

Island Coast High School



2014-15 School Improvement Plan

Island Coast High School

2125 DE NAVARRA PKWY, Cape Coral, FL 33909

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

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

76%

Alternative/ESE Center

No

Charter School

No

Minority

47%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	A	B	B

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

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 Environment

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

Island Coast High School learns about students' cultures by looking closely at demographic data and through professional development designed specifically for our student body. This year we offered and had our teachers attend a training on the frame work of poverty to help our staff better understand the struggles most of our students deal with on a daily basis. This training was extremely important because we have just recently become a title I school.

relationships are built between teachers and students in various ways, team building and class building is a focus in our classrooms through the integration of Kagan cooperative learning strategies. Our PBS/Renaissance program also helps to build these relationships by empowering teachers and students to recognize and reward one another for doing well at something. We have PLC groups that are designed based off of school needs to strengthen teacher/student relationships as well, including but not limited to Senior Mentoring, Bottom Quartile, and attendance.

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

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

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

ICHS is currently shifting from PBS to Renaissance we use our PRO GATOR expectations to help keep our students well behaved and focused on their education. P- prepared, R - respectful, O - on time, G - gator pride, A - attentive, T- trustworthy, O - organized, and R - responsible. Discipline is handled in alignment with the school district code of conduct with the addition of our in-house detention slip system designed to minimize the number of referrals for lower level discipline infractions.

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

Counselors are here to support all of our students. We currently have two counselors, one for 9th and 10th grades and another for 11th and 12th grade. We are actively seeking a 3rd highly qualified counselor. Mentoring is offered through several different student focused teams. Our PRO-GATOR PLC groups will offer mentoring through the following PLC Teams - interventions, senior mentoring, Bottom Quartile, Attendance/Discipline, and PBS/Renaissance

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/179585>.

Description

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

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

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

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Bueno, Kristin	Principal
Player, Mitchell	Assistant Principal
Sell, Holly	Other
McNeeley, Angel	Assistant Principal
Druskis , Johnathan	Assistant Principal
Steele , Mike	Assistant Principal
Cannamela , Kim	Instructional Coach

Duties

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

Island Coast High School Leadership Team

Kristin Bueno, Principal

Mitchell Player, Assistant Principal

Angel McNeeley, Assistant Principal

Johnathan Druskis, Assistant Principal

Mike Steele, Assistant Principal

Holly Sell, Title I specialist

Kim Cannamela, Reading Coach

Amanda Weinrich, TIF Lead Teacher

Donna Agostinelli, TIF Lead Teacher

Trenna Woodly, TIF Lead Teacher

Rosie Perez, TIF Lead Teacher

Allison Demming, Math Department Head

Amy Cicchino, ELA Department Head

Carole Gruenewald, Biology Teacher

The Administration team meets twice a week together to monitor the school holistically. Lead Teachers meet with administration once a week to discuss instructional practices and teacher development efforts. PLCs are conducted by teacher leaders and department heads every Thursday to assess and reach the needs of our students. During all of these scheduled meetings shared decision making occurs in an effort to better reach our students' needs.

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

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.

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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Allison Demming	Teacher
Rhonda Tucker	Parent
Wayland Lauterbach	Parent
Carlos Anzoategui	Parent
Cheryl Mackinnon	Parent
David Mackinnon	Parent
Cynthia Williams	Parent
Kristin Bueno	Principal
Carlos Anzoategui Jr	Student
Charles Edison	Student
Marilin Fernandez	Education Support Employee
Jyne Forbes	Education Support Employee
Tim Fredricks	Business/Community
Mary Hood	Business/Community
Mitch Player	Principal

Duties

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

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

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.

Preparation of the school's annual budget and plan

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

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

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

No

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

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Cannamela , Kim	Instructional Coach
Bueno, Kristin	Principal
McNeeley, Angel	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

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.

Public and Collaborative Teaching

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

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

Academic departments work on a rotating schedule in Academic Professional Learning Communities (PLC) to evaluate the four PLC questions which are: What do we expect our students to learn? How will we know they are learning? How will we respond when they don't learn? and How will we respond if they already know it?. In addition, Pro-Gator PLC's rotate in the schedule which are need based groups based on categories for high school grading components. Professional development PLC's are also rotated on the schedule to reflect the district and school professional development objectives for the year. Additional optional professional development is offered based on staff-driven interests. Island Coast High School implements a common planning (CP) practice with its teachers in most of the core content areas. CP diminishes the tendency of teacher isolation and increases collaboration. Teachers demonstrate higher levels of commitment, satisfaction, efficacy and improvement of student outcomes. Teachers are able to better develop a personalized learning environment creating positive relationships with their colleagues and students. Implementations of standards are consistent and adjusted to meet the changing conditions and diverse needs of the student population. CP is a venue for teachers' ongoing professional development and for securing strong implementation of organizational, curricular and instructional reforms.

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

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

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

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

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

Person Responsible: Angel McNeely

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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

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

- Blitz PLC uses data to identify bubble students (high level 2, low level 3) for additional intensive in-school instruction to support mastery of the Florida Standards.
- L25 Data Tracking PLC monitors data for the academically at-risk population, mentoring and academic support is given to increase achievement.
- Advanced Placement PLC identifies students with the potential to be successful in upper level courses.

English/Reading

- Student created and monitored data folders identify previous year's test scores (FCAT 2.0) as well as current data from resources such as Achieve 3000 (Level Set and Activity Scores), Edge Cluster and Unit Tests in reading and FAS in Writing.

Math

- FCAT and EOC data is used to appropriately place students into a double block, regular, or honors' level class. Teachers use TTM and ALEKS data to track students' proficiency. Additionally, students track their own data for greater individual accountability.

Science

- To aid in the alignment of dated text materials to new standards, teachers have created a standards-based checklist to monitor mastery of skills by individual students. This chart is monitored by students which increases individual accountability. Administration uses FCAT Reading data to place students into an appropriate science course.

School-wide Strategies such as:

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

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

Strategy: After School Program

Minutes added to school year: 7,440

All students at Island Coast High School (1600 will be enrolled in English, Science and Mathematics.) Students who score below standards on the 2014 FCAT will be enrolled in Intensive Reading and Intensive Math. A review of the data reveals that 52% of students scored below standards on FCAT 2.0 and 49% in EOC Mathematics. Remediation needs to be available to students during and after school hours. Three teachers will deliver remediation in core subject areas Monday-Wednesday from September 2014-April 2015 (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 2014-April 2015.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Sell, Holly, hollyms@leeschools.net

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

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

Strategy: Extended School Day

Minutes added to school year: 1,800

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

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

Competition produces data by individual student performance and school ranking.

Strategy: Extended School Day

Minutes added to school year: 1,800

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

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

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

Student Transition and Readiness

PreK-12 Transition

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

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

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

College and Career Readiness

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

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

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

Electives are organized around Major Areas of Interest. Four career academies are available at Island Coast High School. Students have an opportunity to enroll in the Academy of Natural Resources, Academy of Information Technology, Academy of Law, and the Academy of Marketing and Business. All teachers begin each class with a bell ringer that is relevant to an area determined to be an area of primary concern. Teachers are required to provide detailed lesson plans based on district academic plans that include 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. Industry certifications may be earned through a selection of Microsoft and Adobe products. An opportunity to

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

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** In 2014-2015, the percentage of students in grades 9-10 scoring at or above grade level in Reading will increase from 48% to 54% as reported by the FSA Reading assessment.
- G2.** In 2014-2015, the percentage of students in Algebra I will score at or above grade level in EOC's and will increase from 52% to 56% as reported by EOC data. In 2014-2015, the percentage of students in Geometry will increase from 38%-43% as measured by EOC
- G3.** In 2014-2015 students passing the FSA writing component will raise from 62% to 64%.
- G4.** In 2014/2015 students will increase the percentage of students scoring a level 3 or above from 62% to 65% on the Biology EOC.
- G5.** In 2014-2015, the 4-year graduation rate will increase from 89% to 91% by utilizing support structures designed to help monitor student progress towards graduation.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. In 2014-2015, the percentage of students in grades 9-10 scoring at or above grade level in Reading will increase from 48% to 54% as reported by the FSA Reading assessment. 1a

G041787

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	54.0
ELA/Reading Gains	63.0
ELA/Reading Lowest 25% Gains	72.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Background knowledge of effective reading strategies.

Plan to Monitor Progress Toward G1. 8

Final Teacher Evaluation

Person Responsible

Mitchell Player

Schedule

On 5/29/2015

Evidence of Completion

Teacher Final Evaluation

G2. In 2014-2015, the percentage of students in Algebra I will score at or above grade level in EOC's and will increase from 52% to 56% as reported by EOC data. In 2014-2015, the percentage of students in Geometry will increase from 38%-43% as measured by EOC **1a**

G041788

Targets Supported **1b**

Indicator	Annual Target
Algebra I EOC Pass Rate	56.0
Geometry EOC Pass Rate	43.0
Math Gains	61.0
Math Lowest 25% Gains	72.0

Resources Available to Support the Goal **2**

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

Targeted Barriers to Achieving the Goal **3**

- Background knowledge

Plan to Monitor Progress Toward G2. **8**

Common Assessments and data collection

Person Responsible

Mitchell Player

Schedule

Semiannually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data walls, Performance Matters, student data folders, Pinnacle

G3. In 2014-2015 students passing the FSA writing component will raise from 62% to 64%. 1a

G041789

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	64.0

Resources Available to Support the Goal 2

- Professional Development
- Gator Grammar Rules
- Lee District Academic Plans
- Student monitored data folders
- HMH curriculum resources
- Availability to mobile labs within the English Dept.

Targeted Barriers to Achieving the Goal 3

- Lack of foundational knowledge in grammar rules, textual analysis, and writing organizational strategies

Plan to Monitor Progress Toward G3. 8

Teachers will complete writing training and implement strategies in their classroom.

Person Responsible

Mitchell Player

Schedule

Evidence of Completion

Teachers complete attendance of training sessions.

G4. In 2014/2015 students will increase the percentage of students scoring a level 3 or above from 62% to 65% on the Biology EOC. 1a

G041790

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	65.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G4. 8

Data Collection from Biology EOC

Person Responsible

Mitchell Player

Schedule

On 7/17/2015

Evidence of Completion

Biology EOC results

G5. In 2014-2015, the 4-year graduation rate will increase from 89% to 91% by utilizing support structures designed to help monitor student progress towards graduation. 1a

G041791

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	79.0
4-Year Grad Rate (Standard Diploma)	91.0

Resources Available to Support the Goal 2

- Professional Development
- Extended day tutoring
- Curriculum Development
- Supplemental resources, text material, software
- Senior Mentoring/Graduation/At-Risk Pro Gator PLC
- Operation Graduation

Targeted Barriers to Achieving the Goal 3

- Irregular student attendance

Plan to Monitor Progress Toward G5. 8

Attendance Cycle Report

Person Responsible

Johnathan Druskis

Schedule

On 6/5/2015

Evidence of Completion

Increased Student Attendance Advancement District Attendance Rankings

Action Plan for Improvement


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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. In 2014-2015, the percentage of students in grades 9-10 scoring at or above grade level in Reading will increase from 48% to 54% as reported by the FSA Reading assessment. **1**

 G041787

G1.B3 Background knowledge of effective reading strategies. **2**

 B101524

G1.B3.S1 District Pre-School Inservice Standards Based Instruction Training **4**

 S112721

Strategy Rationale

Teachers will acquire knowledge to make instructional decisions that will drive classroom instruction in order to meet the needs of all students.

Action Step 1 **5**

District Pre-School Inservice Standards Based Instruction Training

Person Responsible

Mitchell Player

Schedule

On 8/14/2014

Evidence of Completion

Inservice Records

Action Step 2 **5**

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S1 **6**

Review of lesson plans and classroom walk throughs

Person Responsible

Mitchell Player

Schedule

On 6/1/2015

Evidence of Completion

PeopleSoft (walk through) and SharePoint (lesson plans)

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 **7**

Data Collection

Person Responsible

Mitchell Player

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

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

G1.B3.S2 Practicing the PDSA cycle for continuous instructional improvement 4

 S112722

Strategy Rationale

Students will document Level Set scores, FCAT 2.0 data, and Edge Curriculum data, then track their personal growth through the completion of Post Level Set test and 2015 Florida Standards Assessment.

Action Step 1 5

Data Collection

Person Responsible

Mitchell Player

Schedule

On 6/2/2015

Evidence of Completion

Student created data folders monitored by students and teachers.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Teachers will monitor student to assure that data is accurate.

Person Responsible

Mitchell Player

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Completed and reviewed data folders by students and teacher.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Perform PDSA during PLC meetings to adjust instruction

Person Responsible

Kim Cannamela

Schedule

Biweekly, from 8/21/2014 to 6/4/2015

Evidence of Completion

PDSA charts and PLC minutes

G1.B3.S3 school-wide professional development aligned with standards based instruction 4

 S112723

Strategy Rationale

By creating school-wide writing expectations, not only do students get additional writing experience but also basic rules in capitalization, spelling, and punctuation are reinforced across all content areas.

Action Step 1 5

District-required, school-wide writing training

Person Responsible

Mitchell Player

Schedule

On 2/20/2015

Evidence of Completion

Inservice Record

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Teachers will attend School-Wide training.

Person Responsible

Mitchell Player

Schedule

Annually, from 8/4/2014 to 8/15/2014

Evidence of Completion

Inservice Report, Lead Teacher observations.

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

Administration will observe whether all standards were met at the end of the year evaluation.

Person Responsible

Mitchell Player

Schedule

On 5/29/2015


Evidence of Completion

Teacher submitted lesson plans. Final Evaluation


G2. In 2014-2015, the percentage of students in Algebra I will score at or above grade level in EOC's and will increase from 52% to 56% as reported by EOC data. In 2014-2015, the percentage of students in Geometry will increase from 38%-43% as measured by EOC **1**

 G041788

G2.B5 Background knowledge **2**

 B101531

G2.B5.S1 Vocabulary **4**

 S114373

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Mitchell Player

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Student math binders

Plan to Monitor Fidelity of Implementation of G2.B5.S1 **6**

Students will update vocabulary worksheets as each unit progresses.

Person Responsible

Mitchell Player

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Vocabulary assessed within unit test

Person Responsible

Mitchell Player


Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Assessment results

G2.B5.S2 Online based remediation 4

 S114389

Strategy Rationale

Using Think Through Math/ALEKS, differentiation is available by student based upon their own math level. Allows for remediation to help build background knowledge that has been missed.

Action Step 1 5

Students will use TTM or ALEKS during their Algebra 1 class

Person Responsible

Mitchell Player

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Student and class data derived from TTM/ALEKS.

Plan to Monitor Fidelity of Implementation of G2.B5.S2 6

Teachers will monitor student use of TTM/ALEKS weekly

Person Responsible

Mitchell Player

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Teachers will monitor individual usage, progress, and passing reports.

Plan to Monitor Effectiveness of Implementation of G2.B5.S2 7

Standards based assessment results in TTM/ALEKS

Person Responsible

Mitchell Player

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Student and teacher based reports

G3. In 2014-2015 students passing the FSA writing component will raise from 62% to 64%. 1

G041789

G3.B4 Lack of foundational knowledge in grammar rules, textual analysis, and writing organizational strategies 2

B103259

G3.B4.S1 District-required, school-wide writing training. 4

S114368

Strategy Rationale

By creating school-wide writing expectations, not only do students get additional writing experience but also basic rules in capitalization, spelling, and punctuation are reinforced across all content areas.

Action Step 1 5

School-wide Writing Training

Person Responsible

Mitchell Player

Schedule

Monthly, from 10/21/2014 to 2/27/2015

Evidence of Completion

Inservice Records

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Teachers will bring in writing lessons to their teacher leaders throughout training.

Person Responsible

Mitchell Player

Schedule

Evidence of Completion

PLC analysis and reflection, Teacher Leader feedback.

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Teachers will give individual feedback at writing training and PLC meetings.

Person Responsible


Mitchell Player

Schedule

Evidence of Completion

Inservice records, PLC notes.

G3.B4.S2 Data Collection 4

 S114370

Strategy Rationale

Students will document baseline and FCAT 2.0 achievement levels and then track their personal growth through the completion of HMH Performance Tasks (as suggested and monitored by the district) culminating in their 2015 FAA Writing data.

Action Step 1 5

Review of data folders and data display in teacher observations and evaluations

Person Responsible

Mitchell Player

Schedule

Monthly, from 9/18/2014 to 6/1/2015

Evidence of Completion

Student created data folders, monitored by student and teacher.

Plan to Monitor Fidelity of Implementation of G3.B4.S2 6

Students will create and track data at least once a month

Person Responsible

Schedule

Evidence of Completion

Student data folders are always in classroom and observable in classroom walk-throughs.

Plan to Monitor Effectiveness of Implementation of G3.B4.S2 7

Teachers will observe student growth to assure data that is student monitored is accurate.

Person Responsible

Mitchell Player

Schedule

Evidence of Completion

Student data folders, observable in classroom walk-throughs.

G3.B4.S3 District Pre-School Inservice 4

S114371

Strategy Rationale

Teachers will acquire knowledge to make instructional decisions that will drive classroom standards-based instruction in order to meet the needs of all students.

Action Step 1 5

Standards Based Instruction Training

Person Responsible

Mitchell Player

Schedule

On 8/14/2014

Evidence of Completion

Inservice Records

Plan to Monitor Fidelity of Implementation of G3.B4.S3 6

Administration will monitor that teacher-created lesson plans reflect standards based instructional strategies.

Person Responsible

Mitchell Player

Schedule

Evidence of Completion

Teacher submitted lesson plans and classroom walk-throughs.

Plan to Monitor Effectiveness of Implementation of G3.B4.S3 7

Administration will observe whether all standards were met at the end of the year evaluation.

Person Responsible

Mitchell Player

Schedule


Evidence of Completion

Teachers will submit lesson/unit plans.

G4. In 2014/2015 students will increase the percentage of students scoring a level 3 or above from 62% to 65% on the Biology EOC. 1

 G041790

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. 2

 B101536

G4.B1.S2 Moderate to high complexity questioning 4

 S112731

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Mitchell Player

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, Walk-throughs, Artifacts and Assessments

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

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

Person Responsible

Mitchell Player

Schedule

On 6/5/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Training on Essential Question on white board, Lesson plan template

Person Responsible

Mitchell Player

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

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

G5. In 2014-2015, the 4-year graduation rate will increase from 89% to 91% by utilizing support structures designed to help monitor student progress towards graduation. 1

G041791

G5.B2 Irregular student attendance 2

B101540

G5.B2.S1 School-wide initiative to improve regular school attendance 4

S112739

Strategy Rationale

Based of previous years, we have established a PLC specifically focusing on attendance.

Action Step 1 5

Quarterly incentive

Person Responsible

Holly Sell

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Attendance rate based on Attendance Cycle Report

Action Step 2 5

Bi-Monthly PRO-GATOR PLC work

Person Responsible

Angel McNeeley

Schedule

Evidence of Completion

Attendance reports, data trends, meeting agendas and minutes

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Attendance Cycle Reports

Person Responsible

Johnathan Druskis

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Data from Attendance Cycle Report will be used by our PBS and renaissance team to reward students by grade level for high attendance rates. PBS/Renaissance team meeting notes will reflect this activity.

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Effectiveness of incentive

Person Responsible

Johnathan Druskis

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Data collection (increase of attendance) shown by cycle attendance reports and ParentLink data trends

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	District Pre-School Inservice Standards Based Instruction Training	Player, Mitchell	8/14/2014	Inservice Records	8/14/2014 one-time
G1.B3.S3.A1	District-required, school-wide writing training	Player, Mitchell	10/21/2014	Inservice Record	2/20/2015 one-time
G5.B2.S1.A1	Quarterly incentive	Sell, Holly	8/25/2014	Attendance rate based on Attendance Cycle Report	6/5/2015 quarterly
G4.B1.S2.A1	Incorporate strategies into lesson plans in use in classroom. Incorporation of Depth of Knowledge questions within daily lessons and unit assessments.	Player, Mitchell	8/18/2014	Lesson Plans, Walk-throughs, Artifacts and Assessments	6/5/2015 weekly
G3.B4.S1.A1	School-wide Writing Training	Player, Mitchell	10/21/2014	Inservice Records	2/27/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B5.S2.A1	Students will use TTM or ALEKS during their Algebra 1 class	Player, Mitchell	9/8/2014	Student and class data derived from TTM/ALEKS.	6/5/2015 weekly
G3.B4.S2.A1	Review of data folders and data display in teacher observations and evaluations	Player, Mitchell	9/18/2014	Student created data folders, monitored by student and teacher.	6/1/2015 monthly
G3.B4.S3.A1	Standards Based Instruction Training	Player, Mitchell	8/14/2014	Inservice Records	8/14/2014 one-time
G1.B3.S2.A1	Data Collection	Player, Mitchell	8/18/2014	Student created data folders monitored by students and teachers.	6/2/2015 one-time
G2.B5.S1.A1	The use of common vocabulary worksheets within the Algebra and Geometry classes.	Player, Mitchell	8/18/2014	Student math binders	6/5/2015 daily
G1.B3.S1.A2	[no content entered]			one-time	
G5.B2.S1.A2	Bi-Monthly PRO-GATOR PLC work	McNeeley, Angel	Attendance reports, data trends, meeting agendas and minutes	one-time	
G1.MA1	Final Teacher Evaluation	Player, Mitchell	5/1/2015	Teacher Final Evaluation	5/29/2015 one-time
G1.B3.S1.MA1	Data Collection	Player, Mitchell	8/18/2014	Classroom data displays, student data folders and school-wide data collection	6/5/2015 weekly
G1.B3.S1.MA1	Review of lesson plans and classroom walk throughs	Player, Mitchell	8/18/2014	PeopleSoft (walk through) and SharePoint (lesson plans)	6/1/2015 one-time
G1.B3.S2.MA1	Perform PDSA during PLC meetings to adjust instruction	Cannamela , Kim	8/21/2014	PDSA charts and PLC minutes	6/4/2015 biweekly
G1.B3.S2.MA1	Teachers will monitor student to assure that data is accurate.	Player, Mitchell	8/18/2014	Completed and reviewed data folders by students and teacher.	6/5/2015 weekly
G1.B3.S3.MA1	Administration will observe whether all standards were met at the end of the year evaluation.	Player, Mitchell	5/1/2015	Teacher submitted lesson plans. Final Evaluation	5/29/2015 one-time
G1.B3.S3.MA1	Teachers will attend School-Wide training.	Player, Mitchell	8/4/2014	Inservice Report, Lead Teacher observations.	8/15/2014 annually
G2.MA1	Common Assessments and data collection	Player, Mitchell	8/18/2014	Data walls, Performance Matters, student data folders, Pinnacle	6/5/2015 semiannually
G2.B5.S1.MA1	Vocabulary assessed within unit test	Player, Mitchell	8/18/2014	Assessment results	6/5/2015 biweekly
G2.B5.S1.MA1	Students will update vocabulary worksheets as each unit progresses.	Player, Mitchell	8/18/2014	Teachers will hold students accountable at the end of each unit, assigning a grade.	6/5/2015 daily
G2.B5.S2.MA1	Standards based assessment results in TTM/ALEKS	Player, Mitchell	9/8/2014	Student and teacher based reports	6/5/2015 weekly
G2.B5.S2.MA1	Teachers will monitor student use of TTM/ALEKS weekly	Player, Mitchell	9/8/2014	Teachers will monitor individual usage, progress, and passing reports.	6/5/2015 weekly
G3.MA1	Teachers will complete writing training and implement strategies in their classroom.	Player, Mitchell	Teachers complete attendance of training sessions.	one-time	
G3.B4.S1.MA1	Teachers will give individual feedback at writing training and PLC meetings.	Player, Mitchell	Inservice records, PLC notes.	one-time	
G3.B4.S1.MA1	Teachers will bring in writing lessons to their teacher leaders throughout training.	Player, Mitchell	PLC analysis and reflection, Teacher Leader feedback.	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B4.S2.MA1	Teachers will observe student growth to assure data that is student monitored is accurate.	Player, Mitchell	Student data folders, observable in classroom walk-throughs.	one-time	
G3.B4.S2.MA1	Students will create and track data at least once a month		Student data folders are always in classroom and observable in classroom walk-throughs.	one-time	
G3.B4.S3.MA1	Administration will observe whether all standards were met at the end of the year evaluation.	Player, Mitchell	Teachers will submit lesson/unit plans.	one-time	
G3.B4.S3.MA1	Administration will monitor that teacher-created lesson plans reflect standards based instructional strategies.	Player, Mitchell	Teacher submitted lesson plans and classroom walk-throughs.	one-time	
G4.MA1	Data Collection from Biology EOC	Player, Mitchell	4/23/2015	Biology EOC results	7/17/2015 one-time
G4.B1.S2.MA1	Training on Essential Question on white board, Lesson plan template	Player, Mitchell	8/18/2014	Completed lesson plans, classroom walk-through data, common assessment data	6/5/2015 weekly
G4.B1.S2.MA1	Lesson plans monitored weekly and higher order questioning on classroom white boards.	Player, Mitchell	8/18/2014	Administrative feedback on lesson plans, classroom walk-through data, common assessment results.	6/5/2015 one-time
G5.MA1	Attendance Cycle Report	Druskis , Johnathan	8/25/2014	Increased Student Attendance Advancement District Attendance Rankings	6/5/2015 one-time
G5.B2.S1.MA1	Effectiveness of incentive	Druskis , Johnathan	8/25/2014	Data collection (increase of attendance) shown by cycle attendance reports and ParentLink data trends	6/5/2015 quarterly
G5.B2.S1.MA1	Attendance Cycle Reports	Druskis , Johnathan	8/25/2014	Data from Attendance Cycle Report will be used by our PBS and renaissance team to reward students by grade level for high attendance rates. PBS/ Renaissance team meeting notes will reflect this activity.	6/5/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. In 2014-2015, the percentage of students in grades 9-10 scoring at or above grade level in Reading will increase from 48% to 54% as reported by the FSA Reading assessment.

G1.B3 Background knowledge of effective reading strategies.

G1.B3.S1 District Pre-School Inservice Standards Based Instruction Training

PD Opportunity 1

District Pre-School Inservice Standards Based Instruction Training

Facilitator

District Personnel, Teachers

Participants

Classroom Teachers and Administration

Schedule

On 8/14/2014

G2. In 2014-2015, the percentage of students in Algebra I will score at or above grade level in EOC's and will increase from 52% to 56% as reported by EOC data. In 2014-2015, the percentage of students in Geometry will increase from 38%-43% as measured by EOC

G2.B5 Background knowledge

G2.B5.S2 Online based remediation

PD Opportunity 1

Students will use TTM or ALEKS during their Algebra 1 class

Facilitator

Allison Demming

Participants

Algebra 1 Teachers: Demming, Faunce, McCarthy

Schedule

Weekly, from 9/8/2014 to 6/5/2015

G3. In 2014-2015 students passing the FSA writing component will raise from 62% to 64%.

G3.B4 Lack of foundational knowledge in grammar rules, textual analysis, and writing organizational strategies

G3.B4.S1 District-required, school-wide writing training.

PD Opportunity 1

School-wide Writing Training

Facilitator

Lead Teachers

Participants

All ICHS teachers

Schedule

Monthly, from 10/21/2014 to 2/27/2015

G3.B4.S3 District Pre-School Inservice

PD Opportunity 1

Standards Based Instruction Training

Facilitator

District Office

Participants

all ICHS teachers

Schedule

On 8/14/2014

G4. In 2014/2015 students will increase the percentage of students scoring a level 3 or above from 62% to 65% 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.S2 Moderate to high complexity questioning

PD Opportunity 1

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

Facilitator

Teacher Leaders

Participants

Professional Development PLC

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: In 2014-2015, the percentage of students in grades 9-10 scoring at or above grade level in Reading will increase from 48% to 54% as reported by the FSA Reading assessment.	2,000
Goal 3: In 2014-2015 students passing the FSA writing component will raise from 62% to 64%.	2,000
Goal 5: In 2014-2015, the 4-year graduation rate will increase from 89% to 91% by utilizing support structures designed to help monitor student progress towards graduation.	4,000
Grand Total	8,000

Goal 1: In 2014-2015, the percentage of students in grades 9-10 scoring at or above grade level in Reading will increase from 48% to 54% as reported by the FSA Reading assessment.

Description	Source	Total
B3.S1.A1	Title II	2,000
Total Goal 1		2,000

Goal 3: In 2014-2015 students passing the FSA writing component will raise from 62% to 64%.

Description	Source	Total
B4.S3.A1	Title II	2,000
Total Goal 3		2,000

Goal 5: In 2014-2015, the 4-year graduation rate will increase from 89% to 91% by utilizing support structures designed to help monitor student progress towards graduation.

Description	Source	Total
B2.S1.A1	General Fund	2,000
B2.S1.A2	General Fund	2,000
Total Goal 5		4,000