/2016	PLC agendas and minutes	5/26/2017 weekly
G4.B4.S2.MA1 M300904	Mr. Auer, Leadership team member for the US History team, will view US History teachers' evidence...	Savage, Rebecca	10/10/2016	PLC agendas and minutes	5/26/2017 quarterly
G4.B4.S2.A1 A297208	US History teachers will track student achievement through Compass US History assessments.	Savage, Rebecca	10/10/2016	PLC agendas and minutes	5/26/2017 quarterly
G6.B2.S2.MA1 M300911	Perform PDSA during PLC meetings to adjust instruction	Savage, Rebecca	8/10/2016	PDSA charts and PLC minutes	5/26/2017 biweekly
G6.B2.S2.MA1 M300912	Teachers will monitor student to assure that data is accurate.	Savage, Rebecca	8/10/2016	Completed and reviewed data folders by students and teacher.	5/26/2017 weekly
G6.B2.S2.A1 A297211	Data Collection	Savage, Rebecca	8/10/2016	Student created data folders with STAR goal tracking sheets, monitored by students and teachers.	5/26/2017 weekly
G7.B5.S2.MA1 M300918	Standards based assessment results in STAR	Hutchinson, Samantha	8/10/2016	Student and teacher based reports	5/26/2017 quarterly
G7.B5.S2.MA1 M300919	Teachers will monitor student use of Compass Learning weekly during their Algebra 1 class.	Hutchinson, Samantha	8/10/2016	Teachers will monitor STAR data quarterly to document student progress.	5/26/2017 weekly
G7.B5.S2.A1 A297214	Students will use Compass Learning during their Algebra 1 class	Hutchinson, Samantha	8/10/2016	Student and class data derived from STAR.	5/26/2017 weekly
G8.B1.S2.MA1 M300929	Training on Essential Question on white board, Lesson plan template	McNeeley, Angel	8/10/2016	Completed lesson plans, classroom walk-through data, common assessment data	5/26/2017 weekly
G8.B1.S2.MA1 M300930	Lesson plans monitored weekly and higher order questioning on classroom white boards.	McNeeley, Angel	8/10/2016	Administrative feedback on lesson plans, classroom walk-through data, common assessment results.	5/26/2017 weekly

V. Professional Development Opportunities

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

G5. Island Coast High School will increase the percent of students scoring in Levels 3-5 in 9th Grade English Language Arts Achievement by 4 percentage points (from 30 % to 34%) based on the FSA (School Grading System).

G5.B1 Lack of student academic background knowledge

G5.B1.S1 Utilizing Vocabulary.com daily with all students in all subject areas.

PD Opportunity 1

Mrs. Smith & Mrs. Russell will work with the team in their PLCs to implement common data tracking and assessment tools throughout the department. Skill Stations, 20 minutes of each period dedication to individual data-driven student intervention will be provided by the entire ELA team as well.

Facilitator

Mrs. Smith & Mrs. Russell

Participants

The ELA Team

Schedule

Weekly, from 8/10/2016 to 5/26/2017

G7. In 2016-2017, the percentage of students scoring at or above grade level on the Algebra I EOC will increase from 20% to 24% as reported by EOC data.

G7.B5 Background knowledge

G7.B5.S2 Online based remediation

PD Opportunity 1

Students will use Compass Learning during their Algebra 1 class

Facilitator

Samantha Hutchinson

Participants

Algebra 1 Teacher: McCarthy

Schedule

Weekly, from 8/10/2016 to 5/26/2017

G8. In 2016-2017, the percentage of students scoring a level 3 or above will increase from 25% to 29% on the Geometry EOC.

G8.B1 Difficult subject matter resulting in non-performance on test items, such as: text features, charts, graphs, data tables, diagrams, and high complexity questions.

G8.B1.S2 Moderate to high complexity questioning

PD Opportunity 1

Incorporate strategies into lesson plans in use in classroom. Incorporation of Depth of Knowledge questions within daily lessons and unit assessments.

Facilitator

Teacher Leaders

Participants

Professional Development PLC

Schedule

Weekly, from 8/1/2016 to 5/23/2017

G9. In 2016-2017, the percentage of students scoring a 3-5 on the Algebra II EOC will increase from 13% to 17%.

G9.B2 Lack of effective teaching strategies utilized with fidelity across classrooms.

G9.B2.S1 District Pre-School In-service & Ongoing Academic Priorities Training -Academic PLC Team Work -Practicing the PDSA cycle for continuous instructional improvement -Quality Tools: Data Walls, Binders, Class Meetings, Data Chats -Utilizing Vocabulary.com to support student academic vocabulary mastery across the content areas

PD Opportunity 1

PLC and math instructional strategies are presented during pre-school inservice.

Facilitator

Samantha Hutchinson

Participants

Math Department

Schedule

On 8/3/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B4.S1.A1	AVID to Capstone pipeline				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0491 - Island Coast High School	Title II		\$2,000.00
2	G3.B1.S1.A1	Biology teachers will track student achievement through Compass Biology assessments.				\$0.00
3	G4.B4.S2.A1	US History teachers will track student achievement through Compass US History assessments.				\$0.00
4	G5.B1.S1.A1	Mrs. Smith & Mrs. Russell will work with the team in their PLCs to implement common data tracking and assessment tools throughout the department. Skill Stations, 20 minutes of each period dedication to individual data-driven student intervention will be provided by the entire ELA team as well.				\$0.00
5	G6.B2.S2.A1	Data Collection				\$0.00
6	G7.B5.S1.A1	The use of common vocabulary worksheets within the Algebra and Geometry classes.				\$0.00
7	G7.B5.S2.A1	Students will use Compass Learning during their Algebra 1 class				\$0.00
8	G8.B1.S2.A1	Incorporate strategies into lesson plans in use in classroom. Incorporation of Depth of Knowledge questions within daily lessons and unit assessments.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0491 - Island Coast High School	Title II		\$2,000.00
9	G9.B2.S1.A1	PLC and math instructional strategies are presented during pre-school inservice.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0491 - Island Coast High School	Title II		\$2,000.00
Total:						\$6,000.00