



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Island Coast High School

2125 DE NAVARRA PKWY

Cape Coral, FL 33909

239-458-0362

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

School Demographics

School Type High School	Title I Yes	Free and Reduced Lunch Rate 76%
Alternative/ESE Center No	Charter School No	Minority Rate 47%

School Grades History

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Island Coast High School

Principal

Kristin Bueno

School Advisory Council chair

Allison Demming

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

Name	Title
Kristin Bueno	Principal
Kimberly Baxa	Assistant Principal
Holly Sell	Title I Specialist
Donna Agostinelli	TIF Teacher
Tammy Bayly	ESE Teacher
Heather Bishop	Teacher
Donald Faunce	Teacher
Melody Galka	Teacher
Rhonda Russell	Teacher
Duane Sunnarborg	Teacher
Trenna Woodley	TIF Teacher

District-Level Information

District

Lee

Superintendent

Dr. Nancy J Graham

Date of school board approval of SIP

10/22/2013

School Advisory Council (SAC)

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

Membership of the SAC

Students: Carlos Anzoategui Jr. Support Staff: Marilyn Fernandez
 Charles Edison III Jyne Forbes
 Business Member – Tim Fredricks Community Member: Mary Hood
 Parents: Carlos Anzoategui Staff: Kim Baxa

Wayland Lauterbach Kristin Bueno
Cheryl MacKinnon Allison Demming
David MacKinnon
Cynthia Williams
14 members: 36% Staff 14% Black 29% Hispanic

Involvement of the SAC in the development of the SIP

Reviewing 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.

Activities of the SAC for the upcoming school year

SAC members will review school data, make recommendations to the principal regarding the expenditure of school improvement dollars and operational budget. Members will also advise the principal on matters pertaining to program and curricular issues.

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

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

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

5

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Kristin Bueno		
Principal	Years as Administrator: 10	Years at Current School: 1
Credentials	BA Secondary Education MA Curriculum and Instruction-Ed. Leadership Ed Leadership and School Principal (all levels) English (6-12) ESOL Endorsement	
Performance Record	2012-2013: Grade Pending 2011-2012 Grade: B Assistant Principal Fort Myers High-2007-2011 2010 Grade: A 2009 Grade: A 2008 Grade: B	

Mitchell Player		
Asst Principal	Years as Administrator: 0	Years at Current School: 0
Credentials	BA Middle School Education MA Ed. Leadership Ed Leadership (all levels) General Science 5-9 Mathematics 5-9	
Performance Record	Teacher Diplomat Middle School 2005-2013 2012 Grade:A 2011 Grade: A 2010 Grade: A	

Kimberly Baxa		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
Credentials	BS -Elementary Education MS- Arts of Education MS-Educational Leadership ESOL Endorsement	
Performance Record	2012-2013 Grade: Pending Treeline Elementary Learning Resource Teacher 2011-2012 Grade: A	

Mike Steele		
Asst Principal	Years as Administrator: 6	Years at Current School: 1
Credentials	BS Chemistry MEd Curriculum and Instruction Ed Specialist Ed Leadership Ed Leadership and School Principal (all levels) Chemistry 9-12	
Performance Record	2012-2013: Grade Pending 2011-2012 Grade: B Assistant Principal Fort Myers High-2007-2011 2010 Grade: A 2009 Grade: A 2008 Grade: B Assistant Principal Desoto Middle School 2011-12 Grade: B Principal Desoto High School 2010-11 Grade: D Assistant Principal Desoto High School 2009-10 Grade: C	

Shelley Kepler		
Asst Principal	Years as Administrator: 10	Years at Current School: 7
Credentials	BS-Finance MS-Educational Leadership	
Performance Record	2012-2013 Grade: Pending 2011-2012 Grade: B 2010-2011 Grade: B 2009-2010 Grade: B 2008-2009 Grade: D 2007-2008 Grade: B	

Instructional Coaches

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

Kim Cannamela		
Full-time / School-based	Years as Coach: 5	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	Elementary Education/Early Childhood ME Curriculum and Instruction Reading Reading Endorsement	
Performance Record	Gulf Middle School Reading Coach 2012-2013: A 2011-2012: A 2010-2011: A	
Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers	81
# receiving effective rating or higher	75, 93%
# Highly Qualified Teachers	98%
# certified in-field	79, 98%
# ESOL endorsed	17, 21%
# reading endorsed	7, 9%
# with advanced degrees	29, 36%
# National Board Certified	2, 2%
# first-year teachers	3, 4%
# with 1-5 years of experience	17, 21%
# with 6-14 years of experience	35, 43%

with 15 or more years of experience

26, 32%

Education Paraprofessionals**# of paraprofessionals**

10

Highly Qualified

100, 1000%

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

12

receiving effective rating or higher

11, 92%

Teacher Recruitment and Retention Strategies

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

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

Island Coast High School works with Edison State College and Florida Gulf Coast University to support students within the College of Education. Students observe classrooms and complete internships within Island Coast High School. Interns have been recruited to work within Island Coast High School.

Certified teachers are provided Professional Development, mentor/buddy teachers to support planning, data collection and professional growth. Departments work in Professional Learning Communities for two hours per month to evaluate data and work together to determine how to support our SIP goals.

Person Responsible: Kimberly Baxa

Teacher Mentoring Program/Plan

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

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

New teachers to Island Coast High School are paired with a experienced teacher to assist with policies and procedures, classroom management, data and assessments, grading and communication. New teachers also participated in a New Teacher Orientation school-wide to acclimate prior to Pre School week. New Teachers are enrolled in APPLES through the District level. Duties to include: weekly observations, weekly involvement to support classroom environment.

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

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

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

MTSS team members reviewed available data elements as required in the SIP process, discussed and determined appropriate goals and communicated the SIP goals to staff. 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 2012-2013 SIP.

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

The MTSS Leadership Team for Island Coast High School consists of the following members:

Kristin Bueno, Principal
Shelley Kepler, Assistant Principal of Curriculum
Emilio Baradith, ESOL Department Head
Allison Demming, Math Department Head
Melody Galka, Science Department
Deanna Smith, Reading Department Head
Roseanne Lieberman, ESE Staffing Specialist
Linda Cancel, School Social Worker
Linda Craatz, Behavior Specialist
Dr. Sharon Marchon, School Psychologist
Katherine Clowser, Speech Pathologist
Kim Cannamela, Reading Coach

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

The MTSS Team at Island Coast High School meets 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 MTSS folder (curriculum assessments, FAIR, Language! Placement test, FCAT scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- Attend MTSS Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by MTSS Team for students in Tier 2 & 3
- Deliver instructional interventions with fidelity

Reading or Math Coach/Specialist

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

Speech-Language Pathologist

- Attend MTSS Team meetings for some Tier 2 & Tier 3 students
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
- Assist with Tier 2 & 3 interventions through collaboration, training, and/or direct student contact
- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal

- Facilitate implementation of MTSS in your building
- Provide or coordinate valuable and continuous professional development

- Assign paraprofessionals to support MTSS implementation when possible
- Attend MTSS Team meetings to be active in the MTSS change process
- Conduct classroom Walk-Throughs to monitor fidelity

Guidance Counselor/Curriculum Specialist

- Often MTSS Team facilitators
- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent involvement requests
- Complete necessary MTSS forms
- Conduct social-developmental history interviews when requested

School Psychologist

- Attend MTSS Team meetings on some students in Tier 2 & on all students in Tier 3
- Monitor data collection process for fidelity
- Review & interpret progress monitoring data
- Collaborate with MTSS Team on effective instruction & specific interventions
- Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions

ESE Teacher/Staffing Specialist

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

Social Worker

- Attend MTSS Team meetings when requested
- Conduct social-developmental history interviews and share with RTI Team

ESOL/ELL Representative

- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
- Conduct language screenings and assessments
- Provide ELL interventions at all tiers

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

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

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

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

and research based best practices to support the academic and behavioral needs of students.

All team members are provided on-going staff development training regarding the MTSS process and research based practices to support the academic and behavioral needs of students. Each meeting begins with a review of student needs, student data, counselor and social worker report(s), attendance report(s), any medical and or other outside agency information to support process and actions for student(s).

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 7,440

All students at Island Coast High School (1600 will be enrolled in English, Science and Mathematics.) Students who score below standards on the 2013 FCAT will be enrolled in Intensive Reading and Intensive Math. A review of the data reveals that 49% of students scored below standards on FCAT 2.0 within the and 60% in EOC Mathematics. The remediation needs to be available to students during and after school hours. Delivery of Program. Three teachers will deliver remediation in core subject areas Monday-Wednesday from September 2013-May 2014 (Math, Reading, Science and English) for 3 hours per day, and 1 teacher will provide credit recovery through Education 2020 Monday-Thursday in the extended day program for 3 hours per day from September 2013-May 2014. Remediation will be provided through daily use of supplemental FCAT questions and FCAT 2.0 practice materials for Reading. Supplemental workbooks will be purchased to prepare bottom quartile students for the 2014 FCAT 2.0.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Attendance is tracked in order to collect performance data on state assessments.

Who is responsible for monitoring implementation of this strategy?

Administration

Strategy: Before or After School Program

Minutes added to school year: 1,800

Students practice in Math Honor Society to compete against other schools at the state levels.

Strategy Purpose(s)

""

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

Competition produces data by individual student performance and school ranking.

Who is responsible for monitoring implementation of this strategy?

Kathy Taylor, Mathematics Instructor

Strategy: Before or After School Program

Minutes added to school year: 1,800

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

Strategy Purpose(s)

""

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

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

Who is responsible for monitoring implementation of this strategy?

Rhonda Russell, Mathematics Instructor

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Kristin Bueno	Principal
Shelley Kepler	Assistant Principal for Curriculum
Kim Cannamela	Reading Coach
Tammy Bayly	ESE Teacher
Linda Meyer	Teacher
Vicki Santini	Teacher
Jean Jones	Teacher
Kim Baxa	Assistant Principal Communicatino and Development
Kathy Taylor	Teacher
Danielle Sabin	Teacher
Laura Galluzzo	Teacher

How the school-based LLT functions

The LLT meets on a monthly basis to analyze school literacy data, discuss teacher implementation of content area reading strategies in the classroom to meet the needs of the students, and present staff development in using those strategies to faculty members as needed.

Major initiatives of the LLT

Scaffolding and the gradual release model, graphic organizers, Implementation of school-wide vocabulary initiative, & Common Core State Standards (CCSS). Analyze CCE, baseline, mid-line, and related data to determine areas in need of improvement so that we can meet our school improvement goals and address student learning.

Every Teacher Contributes to Reading Instruction

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

Professional Learning Communities (PLC) will collaborate and develop common lesson plans and assessments to include reading strategies across the curriculum. A focus on use of research based teaching strategies will be aimed at improving academic performance of students in all content areas. Lesson plans will be reviewed and followed up by classroom walk-through to ensure that strategies are being implemented.

College and Career Readiness

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

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

Electives are offered based on selection of Major Areas of Interest. Two career academies are available at Island Coast High School. Students have an opportunity to enroll in the Academy of Natural Resources and the Academy of Business and Information Technology. 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 Common Core State Standards (CCSS), reading and writing strategies, levels of complexity, and instruction methods to ensure that instruction is always relevant. Administrators conduct daily classroom walk-throughs to monitor instruction and curriculum.

Academy programs may be completed within a one to three year time period.

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

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 curriculum 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.

Strategies for improving student readiness for the public postsecondary level

Currently the administration and staff encourage students to take at least one level 3 math courses and Advanced Placement (AP) or Dual Enrollment (DE) classes by encouraging more teacher discussion on these courses and having each student speak with a guidance counselor regarding their postsecondary plans. This will include sharing information and requirements to become eligible for Bright Futures.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	52%	47%	No	57%
American Indian		100%		
Asian		55%		
Black/African American	35%	29%	No	42%
Hispanic	47%	42%	No	52%
White	57%	55%	No	61%
English language learners	22%	15%	No	30%
Students with disabilities	39%	19%	No	45%
Economically disadvantaged	48%	43%	No	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	365	51%	56%
Students scoring at or above Achievement Level 4	287	40%	46%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	44%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	33%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	992	62%	64%
Students in lowest 25% making learning gains (FCAT 2.0)	400	65%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	48	73%	76%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	25	35%	42%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	28	41%	47%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	39	29%	36%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	364	70%	73%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		55%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	49%	46%	No	54%
American Indian				
Asian				
Black/African American	48%	34%	No	53%
Hispanic	46%	42%	No	51%
White	52%	50%	No	57%
English language learners	33%	21%	No	39%
Students with disabilities	39%	25%	No	45%
Economically disadvantaged	47%	40%	No	52%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	26%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	68%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	380	56%	60%
Students in lowest 25% making learning gains (EOC)	104	61%	65%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	164	23%	31%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	197	36%	42%
Students scoring at or above Achievement Level 4	19	3%	13%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	109	30%	37%
Students scoring at or above Achievement Level 4	41	11%	15%

Area 4: Science**High School Science****Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	34%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	34%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	120	47%	50%
Students scoring at or above Achievement Level 4	49	19%	22%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	660	40%	40%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams	327	50%	55%
Passing rate (%) for students who take CTE industry certification exams		92%	93%
CTE program concentrators			
CTE teachers holding appropriate industry certifications	6	100%	100%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	64	4%	14%
Students in ninth grade with one or more absences within the first 20 days	108	29%	22%
Students in ninth grade who fail two or more courses in any subject	82	5%	15%
Students with grade point average less than 2.0	206	14%	12%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	585	37%	43%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	32	2%	12%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	48	87%	90%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	59	76%	79%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)		89%	90%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Target #1 - Remember parents have as many learning styles as their children.

- A. Involve parents with the 3 F's! 1) Food 2) Families 3) Fun
- B. Get parents to read what goes home, 1) Use 1 sheet of paper 2) Use 4th to 6th grade reading level 3) Provide information briefly 4) Provide information frequently
- C. Specific things parents can do to help their child - 1) Ask about school work everyday 2) Use the 5 "W" words to ask questions (Who, What, Why, Where, When) 3) Tell child "I love you."

Target #2 - Educators need to realize the importance of parent involvement.

Educators sometimes fear parents and avoid them - Training sessions or meetings with educators is necessary to build support and understanding.

- 1) Educators can develop ideas the entire school can implement
- 2) Spotlight or praise successful staff practice
- 3) Hold school workshops for entire faculty or departments

Target #3 - All English and non-English speaking parents will be provided with opportunities to get involved with the school.

- 1) Notes in the home language will be sent home via the student.
- 2) Parent link phone calls will be made in the home language
- 3) Translators will be available for all parents if needed. This will ensure communication is a two way street between all parents and educators.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets

Additional targets for the school

In 2012-2013 20% of Advanced Placement students scored proficient. During the 2013-2014 school year, we will increase proficiency level to 28%.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Advanced Placement Exams	356	20%	28%

Goals Summary

- G1.** In 2013-2014, the percentage of students in grades 9-10 scoring at or above grade level in Reading will increase from 46% to 50% as reported by the FCAT Reading assessment.
- G2.** In 2013-2014, the percentage of students in Alegbra I will score at or above grade level in EOC's and will increase from 39% to 45% as reported by EOC data. In 2013-2014, the percentage of students in Geometry will increase from 41%-47% as measured by EOC
- G3.** In 2013-2014 students scoring a level 3.5 or higher on FCAT Writing will increase from 70% to 73%.
- G4.** In 2013/2014 students will increase the percentage of students scoring a level 3 or above from 66% to 69% on the Biology EOC.
- G5.** Increase student achievement gains system-wide by focusing on teaching and learning.

Goals Detail

G1. In 2013-2014, the percentage of students in grades 9-10 scoring at or above grade level in Reading will increase from 46% to 50% as reported by the FCAT Reading assessment.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Extended day tutoring
- Professional Development in Reading Strategies
- Curriculum Development
- Supplemental Resources: text material, software

Targeted Barriers to Achieving the Goal

- Background knowledge base of effective reading strategies.

Plan to Monitor Progress Toward the Goal

Monitor data, engage in Professional Development and Collegial Planning

Person or Persons Responsible

Principal, Administration, Teachers, Reading Coach, Lead Teachers, Reading Literacy Team

Target Dates or Schedule:

Regular intervals throughout each quarter

Evidence of Completion:

Student data, lesson plans, Professional Development Records and state/district assessments.

G2. In 2013-2014, the percentage of students in Alegbra I will score at or above grade level in EOC's and will increase from 39% to 45% as reported by EOC data. In 2013-2014, the percentage of students in Geometry will increase from 41%-47% as measured by EOC

Targets Supported

- Math ()
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Extended day tutoring
- Algebra Boot Camp
- Professional Development
- Algebra I/Geometry Fantasy, Algebra Nation
- Mobile computer labs

Targeted Barriers to Achieving the Goal

- Technology malfunction
- Vocabulary

Plan to Monitor Progress Toward the Goal

Common Assessments and data collection

Person or Persons Responsible

Principal, Administration, Lead Teachers, Math Classroom Teachers

Target Dates or Schedule:

Per Chapter/Unit

Evidence of Completion:

Data walls, Performance Matters, student data folders, Pinnacle

G3. In 2013-2014 students scoring a level 3.5 or higher on FCAT Writing will increase from 70% to 73%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Professional Development
- Gator Grammar Rules
- Grammar textbooks

Targeted Barriers to Achieving the Goal

- State Rubric Focus on Grammar

Plan to Monitor Progress Toward the Goal

FCAT Writing Assessment

Person or Persons Responsible

Principal, Administration, Lead Teacher

Target Dates or Schedule:

February 2014

Evidence of Completion:

2014 FCAT Writing Scores

G4. In 2013/2014 students will increase the percentage of students scoring a level 3 or above from 66% to 69% on the Biology EOC.

Targets Supported

- Science - High School

Resources Available to Support the Goal

- Technology
- SmartBoard
- FCAT Explorer
- Empower 3000
- Extended Day Tutoring
- On-line resources for EOC, Teacher Leaders, District Science Sharepoint

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

Data Collection from Biology EOC

Person or Persons Responsible

Principal, Administration and Lead Teacher

Target Dates or Schedule:

Spring 2014

Evidence of Completion:

Biology EOC results

G5. Increase student achievement gains system-wide by focusing on teaching and learning.**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

- Regular student attendance

Plan to Monitor Progress Toward the Goal

Attendance Cycle Report

Person or Persons Responsible

Principal and Administration

Target Dates or Schedule:

Daily and 30 day cycle

Evidence of Completion:

Increased Student Attendance Advancement District Attendance Rankings

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. In 2013-2014, the percentage of students in grades 9-10 scoring at or above grade level in Reading will increase from 46% to 50% as reported by the FCAT Reading assessment.

G1.B4 Background knowledge base of effective reading strategies.

G1.B4.S1 School-wide reading initiative

Action Step 1

Reading Professional Development

Person or Persons Responsible

Principal, Administration, Teachers, Reading Reading Leadership Team, Lead Teachers, Reading Coach

Target Dates or Schedule

PLC, Pre-School Training and inservice during the 13-14 school year

Evidence of Completion

Inservice Records

Facilitator:

Lead Teachers, District Personnel, Teachers

Participants:

Classroom Teachers and Administration

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

Review of lesson plans and classroom walk throughs

Person or Persons Responsible

Principal and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

PeopleSoft (walk through) and SharePoint (lesson plans)

Plan to Monitor Effectiveness of G1.B4.S1

Data Collection

Person or Persons Responsible

Principal, Administration, Teachers

Target Dates or Schedule

Regular Intervals

Evidence of Completion

Classroom data displays, student data folders and school-wide data collection

G2. In 2013-2014, the percentage of students in Alegbra I will score at or above grade level in EOC's and will increase from 39% to 45% as reported by EOC data. In 2013-2014, the percentage of students in Geometry will increase from 41%-47% as measured by EOC

G2.B6 Vocabulary

G2.B6.S3 Vocabulary strategies used within the clasroom

Action Step 1

Incorporate various vocabulary into mathematical instruction.

Person or Persons Responsible

Math teachers, Lead teacher

Target Dates or Schedule

Within each chapter and section.

Evidence of Completion

Lesson Plans

Facilitator:

Professional Development through Curriculum and Resource and Lead Teachers

Participants:

Math Teachers and Lead Teachers

Plan to Monitor Fidelity of Implementation of G2.B6.S3

Data Collection

Person or Persons Responsible

Math Classroom Teacher

Target Dates or Schedule

Regular intervals within each unit and section

Evidence of Completion

Classroom data walls, student data folders, Pinnacle, Performance Matters

Plan to Monitor Effectiveness of G2.B6.S3

Monitoring student data

Person or Persons Responsible

Principal, Administration, Lead Teachers

Target Dates or Schedule

Regular intervals throughout the quarter

Evidence of Completion

Lesson Plans, student data, Performance Matters, Walk throughs

G3. In 2013-2014 students scoring a level 3.5 or higher on FCAT Writing will increase from 70% to 73%.

G3.B2 State Rubric Focus on Grammar

G3.B2.S2 School-Wide Implementation of Gator Grammar Rules

Action Step 1

Distribute Gator Grammar Rules

Person or Persons Responsible

English Department

Target Dates or Schedule

1st Quarter and on SharePoint

Evidence of Completion

Rules are posted School-Wide and on SharePoint

Plan to Monitor Fidelity of Implementation of G3.B2.S2

Classroom Walk Through, lesson plans

Person or Persons Responsible

Principal, Administration and Lead Teacher

Target Dates or Schedule

Regular intervals throughout the quarter

Evidence of Completion

Walk Through Data

Plan to Monitor Effectiveness of G3.B2.S2

Writing Prompts

Person or Persons Responsible

English Department

Target Dates or Schedule

Regular intervals throughout the quarter

Evidence of Completion

Collected student work and data

G4. In 2013/2014 students will increase the percentage of students scoring a level 3 or above from 66% to 69% on the Biology EOC.

G4.B1 Difficult subject matter resulting in non-performance on test items, such as: text features, charts, graphs, data tables, diagrams, and high complexity questions.

G4.B1.S1 Engage students in science inquiry

Action Step 1

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

Person or Persons Responsible

Science Classroom Teacher and Lead Teacher

Target Dates or Schedule

Regular intervals

Evidence of Completion

Lesson plans, walk throughs, artifacts and assessments.

Facilitator:

Pre-School Training and Professional Development through Curriculum and Instruction

Participants:

Science Classroom teachers, Lead Teachers and Administrations

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Walk throughs and data collection

Person or Persons Responsible

Principal, Administrators, Lead Teachers and Science Classroom Teachers

Target Dates or Schedule

Regular intervals throughout each quarter

Evidence of Completion

Assessments, Lesson plans, artifacts, data

Plan to Monitor Effectiveness of G4.B1.S1

Data collection

Person or Persons Responsible

Principal, Administration, Lead Teacher and Science Classroom Teachers

Target Dates or Schedule

Regular intervals throughout each unit

Evidence of Completion

Quick checks, formative and summative assessments

G5. Increase student achievement gains system-wide by focusing on teaching and learning.

G5.B3 Regular student attendance

G5.B3.S1 School-wide initiative to improve regular school attendance

Action Step 1

Quarterly incentive

Person or Persons Responsible

Principal and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance rate based on Attendance Cycle Report

Plan to Monitor Fidelity of Implementation of G5.B3.S1

Attendance Cycle Reports

Person or Persons Responsible

Principal, Administration and Attendance Secretary

Target Dates or Schedule

30 day cycle period

Evidence of Completion

Data from Attendance Cycle Report

Plan to Monitor Effectiveness of G5.B3.S1

Effectiveness of incentive

Person or Persons Responsible

Principal and Administration

Target Dates or Schedule

quarterly

Evidence of Completion

Data collection (increase of attendance)

Coordination and Integration

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

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 be used to support Professional Development for teachers and staff that aligns with Common Core Standards, 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. In 2013-2014, the percentage of students in grades 9-10 scoring at or above grade level in Reading will increase from 46% to 50% as reported by the FCAT Reading assessment.

G1.B4 Background knowledge base of effective reading strategies.

G1.B4.S1 School-wide reading initiative

PD Opportunity 1

Reading Professional Development

Facilitator

Lead Teachers, District Personnel, Teachers

Participants

Classroom Teachers and Administration

Target Dates or Schedule

PLC, Pre-School Training and inservice during the 13-14 school year

Evidence of Completion

Inservice Records

G2. In 2013-2014, the percentage of students in Alegbra I will score at or above grade level in EOC's and will increase from 39% to 45% as reported by EOC data. In 2013-2014, the percentage of students in Geometry will increase from 41%-47% as measured by EOC

G2.B6 Vocabulary

G2.B6.S3 Vocabulary strategies used within the clasroom

PD Opportunity 1

Incorporate various vocabulary into mathematical instruction.

Facilitator

Professional Development through Curriculum and Resource and Lead Teachers

Participants

Math Teachers and Lead Teachers

Target Dates or Schedule

Within each chapter and section.

Evidence of Completion

Lesson Plans

G4. In 2013/2014 students will increase the percentage of students scoring a level 3 or above from 66% to 69% on the Biology EOC.

G4.B1 Difficult subject matter resulting in non-performance on test items, such as: text features, charts, graphs, data tables, diagrams, and high complexity questions.

G4.B1.S1 Engage students in science inquiry

PD Opportunity 1

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

Facilitator

Pre-School Training and Professional Development through Curriculum and Instruction

Participants

Science Classroom teachers, Lead Teachers and Administrations

Target Dates or Schedule

Regular intervals

Evidence of Completion

Lesson plans, walk throughs, artifacts and assessments.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	In 2013-2014, the percentage of students in grades 9-10 scoring at or above grade level in Reading will increase from 46% to 50% as reported by the FCAT Reading assessment.	\$3,000
G2.	In 2013-2014, the percentage of students in Alegbra I will score at or above grade level in EOC's and will increase from 39% to 45% as reported by EOC data. In 2013-2014, the percentage of students in Geometry will increase from 41%-47% as measured by EOC	\$3,000
G4.	In 2013/2014 students will increase the percentage of students scoring a level 3 or above from 66% to 69% on the Biology EOC.	\$3,000
G5.	Increase student achievement gains system-wide by focusing on teaching and learning.	\$2,000
Total		\$11,000

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program	Total
Title II and School Improvement	\$6,000	\$0	\$6,000
Title II, School Improvment	\$3,000	\$0	\$3,000
School Improvement	\$0	\$2,000	\$2,000
Total	\$9,000	\$2,000	\$11,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. In 2013-2014, the percentage of students in grades 9-10 scoring at or above grade level in Reading will increase from 46% to 50% as reported by the FCAT Reading assessment.

G1.B4 Background knowledge base of effective reading strategies.

G1.B4.S1 School-wide reading initiative

Action Step 1

Reading Professional Development

Resource Type

Professional Development

Resource

Teen Biz online learning resource, Curriculum Planning and Data Tracking, Common Core, Best Practices

Funding Source

Title II and School Improvement

Amount Needed

\$3,000

G2. In 2013-2014, the percentage of students in Alegbra I will score at or above grade level in EOC's and will increase from 39% to 45% as reported by EOC data. In 2013-2014, the percentage of students in Geometry will increase from 41%-47% as measured by EOC

G2.B6 Vocabulary

G2.B6.S3 Vocabulary strategies used within the clasroom

Action Step 1

Incorporate various vocabulary into mathematical instruction.

Resource Type

Professional Development

Resource

Online learning resource, Curriculum Planning and Data Tracking, Common Core, Best Practices

Funding Source

Title II, School Improvment

Amount Needed

\$3,000

G4. In 2013/2014 students will increase the percentage of students scoring a level 3 or above from 66% to 69% on the Biology EOC.

G4.B1 Difficult subject matter resulting in non-performance on test items, such as: text features, charts, graphs, data tables, diagrams, and high complexity questions.

G4.B1.S1 Engage students in science inquiry

Action Step 1

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

Resource Type

Professional Development

Resource

Online learning resources, Curriculum Planning and Data Tracking, Common Core, Best Practices

Funding Source

Title II and School Improvement

Amount Needed

\$3,000

G5. Increase student achievement gains system-wide by focusing on teaching and learning.

G5.B3 Regular student attendance

G5.B3.S1 School-wide initiative to improve regular school attendance

Action Step 1

Quarterly incentive

Resource Type

Evidence-Based Program

Resource

Program materials, data tracking and achievement recognition

Funding Source

School Improvement

Amount Needed

\$2,000