Island Coast High School

2023-24
Schoolwide Improvement Plan (SIP)

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Island Coast High School

2125 DE NAVARRA PKWY, Cape Coral, FL 33909

http://ich.leeschools.net/

School Board Approval

This plan was approved by the Lee County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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 which includes a plan for either 2 year college, 4 year college, a technical or a career path.

Provide the school's vision statement.

To ensure all students are prepared for the rigor of educational or professional success.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Cort-Mora, Michelle	Principal	Oversee the operation of the school
Auer, Michael	Assistant Principal	Student Discipline
schneider, Cindy	Assistant Principal	Curriculum
Eckhardt, Trent	Assistant Principal	Discipline
Thomas, Courtney	Assistant Principal	Discipline

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Marlon Brathwaite
Shay Pearson
Joa Rodriquez

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

During our monthly meetings, we will review progress monitoring data to ensure we are making efforts to meet the standards.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	62%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	593
One or more suspensions	0	0	0	0	0	0	0	0	0	274
Course failure in ELA	0	0	0	0	0	0	0	0	0	242
Course failure in Math	0	0	0	0	0	0	0	0	0	257
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	545
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	565
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	18	47	50	35	49	51	32		
ELA Learning Gains				35			31		
ELA Lowest 25th Percentile				26			26		
Math Achievement*	26	34	38	30	33	38	23		
Math Learning Gains				37			14		
Math Lowest 25th Percentile				37			13		
Science Achievement*	38	54	64	36	35	40	42		
Social Studies Achievement*	47	58	66	46	40	48	48		
Middle School Acceleration					38	44			
Graduation Rate	83	84	89	92	49	61	98		
College and Career Acceleration	55	65	65	56	60	67	49		
ELP Progress	41	36	45	42			39		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	308
Total Components for the Federal Index	7
Percent Tested	95
Graduation Rate	83

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	43

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	472
Total Components for the Federal Index	11
Percent Tested	95
Graduation Rate	92

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	4	4
ELL	30	Yes	3	1
AMI				
ASN				
BLK	36	Yes	3	
HSP	42			
MUL	38	Yes	3	
PAC				
WHT	49			
FRL	42			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	3	3
ELL	38	Yes	2	
AMI				
ASN	52			
BLK	40	Yes	2	
HSP	43			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
MUL	36	Yes	2	
PAC				
WHT	44			
FRL	40	Yes	2	

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22**	**C & C Accel 2021-22**	**ELP Progress**
All Students	18			26			38	47		83	55	41
SWD	10			7			20	38		21	7	30
ELL	5			15			20	16		42	7	41
AMI												
ASN												
BLK	8			16			25	41		42	6	
HSP	14			27			33	42		56	7	42
MUL	36			38			44	33			4	
PAC												
WHT	23			26			46	52		58	6	
FRL	16			23			36	43		50	7	44

2021-22 ACCOUNTABILITY 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 2020-21**	**C & C Accel 2020-21**	**ELP Progress**
All Students	35	35	26	30	37	37	36	46		92	56	42
SWD	9	25	23	10	28	36	20	21		81	15	
ELL	20	35	28	21	41	41	21	16		96	55	42
AMI												
ASN	58	45										

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
BLK	29	37	24	20	38	67	25	30		98	27	
HSP	36	37	22	31	41	35	35	43		93	54	44
MUL	35	27		21	35		36	60				
PAC												
WHT	35	33	32	31	32	28	38	52		88	67	
FRL	33	36	24	25	35	37	30	44		89	52	31

2020-21 ACCOUNTABILITY 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 2019-20	C & C Accel 2019-20	ELP Progress
All Students	32	31	26	23	14	13	42	48		98	49	39
SWD	15	25	16	5	11	14	16	22		89	28	
ELL	16	32	29	7	14	21	18	19		100	41	39
AMI												
ASN	64											
BLK	22	33	21	11	14	14	20	32		92	18	30
HSP	33	35	28	19	13	13	42	41		98	49	42
MUL	29	35		5	14							
PAC												
WHT	33	27	26	30	16	7	45	59		98	53	
FRL	30	29	20	21	16	14	37	40		97	47	38

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	28%	45%	-17%	50%	-22%
09	2023 - Spring	27%	46%	-19%	48%	-21%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	22%	39%	-17%	50%	-28%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	29%	43%	-14%	48%	-19%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	37%	50%	-13%	63%	-26%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	42%	54%	-12%	63%	-21%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

ELA 9/10 th grades
We lost (3) teachers who relocated after the hurricane, classroom was covered by paras and teachers covering during planning.

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

ELA 9/10 th grades
We lost (3) teachers who relocated after the hurricane, classroom was covered by paras and teachers covering during planning.

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.

ELA 9/10 th grades
We lost (3) teachers who relocated after the hurricane, classroom was covered by paras and teachers covering during planning.

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

Biology had an increase of 1%

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance

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

ELA proficiency
Graduation Rate

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

TIER 1 PBIS was initiated in the 21/22 SY. For that initial year the focus was on getting the message out to the school that positive behavior would be celebrated. A PBIS Team was formed that represented different departments and the first level of response was in the classroom. Our initial walk thru was a low score but we were challenged to do better. A student committee was formed and the next school year so an uptick in activities. A local retirement community began to sponsor activities and quarterly events were held. The two end-of semester events included major prize give-ways of item donated by the community. We had "No Tardy" parties, classroom challenges and an end of year party for students who had either maintained a 3.0+ GPA and 95% attendance, or for students who had showed major improvements such as increasing GPA, test scores or improved attendance and/or behavior. Students had to apply to attend and the student committee ran most of the events. Our second score was an 87/100. This year our student committee has decided that they want to be a club so more students are involved and our staff team has become a school committee. They will be planning quarterly celebrations for students arriving on time to school and in class. End of the semester celebrations for students are being planned and the club will be decorating the school with positive messages.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our focus for this year is to address Tier 1 attendance, with the aim to increase on time,daily attendance to 95%

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Students who are attending daily, on time, will be recognized with classroom and schoolwide incentives. Students who are not meeting the stated goals will be identified, surveyed as to why they aren't meeting the goals and offered opportunities to improve their attendance. Members of the Staff PBIS Committee will reach out to the parents of the students to determine if there are family needs that can be addressed.

Person responsible for monitoring outcome:

Michael Auer (michaelrau@leeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students who are consistently on time and in attendance (90>%) will be acknowledged by teachers and school through invitation to an end of quarter celebration.
Students who are chronically late (<80%) will be identified and PBIS Staff Committee will reach out to them to initiate an opportunity for them to earn an invitation by increasing their attendance by 20% or greater.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

School wide (TIER 1) PBIS has been shown through multiple studies to increase desired behaviors while decreasing undesired behaviors.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We implemented PBIS (2) years ago, and our PBIS Model School score has increased from a very low score to an 87%.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

PBIS has made outreach to a local community. They will sponsor activities this year. In 22-23 SY they provided $1500 in funds, 5 I-Pads, 4 I-Phones 4 Apple watches and various other donated items.
This year, besides the local community, the Student Club has also found a sponsor to help them with promotional materials and incentives.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

At the beginning of the school year, Our Island Coast High School (ICHS) families and students will be invited to an open house and the Annual Title I meeting where staff will share the vision, mission, and culture of the school. At ICHS we will provide information to all stakeholder through Newsletter, School Messenger, Website, and electronic school sign in regard to school progress. Parents, teachers, students, community members and business partners will participate in the comprehensive needs' assessment by ICHS's School Advisory Council's (SAC) processes and events or meetings to include curriculum events and sharing and analyzing data for all student groups including regular education, ESE, gifted, migrant, ELLs, L25, educationally disadvantaged and historically under served, identifying school needs. Additionally, our ICHS stakeholders will participate via invitations through the school newsletter, School Messenger, direct phone call, or flexible meeting schedules. School Messenger messages will be translated in languages as reflected in our student body. We will also make every effort, when possible, to have a Spanish and Haitian Creole translator in each SAC meeting.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Island Coast High School recognizes the enormous importance of increasing parental and family engagement in raising student achievement at all levels. To accomplish this and to determine the needs/ barriers of our parents, schools, the PFEP team analyzes the current building capacity activities, compares participation numbers, and addresses the barriers that limit parent participation. These barriers include lack of transportation, language barriers, childcare, and an inability to leave work. In addition, since we are a Title I school, we complete the Florida DOE template for the Parent and Family Educational Plan (PFEP). School data is reported to the district to become a part of the District PFEP Evaluation and goal setting process. Schools` baseline data sources. i.e.., number of volunteers and volunteer service hours, become the guiding force to annual evaluation and improvement of the school`s parent involvement program to enhance student achievement for the upcoming school year. Announcement inviting ALL parents to attend PFEP planning meeting in 2 languages, attendance and volunteer logs, SAC meeting minutes, the Title 1 crate, and test results are all available to give additional information to the parents. The PFEP will be a principal element of the review process for each school in

gathering data at the end of the year as the schools complete their SIP (Comprehensive Needs Analysis) in preparation for revising School Improvement Plans.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

*Tutoring/Enrichment Programs
*Personnel hiring. Teachers, Coaches, Counselors, Instructional Support/Paraprofessionals
*Ensure quality of learning/planning time
*Mentoring at-risk students with a "go-to" person at each grade level
*JROTC has mentoring/motivation classes for 9th grade students Gator Gains
*PD opportunities to improve quality of instruction
*Admin oversees department meetings to ensure quality of planning and has ongoing data chats in each area of instruction
*Continually check on-course planning model to make sure they are following the state and county academic expectations and timelines
*Ensure that 11-12 grade At Risk Students are registered for ACT/SAT
*

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

We partner with many local programs to to support ESSA bi-laws:
*Career and Adult Education
*Foundation of Lee County Schools
*Florida Gulf Coast University
*Florida Southwestern State College
*Lee County Acceleration Academies

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The Lee County School District follows the mental health guidelines set forth by the State of Florida Department of Education. This includes providing universal positive and behavioral support. The district also, with parental permission, assesses and screens students to determine what level of mental health support would best meet their mental health needs. These supports range from school check-ins, school-based mental health counseling as well as a referral pathway to outside mental health services. The Lee County School District employs evidence-based practices in the foundational instruction of students with a focus on building resiliency, promoting physical and emotional wellness, overall health, social development, overcoming adversity, critical thinking and problem solving, prevention of substance use, and other topics.
The Lee County School District employs school-based mental health professionals, school counselors, school social workers, school psychologists, and licensed mental health professionals to ensure that school-based mental health services are provided to students.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Career Academies – Career academies are specialized learning communities within a school. It involves teachers and paraprofessionals from different subjects working together as a team. Students complete team designed projects. Partnerships with the business community provide academy students the opportunity to participate in field trips, internships, and on the job training. The career academies include Academy of Building Construction, Academy of Manufacturing and Engineering, Academy of Business, Finance, IT and Marketing, Academy of Medical and Biotechnology, and Hospitality and Tourism Academy. The district offers Microsoft, Adobe Autodesk 3D Studio Max Design Associate, and Adobe certification programs.
Advanced Placement Program – The Advanced Placement (AP) Program is based on the premise that college level material can be taught successfully to able and well-prepared secondary school students. Participating colleges grant credit and/or appropriate placement to students who pass the AP examinations. Students enrolled in AP courses are encouraged to take the AP exams. The district pays for the exams.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Each school has a designated Intervention Specialist that facilitates team processes and ensures that identified interventions are implemented and monitored for effectiveness. Currently, the district utilizes "Insights to Behavior" to assist with the ongoing teamwork for behavior support in the tiered model using RtI. This includes the use of additional tools such as the Functional Behavior Assessment (FBA), data collection tools, reporting tools, and behavior intervention plan tools. Intervention Specialists assist classroom teachers and school-based personnel in the implementation of behavioral interventions and data collection, as well as serve as the primary contact for families with students receiving interventions. In the School District of Lee County, the Multi-tiered System of Supports school-based teams may, when needed, refer students to other district/school supports including the school-based mental health team, Section 504 eligibility consideration, and/or evaluation for consideration of eligibility under IDEA. Likewise, when students respond to interventions, the team may recommend maintaining current levels of interventions, reducing interventions, or exiting interventions as appropriate.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

The district`s Curriculum and Staff Development department will offer training opportunities for paraprofessionals in the core subject areas and technology. In addition, new ESOL paraprofessionals will receive 12 hours of training regarding strategies to assist English Language Learners (ELL) to improve student performance. When appropriate, Instructional Support (Para) will participate in the same training as teachers at Title I schools.
Curriculum and Staff Development will offer teachers a multitude of opportunities to improve effectiveness. They will include (but are not limited to) the following: Florida Standards, Differentiated Instructional Strategies, Analytics (Data Analysis) and Instructional Change, Classroom Walkthrough, Kagan Cooperative Learning, Instruction within the Block, SIOP, and subject area training for adopted texts.
Teacher leaders at schools will support classroom instructional staff daily by coaching, modeling, and/or providing resources to improve instructional activities. Professional development

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

NA

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes