

The School District of Lee County

# Island Coast High School



2020-21 Schoolwide Improvement Plan

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# Island Coast High School

2125 DE NAVARRA PKWY, Cape Coral, FL 33909

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

## Demographics

**Principal: Michelle Cort**

Start Date for this Principal: 7/1/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (42%) 2017-18: C (50%) 2016-17: C (43%) 2015-16: C (41%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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. 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.

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# Island Coast High School

2125 DE NAVARRA PKWY, Cape Coral, FL 33909

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p><b>2019-20 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">78%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">54%</p>

## School Grades History

<b>Year</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>
<b>Grade</b>	C	C	C	C

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## SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

## 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. 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: School Information

### School Mission and Vision

**Provide the school's mission statement.**

The mission of Island Coast High School is to prepare all students for post secondary success through attendance, behavior and classroom instruction.

**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.

### School Leadership Team

**Membership**

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

Name	Title	Job Duties and Responsibilities
Cort-Mora, Michelle	Principal	<p>Achieve results on the school’s goals and demonstrate that student learning is the top priority through leadership actions that build and support a learning organization focused on student success.</p> <p>Work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.</p> <p>Engage in data analysis for instructional planning and improvement and communicate the relationship among academic standards, effective instruction, and student performance.</p> <p>Implement the District’s adopted curricula and state’s adopted academic standards in a manner that is rigorous and culturally relevant to the students and school and ensure the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.</p> <p>Recruit, retain, and develop an effective and diverse faculty and staff. Generate a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan.</p> <p>Structure and monitor a school learning environment that improves learning for a diverse student population and maintains a safe, respectful, and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy.</p> <p>Initiate and support continuous improvement processes focused on the students’ opportunities for success and well-being.</p> <p>Manage schedules, delegate, and allocate resources to</p>



Name	Title	Job Duties and Responsibilities
		<p>promote collegial efforts in school improvement and faculty development and demonstrate fiscal responsibility to maximize the impact of fiscal resources on instructional priorities.</p> <p>Maintain high visibility at the school and in the community, regularly engage stakeholders in the work of the school, and communicate opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversation about important school issues.</p> <p>Demonstrate a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and the local community.</p>
Cain, Leigh Ann	Assistant Principal	<p>Assist in achieving results on the school's goals and demonstrate that student learning is the top priority through leadership actions that build and support a learning organization focused on student success.</p> <p>Enable faculty and staff to work as a system focused on student learning and engage faculty and staff in efforts to close learning performance gaps among student subgroups within the school.</p> <p>Engage in data analysis for instructional planning and improvement and communicate the relationships among academic standards, effective instruction, and student performance.</p> <p>Assist in the implementation of the District's adopted curricula and State's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school and ensure the appropriate use of high quality formative and interim assessments.</p> <p>Generate a focus on student and professional learning in the</p>

Name	Title	Job Duties and Responsibilities
		<p>school that is clearly lined to the system-wide strategic objectives and the School Improvement Plan.</p> <p>Assist with supporting continuous improvement processes focused on the students' opportunities for success and well-being.</p> <p>Assist with providing timely information about the effectiveness of instruction, student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.</p> <p>Engage in professional learning that improves professional practice in alignment with the needs of the school system.</p>
Woods, Winston	Assistant Principal	<p>Assist in achieving results on the school's goals and demonstrate that student learning is the top priority through leadership actions that build and support a learning organization focused on student success.</p> <p>Enable faculty and staff to work as a system focused on student learning and engage faculty and staff in efforts to close learning performance gaps among student subgroups within the school.</p> <p>Engage in data analysis for instructional planning and improvement and communicate the relationships among academic standards, effective instruction, and student performance.</p> <p>Assist in the implementation of the District's adopted curricula and State's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school and ensure the appropriate use of high quality formative and interim assessments.</p> <p>Generate a focus on student and professional learning in the school that is clearly lined to the system-wide strategic objectives and the</p>

Name	Title	Job Duties and Responsibilities
		<p>School Improvement Plan.</p> <p>Assist with supporting continuous improvement processes focused on the students' opportunities for success and well-being.</p> <p>Assist with providing timely information about the effectiveness of instruction, student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.</p> <p>Engage in professional learning that improves professional practice in alignment with the needs of the school system.</p>
Wallace, Suzanne	Other	<p>Plan and organize the school administration of all District-wide assessments.</p> <p>Provide training to all teachers regarding appropriate test administration procedures.</p> <p>Promote the District's interest in increasing student achievement by working with the educational interests of students in mind at all times.</p> <p>Maintain positive communication with colleagues, community members, parents, and students to promote an increase in community engagement in education.</p> <p>Promote a culture of high performance and continuous improvement by valuing learning and making a commitment to quality.</p>
dearinger, jeremy	Assistant Principal	<p>Assist in achieving results on the school's goals and demonstrate that student learning is the top priority through leadership actions that build and support a learning organization focused on student success.</p> <p>Enable faculty and staff to work as a system focused on student learning and engage faculty and staff in efforts to close learning performance gaps among student subgroups within the school.</p> <p>Engage in data analysis for instructional planning and</p>

Name	Title	Job Duties and Responsibilities
		<p>improvement and communicate the relationships among academic standards, effective instruction, and student performance.</p> <p>Assist in the implementation of the District’s adopted curricula and State’s adopted academic standards in a manner that is rigorous and culturally relevant to the students and school and ensure the appropriate use of high quality formative and interim assessments.</p> <p>Generate a focus on student and professional learning in the school that is clearly lined to the system-wide strategic objectives and the School Improvement Plan.</p> <p>Assist with supporting continuous improvement processes focused on the students’ opportunities for success and well-being.</p> <p>Assist with providing timely information about the effectiveness of instruction, student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.</p> <p>Engage in professional learning that improves professional practice in alignment with the needs of the school system.</p>
<p>Padilla, Kathy</p>	<p>Assistant Principal</p>	<p>Assist in achieving results on the school’s goals and demonstrate that student learning is the top priority through leadership actions that build and support a learning organization focused on student success.</p> <p>Enable faculty and staff to work as a system focused on student learning and engage faculty and staff in efforts to close learning performance gaps among student subgroups within the school.</p> <p>Engage in data analysis for instructional planning and improvement and communicate the relationships among academic standards,</p>



**Total number of teacher positions allocated to the school**

84

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (42%) 2017-18: C (50%) 2016-17: C (43%) 2015-16: C (41%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**Early Warning Systems**

**Current Year**

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	333	413	351	311	1408
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	38	49	54	53	194
One or more suspensions	0	0	0	0	0	0	0	0	0	39	21	20	15	95
Course failure in ELA	0	0	0	0	0	0	0	0	0	5	75	33	15	128
Course failure in Math	0	0	0	0	0	0	0	0	0	7	13	18	30	68
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	83	90	86	99	358
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	65	70	57	105	297

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	66	91	65	96	318

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1	0	0	3	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	4	2	3	13

**Date this data was collected or last updated**

Tuesday 10/20/2020

**Prior Year - As Reported**

**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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	420	385	375	334	1514
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	316	285	279	218	1098
One or more suspensions	0	0	0	0	0	0	0	0	0	27	24	18	12	81
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	93	95	71	5	264
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	144	162	211	209	726

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	85	169	101	100	455

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	32	36	26	34	128
Students retained two or more times	0	0	0	0	0	0	0	0	0	18	19	12	9	58

**Prior Year - Updated**

**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
Number of students enrolled	0	0	0	0	0	0	0	0	0	420	385	375	334	1514
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	316	285	279	218	1098
One or more suspensions	0	0	0	0	0	0	0	0	0	27	24	18	12	81
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	93	95	71	5	264
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	144	162	211	209	726

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	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	85	169	101	100	455

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	32	36	26	34	128
Students retained two or more times	0	0	0	0	0	0	0	0	0	18	19	12	9	58

**Part II: Needs Assessment/Analysis**

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	39%	55%	56%	31%	53%	53%
ELA Learning Gains	37%	49%	51%	31%	45%	49%
ELA Lowest 25th Percentile	25%	37%	42%	29%	37%	41%
Math Achievement	31%	50%	51%	23%	41%	49%
Math Learning Gains	28%	45%	48%	27%	34%	44%
Math Lowest 25th Percentile	30%	43%	45%	41%	33%	39%
Science Achievement	47%	62%	68%	50%	62%	65%
Social Studies Achievement	53%	67%	73%	55%	63%	70%



EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

**Grade Level Data**  
**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	39%	51%	-12%	55%	-16%
	2018	31%	51%	-20%	53%	-22%
Same Grade Comparison		8%				
Cohort Comparison						
10	2019	33%	48%	-15%	53%	-20%
	2018	37%	50%	-13%	53%	-16%
Same Grade Comparison		-4%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	45%	56%	-11%	67%	-22%
2018	79%	61%	18%	65%	14%
Compare		-34%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	51%	64%	-13%	70%	-19%
2018	52%	62%	-10%	68%	-16%
Compare		-1%			

  

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	32%	59%	-27%	61%	-29%
2018	32%	60%	-28%	62%	-30%
Compare		0%			

  

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	27%	50%	-23%	57%	-30%
2018	46%	53%	-7%	56%	-10%
Compare		-19%			

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	11	22	19	15	22	22	23	33		91	18
ELL	12	25	16	32	44	45	37	37		88	42
BLK	23	26	11	19	16	29	36	38		91	20
HSP	38	39	27	29	31	43	48	50		93	39
MUL	50	29		32	13		63				
WHT	43	39	30	35	29	22	47	58		95	34
FRL	34	33	25	28	23	26	44	46		94	34

  

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	31	23	16				40		64	22
ELL	16	41	35	26	50			29		80	63
BLK	37	41	38	37	28			65		87	37
HSP	29	34	27	37	40	47	87	46		94	56
MUL	44	33						65			
WHT	38	39	26	44	38	50	89	57		86	47
FRL	33	34	28	40	36	49	88	54		89	51

  

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	13	22	21	10	33	41	18	39		70	44

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
ELL	5	22	23	7	24	27	20	13		70	63
BLK	28	23		13	27	42	33	59		90	50
HSP	31	30	26	23	25	31	40	44		86	54
MUL	36	48		10	35						
WHT	32	32	35	27	27	49	58	63		89	62
FRL	28	29	30	19	24	39	44	50		87	55

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	462
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	37
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
<b>White Students</b>	
Federal Index - White Students	43
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

**Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Student learning gains in ELA for students in the lowest 25% had the greatest gap when compared to the state average. Factors contributing to this gap include an increase in the enrollment of English Language Learners and a spike in the percentage of students with chronic absence from school from the previous year; up 5% from 13% in 2018-2019 to 18% in 2019-2020 school year.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Overall achievement in ELA for 9th grade showed the greatest decline from the prior year. In 2018-2019, 43% of students in grade 9 demonstrated proficiency on FSA ELA, compared to 33% of students scoring at an achievement level of 3 or higher on district progress monitoring assessment: STAR Reading. Factors that contributed to this decline are high teacher turnover in the ELA and Reading department.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Student learning gains in ELA for students in the lowest 25% had the greatest gap when compared to the state average. Factors contributing to this gap include an increase in the enrollment of English Language Learners and a spike in the percentage of students with chronic absence from school from the previous year; up 5% from 13% in 2018-2019 to 18% in 2019-2020 school year.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Overall achievement in Biology showed the most improvement. Maintaining consistency in teaching faculty for the 2019-2020 school year contributed to this increase. In addition, the utilization of student data on quarterly district progress monitoring assessments to make instructional decisions impacted student achievement.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

The overall areas of concern is Algebra, we are placing a higher focus on remediation for our students who are not performing in this subgroup.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. We are focusing our efforts on supporting Algebra and Geometry with an emphasis remediation and intervention.
2. ELA Learning Gains
3. ELA Achievement for the Lowest 25%
4. Math Learning Gains
5. Student Attendance

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Culture & Environment specifically relating to Student Attendance**

<b>Area of Focus Description and Rationale:</b>	The attendance rate is important because students are more likely to succeed in academics when they attend school consistently.
<b>Measurable Outcome:</b>	Island Coast High School will reduce the number of students with attendance below 90% by 3% for 2020-2021.
<b>Person responsible for monitoring outcome:</b>	Michelle Cort-Mora (michelleco@leeschools.net)
<b>Evidence-based Strategy:</b>	Administration and faculty will make parent contact after five unexcused absences.
<b>Rationale for Evidence-based Strategy:</b>	Research shows that parent communication can result in increased student attendance.

**Action Steps to Implement**

1. Generate weekly attendance report
2. Meet with Intervention Specialist weekly
3. Make staff aware of attendance rates biweekly
4. Document parent communication in Castle
5. Parent conferences

**Person Responsible** Michelle Cort-Mora (michelleco@leeschools.net)

**#2. Culture & Environment specifically relating to Discipline**

<b>Area of Focus Description and Rationale:</b>	Students who are suspended from school are more likely to drop out of school.
<b>Measurable Outcome:</b>	Island Coast High School will decrease the total number of students who receive OSS by 10% for 2020-2021.
<b>Person responsible for monitoring outcome:</b>	Winston Woods (winstonw@leeschools.net)
<b>Evidence-based Strategy:</b>	Administration, faculty, and staff will incorporate restorative practices designed to improve the culture at Island Coast High School.
<b>Rationale for Evidence-based Strategy:</b>	Administration will meet bimonthly with the intervention specialist and school social worker to monitor discipline data in CASTLE.

**Action Steps to Implement**

1. Implement Safety and Supervision plan
2. Utilization of discipline card for minor offenses
3. Peer mediation
4. Quarterly preventive education outreach

**Person Responsible** Winston Woods (winstonw@leeschools.net)

**#3. Instructional Practice specifically relating to ELA**

<b>Area of Focus Description and Rationale:</b>	Staff has identified ELA as a focus and stretches across all disciplines in our building.
<b>Measurable Outcome:</b>	The percentage of students making learning gains in ELA will increase from to 37% in 2018-2019 to 39% in 2020-2021.
<b>Person responsible for monitoring outcome:</b>	Leigh Ann Cain (leighac@leeschools.net)
<b>Evidence-based Strategy:</b>	Faculty members will use data from formative assessments to design targeted instruction.
<b>Rationale for Evidence-based Strategy:</b>	Data driven instruction communicates clear, specific learning goals that focuses on goals that represent valuable educational outcomes with applicability beyond the learning content.

**Action Steps to Implement**

1. Leadership Teams meet bimonthly to disaggregate progress monitoring data
2. Display progress monitoring data for staff and students
3. Student data chats

**Person Responsible** Leigh Ann Cain (leighac@leeschools.net)

**#4. Instructional Practice specifically relating to Math**

<b>Area of Focus Description and Rationale:</b>	Students' mathematical achievements in secondary school have an influential effect on their performance in college and their future careers.
<b>Measurable Outcome:</b>	The percentage of students making learning gains in Mathematics will increase from to 28% in 2018-2019 to 30% in 2020-2021.
<b>Person responsible for monitoring outcome:</b>	Leigh Ann Cain (leighac@leeschools.net)
<b>Evidence-based Strategy:</b>	Faculty members will use data from formative assessments to design targeted instruction.
<b>Rationale for Evidence-based Strategy:</b>	Using data driven instruction is a research-based strategy.

**Action Steps to Implement**

1. Leadership Teams meet bimonthly to disaggregate progress monitoring data
2. Display progress monitoring data for staff and students
3. Student Data Chats

**Person Responsible** Leigh Ann Cain (leighac@leeschools.net)

**#5. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**

**Area of Focus Description and Rationale:** Students with Disabilities, English Language Learners, Black/African American, Multiracial, and Economically Disadvantaged students will be areas of focus in order to increase student achievement based on data from FY19.

**Measurable Outcome:** All ESSA subgroup performance data will increase to 42% in FY21.

**Person responsible for monitoring outcome:** Michelle Cort-Mora (michelleco@leeschools.net)

**Evidence-based Strategy:** Progress monitoring data in all areas will be used to drive instructional decisions during PLCs to increase supports for SWD, ELL, Black/African American, Multiracial, and Economically Disadvantaged students at Island Coast School. Social Emotional learning opportunities will be utilized to increase social emotional wellness among our student body.

**Rationale for Evidence-based Strategy:** Data driven decision making has been proven to be an effective strategy for increasing student achievement. PLCs teams can make stronger connections with students to increase attendance and decrease discipline, which will improve student achievement. It is also important to focus on social and emotional wellness for our student body to increase their ability to focus on learning.

**Action Steps to Implement**

1. Data driven PLCs to drive instruction
2. Analysis of discipline and attendance data during PLCs to increase supports
3. Provide social and emotional wellness learning opportunities to increase ability to focus on learning

**Person Responsible:** Michelle Cort-Mora (michelleco@leeschools.net)

**Additional Schoolwide Improvement Priorities**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

NA

**Part IV: Positive Culture & Environment**



A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

We conduct SAC meetings via Zoom to give all stakeholders the opportunity to participate  
 We share video link with stakeholders so that they are aware of what is happening within the school

The School District of Lee County is working toward certification of Marzano's High Reliability levels which is intended to produce a system that has high reliability and becomes transformational in its approach to educating its students. When a school has met the criterion indicators for a specific level in the model, it consistently monitors those indicators and makes immediate corrections when school performance falls below acceptable levels. The first level of school effectiveness is a Safe and Orderly Environment that Supports Cooperation and Collaboration. Our school is currently working through PLCs in leadership to bring forward the knowledge at the school level to begin our study of the leading indicators: (1) The faculty and staff perceive the school environment as safe and orderly. (2) Students, parents, and the community perceive the school environment as safe and orderly. (3) Teachers have formal roles in the decision-making process regarding school initiatives. (4) Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students (5) Teachers and staff have formal ways to provide input regarding the optimal functioning of the school. (6) Students, parents, and community have formal ways to provide input regarding the optimal functioning of the school. (7) The success of the whole school, as well as individuals within the school, is appropriately acknowledged (8) The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers. As this knowledge is put into action, our school will work with teachers, students, parents, and community members to engage in and study the indicators to ensure that the school culture is inclusive and positive.

**Parent Family and Engagement Plan (PFEP) Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

**Part V: Budget**

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Discipline	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00

	<b>Total:</b> <b>\$0.00</b>
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