

Collier County Public Schools

# Immokalee High School



## 2018-19 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>3</b>
<b>School Information</b>	<b>5</b>
<b>Needs Assessment</b>	<b>7</b>
<b>Planning for Improvement</b>	<b>11</b>
<b>Title I Requirements</b>	<b>19</b>
<b>Budget to Support Goals</b>	<b>23</b>

# Immokalee High School

701 IMMOKALEE DR, Immokalee, FL 34142

[ no web address on file ]

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)  High School 9-12	<b>2018-19 Title I School</b>  Yes	<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)  94%
--	--	--

<b>Primary Service Type</b> (per MSID File)  K-12 General Education	<b>Charter School</b>  No	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)  99%
--	---------------------------------	--

## School Grades History

Year Grade	2017-18	2016-17	2015-16	2014-15
	C	C	C	C*

## School Board Approval

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

## SIP Authority

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement

To provide educational excellence that prepares students to prosper in a global society.

#### Provide the school's vision statement

Faculty and students are engaged in supporting the school mission through high expectations and school wide initiatives. Colleagues hold each other accountable for maintaining and expecting success.

### School Leadership Team

#### Membership

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

Name	Title
Calderon, Clara	Principal
Montesino, Marina	Assistant Principal
Gallegos, Maryann	Assistant Principal
Ruby, Paul	Assistant Principal
Boddison, Daniel	Assistant Principal

#### Duties

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

As Principal, Ms. Clara Calderon focus is on student achievement and ensuring social emotional learning is integral to the school culture. Through strategic delegation of responsibilities, each Assistant Principal (Marina Montesino, Maryann Gallegos, Paul Ruby, and Dan Boddison) is assigned an instructional content area team to monitor professional learning and track student progress. In sharing the responsibility for attending designated weekly team professional learning communities (PLC) meetings, Assistant Principals ensure instructional staff follow standard based and data-driven lesson plans while meeting school-wide goals. Each is delegated to review lesson plans according to the district and school's expectations of providing rigorous and differentiated instructions.

In tracking students, the Principal and Assistant Principals are in constant communication with school counselors department chair (Dr. Kelli Gamez), instructional support specialist (April Goodnight), instructional staff for Migrant students (Bobby Gonzalez), instructional coaches for ELA (Allison Hache and Maria Benedict), Science (Mario Menchaca), and Math (Vanessa Rodriguez) to address concerns about students meeting grade level expectations and share on the decision making for remediation and interventions.

Principals and Assistant Principals are responsible for monitoring all students' grades,

discipline record, graduation requirements, and provide overall instructional direction. Shared responsibility for evaluating instructional staff using the Marzano Instructional Framework/CTEM and non-instructional evaluation are also part of the administrative team duties.

The Leadership Team focuses meetings around one premise: develop and maintain a problem-solving model to bring out the best in our school, our teachers, and in our students.

The team meets weekly to engage in the following activities: Review formative data and utilize results in making instructional decisions; review common formative data at each grade level and content area to identify students who are at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources to support instructional staff. The team will also collaborate regularly, problem solve, share effective practices, and evaluate implementation.

The team also facilitates the process of building consensus, increasing infrastructure, and making decisions about implementation. The team coordinates with other teams (Instructional Leaders) throughout the building to assist with attainment of school-wide goals

## Early Warning Systems

### Year 2017-18

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	74	77	81	72	304
One or more suspensions	0	0	0	0	0	0	0	0	0	114	75	19	62	270
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	160	143	71	0	374
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	174	249	203	115	741

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

Indicator	Grade Level												Total		
	K	1	2	3	4	5	6	7	8	9	10	11		12	
Students exhibiting two or more indicators		0	0	0	0	0	0	0	0	0	83	90	84	42	299

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	108	111	80	69	368

**Date this data was collected**

Monday 8/27/2018

**Year 2016-17 - As Reported**

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

**Year 2016-17 - Updated**

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

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

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

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

**Part II: Needs Assessment/Analysis**

**Assessment & Analysis**

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

In school year 2017-2018, the lowest performing component was identified in the area of student proficiency levels in science (biology) with a difference of 23% when compared to the state (44% vs 67%). When you compare it to 2017, science was still performing below state proficiency levels.

**Which data component showed the greatest decline from prior year?**

When compared to school year 2017, the data component in science showed the greatest decline of 8% from prior year. (44% vs 52%)

**Which data component had the biggest gap when compared to the state average?**

The data component that had the biggest gap when compared to the state average was in science (biology) with a difference of 23% when compared to the state (44% vs 67%).

**Which data component showed the most improvement? Is this a trend?**

When compared to school year 2017, the data components that showed the most improvement are math learning gains of 16% (44% vs 28%) and math lowest 25 percent with 14% (41% vs 27%). When compared to prior year 2017, the data demonstrates a positive trend then in prior years.

**Describe the actions or changes that led to the improvement in this area**

Several actions led to the improvement in math which collectively helped to improve student achievement:

- Teachers effectively identified and tracked lowest 25%
- Strategic placement of instructional staff
- Support of math coach in geometry and algebra
- Use of technology computer programs to individualize instruction for both supplemental and differentiated instruction (ALEKS software)
- Administrator assigned to math team weekly PLC
- Alignment of standards to instructional assignment

**School Data**

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	35%	62%	56%	34%	58%	53%
ELA Learning Gains	42%	57%	53%	35%	51%	49%
ELA Lowest 25th Percentile	30%	46%	44%	28%	43%	41%
Math Achievement	40%	63%	51%	30%	59%	49%
Math Learning Gains	44%	56%	48%	28%	47%	44%
Math Lowest 25th Percentile	41%	50%	45%	27%	43%	39%
Science Achievement	44%	70%	67%	52%	69%	65%
Social Studies Achievement	56%	76%	71%	55%	71%	70%



**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	74 ( )	77 ( )	81 ( )	72 ( )	304 (0)
One or more suspensions	114 (0)	75 (0)	19 (0)	62 (0)	270 (0)
Course failure in ELA or Math	160 (0)	143 (0)	71 (0)	0 (0)	374 (0)
Level 1 on statewide assessment	174 (0)	249 (0)	203 (0)	115 (0)	741 (0)

**Grade Level Data**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	31%	56%	-25%	53%	-22%
	2017	33%	58%	-25%	52%	-19%
Same Grade Comparison		-2%				
Cohort Comparison						
10	2018	35%	59%	-24%	53%	-18%
	2017	32%	55%	-23%	50%	-18%
Same Grade Comparison		3%				
Cohort Comparison		2%				

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	43%	72%	-29%	65%	-22%
2017	49%	67%	-18%	63%	-14%
Compare		-6%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	55%	72%	-17%	68%	-13%
2017	57%	67%	-10%	67%	-10%
Compare		-2%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	23%	67%	-44%	62%	-39%
2017	18%	65%	-47%	60%	-42%
Compare		5%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	53%	67%	-14%	56%	-3%
2017	38%	65%	-27%	53%	-15%
Compare		15%			

### Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	6	23	24	15	25	28	20	25		69	21
ELL	2	31	29	18	37	38	25	22		80	39
BLK	29	42	37	36	44	32	39	49		89	43
HSP	36	42	28	41	44	44	46	57		91	60
WHT	44	44		23	30					94	60
FRL	34	42	30	40	44	42	44	56		91	55

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	6	20	20	12	19	20	23	12		70	12
ELL		25	26	18	24	24	11	10		80	50
BLK	35	39	24	27	27	17	41	47		95	33
HSP	34	35	30	31	28	29	55	56		90	35
AMI	6	20		13	23						
WHT	36	30		26	25		44				
FRL	34	35	28	29	27	26	52	54		90	35

### **Part III: Planning for Improvement**

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

#### **Areas of Focus:**

<b>Activity #1</b>	
<b>Title</b>	Proficiency Levels in Biology
<b>Rationale</b>	<p>Number of students scoring levels 1 and 2 increased 6% point while levels 3-5 decreased.</p> <p>Compared to school year 2017, the data component in science showed the greatest decline of 8% (44% vs 52%).</p> <p>If instructional lessons in Biology aligned to the standards is implemented with fidelity and monitored for student understanding, then proficiency levels will increase in all subgroups by 3% in school year 2019 as determined by district and state assessments.</p>
<b>Intended Outcome</b>	<p>Decrease percentage of students scoring Levels 1 and 2 in all subgroups</p> <p>Increase percentage of students scoring Levels 3 -5 in all subgroups</p>
<b>Point Person</b>	Marina Montesino (montem6@collierschools.com)
<b>Action Step</b>	
<b>Description</b>	<p>In Biology:</p> <p>Provide teachers with instructional common planning and ongoing professional development to increase understanding of content area standards and effective monitoring tools.</p> <p>Provide opportunity for peer observation.</p> <p>Assigned mentor to new teachers for support.</p> <p>Continue working with specific teachers to modify how inclusion and remediation occurs with accommodation for SWD and ELL supports.</p> <p>Ensure use of different learning strategies to reach all students</p> <p>Integrated science taught at the 9th grade level to help introduce biology topics and front load content.</p> <p>Systematic use of USA TestPrep as an additional resource to help promote comprehension and application of concepts</p> <p>Lesson plan reviews with feedback on differentiation and enrichment</p> <p>Use interactive word wall to increase content area vocabulary</p> <p>Resources/Strategies provided with curriculum guides</p> <p>New Science Coach with extensive Biology background</p> <p>Planned increase classroom support (small group)</p> <p>Weekly PLC's used to analyze data, planning lessons and discuss best practices.</p> <p>Administrative support and feedback based on walkthroughs</p> <p>Adjustment to teacher assignment based on data</p> <p>Hired new teachers</p> <p>Use of claim, evidence, response (CER) and Argument Driven Inquire (ADI) based lessons to increase rigor for students.</p> <p>Use USA Test Prep data of student comprehension per benchmark/unit.</p> <p>Strategic scheduling of Tier 2 and Tier 3 interventions to help close the achievement gap</p>
<b>Person Responsible</b>	Marina Montesino (montem6@collierschools.com)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	<p>Administrator assigned to weekly Biology PLC meetings</p> <p>Monitoring coaching cycle with new teachers</p>

Review lesson plans with standard based assignments  
Classroom observations  
Quarterly benchmark results  
Students grades  
Review of instructional technology reports USA Testprep  
Tracking internal data of formative assessment specific to subgroups

**Person Responsible** Clara Calderon (caldercl@collierschools.com)

Activity #2	
<b>Title</b>	Proficiency Levels and Learning Gains in ELA
<b>Rationale</b>	<p>In 2018, number of students in ELA 9th grade scoring levels 1 and 2 increased 3% points while levels 3-5 decreased 2% points. In writing there was a decrease of 3% points compared to 2017</p> <p>Number of students in ELA 10th grade scoring levels 1 and 2 decreased 10% points while levels 3-5 increased 10% points. In writing there was a decrease of 4% points when compared to 2017</p> <p>If instructional lessons aligned to the standards is implemented with fidelity and monitored for student understanding, then proficiency levels and learning gains will increase in all subgroups by 3% in school year 2019 as determined by district and state assessments.</p>
<b>Intended Outcome</b>	<p>Decrease percentage of students scoring Levels 1 and 2 in all subgroup</p> <p>Increase percentage of students demonstrating learning gains in all subgroups</p> <p>Increase percentage of students scoring Levels 3 -5 in all subgroups</p>
<b>Point Person</b>	Maryann Gallegos (gallegma@collierschools.com)
Action Step	
<b>Description</b>	<p>In ELA 9th and 10th:                  Provide teachers with instructional common planning and ongoing professional development to increase understanding of content area standards and effective monitoring tools.                  Provide opportunity for peer observation.                  Assigned mentor to new teachers for support.                  Continue working with specific teachers to modify how inclusion and remediation occurs with accommodation for SWD and ELL supports                  Systematic use of HMH Collection as resource to help promote grammar, comprehension and application of standards in writing                  Lesson plan reviews with feedback on differentiation and enrichment strategies</p> <p>Increase use of interactive word wall for content area vocabulary                  Ensure resources/strategies provided with curriculum guides are implemented                  Classroom walk-throughs with targeted feedback and coaching support                  Teacher assignment changes                  Read 180/System 44 program Blended Learning Model (all teachers Trained)                  Strategic scheduling                  Strategic placement of ELL tutors and Migrant Resource teacher                  Reading coach-model, provide PD, small group targeted instruction                  Lesson plans and gradebook grades alignment to standards                  Administrator attends every PLC and oversees department                  Common formative assessments at each grade level                  Strategic scheduling and support of Tier 2 and Tier 3 interventions to help close the achievement gap</p>
<b>Person Responsible</b>	Maryann Gallegos (gallegma@collierschools.com)
Plan to Monitor Effectiveness	

<b>Description</b>	Administrator assigned to weekly ELA 9th and 10th grade PLC meetings Monitoring coaching cycle with new teachers Review lesson plans with standard based assignments Classroom observations Quarterly benchmark results Review student grades Review of instructional technology reports Read 180 / System 44 Tracking internal data of formative assessment specific to subgroups
<b>Person Responsible</b>	Clara Calderon (caldercl@collierschools.com)

<b>Activity #3</b>	
<b>Title</b>	Proficiency Levels in US History In 2018, number of students scoring levels 1 and 2 increased 1% points while levels 3-5 increased 1% points.
<b>Rationale</b>	If instructional lessons aligned to the standards is implemented with fidelity and monitored for student understanding, then proficiency levels will increase in all subgroups by 3% in school year 2019 as determined by district and state assessments.

<b>Intended Outcome</b>	Decrease percentage of students scoring Levels 1 and 2 in all subgroups Increase percentage of students scoring Levels 3 -5 in all subgroups
<b>Point Person</b>	Maryann Gallegos (gallegma@collierschools.com)

**Action Step**

<b>Description</b>	US History Provide teachers with instructional common planning and ongoing professional development to increase understanding of content area standards and effective monitoring tools. Provide opportunity for peer observation. Assigned mentor to new teachers for support. Continue working with specific teachers to modify how inclusion and remediation occurs with accommodation for SWD and ELL supports. Ensure use of different learning strategies to reach all students Systematic use of USA TestPrep as an additional resource to help promote comprehension and application of concepts Use of Gateway Supplemental resource Lesson plan reviews with feedback on differentiation and enrichment Use interactive word wall to increase content area vocabulary Resources/Strategies provided with curriculum guides Classroom walk-throughs with targeted feedback and coaching support Strategic mentoring assignment Strategic placement of ELL tutors and Migrant Resource teacher Teachers will set up/utilize small group instruction Teachers will properly scaffold lessons and model Social Science Resource teacher-model, provide PD (small group instruction, teacher vs. student centered, rigorous instruction, scaffolding instruction) Lesson plans and gradebook grades will align to standards Peer observations-sharing best practices Administrator attend every PLC and oversee department Review/modify common formative assessments Textbook resources-weekly exploration in PLC Use of Prep-works /Escambia resource/Gateway Supplement Strategic scheduling and support of Tier 2 and Tier 3 interventions to help close the achievement gap
<b>Person Responsible</b>	Maryann Gallegos (gallegma@collierschools.com)

**Plan to Monitor Effectiveness**

<b>Description</b>	Administrator assigned to weekly US History PLC meetings Monitoring coaching cycle with new teacher
--------------------	--



Review lesson plans with standard based assignments  
Classroom observations  
Quarterly benchmark results  
Review student grades  
Review of instructional technology reports USA Testprep  
Tracking internal data of formative assessment specific to subgroups

**Person  
Responsible**

Clara Calderon (caldercl@collierschools.com)

<b>Activity #4</b>	
<b>Title</b>	Proficiency Levels and Learning Gains in Math Algebra 1
<b>Rationale</b>	In 2018, number of students scoring levels 1 and 2 decreased 6% points while levels 3-5 increased 6% points. Geometry In 2018, number of students scoring levels 1 and 2 decreased 13% points while level 3-5 increased 13% points  If instructional lessons aligned to the standards is implemented with fidelity and monitored for student understanding, then proficiency levels and learning gains will increase in all subgroups by 3% in school year 2019 as determined by district and state assessments.
<b>Intended Outcome</b>	Decrease percentage of students scoring Levels 1 and 2 in all subgroups Increase percentage of students demonstrating learning gains in all subgroups Increase percentage of students scoring Levels 3 -5 in all subgroups
<b>Point Person</b>	Marina Montesino (montem6@collierschools.com)
<b>Action Step</b>	
<b>Description</b>	Provide teachers with instructional common planning and ongoing professional development to increase understanding of content area standards and effective monitoring tools. Provide opportunity for peer observation. Assigned mentor to new teachers for support. Continue working with specific teachers to modify how inclusion and remediation occurs with accommodation for SWD and ELL supports Systematic use of Algebra Nation as resource and application of standards Lesson plan reviews with feedback on differentiation and enrichment strategies Increase use of interactive word wall for content area vocabulary Ensure resources/strategies provided with curriculum guides are implemented Classroom walk-throughs with targeted feedback and coaching support Weekly PLC's used to analyze data, planning lessons and discuss best practices. Ensure usage fidelity of ALEKS program Administrative support and feedback based on walkthroughs Adjustment to teacher assignment based on data Math coach will support, model, coach teachers Teacher assignments addressed and new teachers for Geometry Data analysis of CFA's and EOC's utilized to drive instruction and assess problem areas to revisit. Peer observations available to observe best practices. Strategic scheduling and support of Tier 2 and Tier 3 interventions to help close the achievement gap
<b>Person Responsible</b>	Marina Montesino (montem6@collierschools.com)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	Administrator assigned to weekly Algebra 1 and Geometry grade PLC meetings

Monitoring coaching cycle with new teachers  
Review lesson plans with standard based assignments  
Classroom observations  
Quarterly benchmark results  
Review student grades  
Review of instructional technology reports ALEKS  
Tracking internal data of formative assessment specific to subgroups

**Person Responsible** Clara Calderon (caldercl@collierschools.com)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

Immokalee High School is a school with long established ties to the community. Organizations and volunteers have been in place for many years. The partnership consists of parent support for student athletics events, student clubs, and community service programs.

The school builds and sustains partnerships with the following community based programs: The Immokalee Foundation (TIF) mentoring students through Take Stock for Kids Program, One by One sponsorship and mentoring at risk students, Guadalupe Center mentoring program, and Six Year From Now (6YFN) enrichment and after-school program, Miracle University developing high school students to become mentors to elementary and middle school students of Immokalee. All working together to impact student achievement.

Local colleges and universities provide interns throughout the school year which helps increase IHS instructional resources to support the school and student achievement. IHS lends its campus and students to volunteer in social service programs that service the community partner events.

Communication is key to increase parent involvement. Through flyers (in English, Spanish, and Creole), handouts (in English, Spanish, and Creole), website, Facebook, Twitter, student email, marquee and automatic phone messaging (in English, Spanish, and Creole), parents receive information about School

Advisory Council (SAC) meetings, District Advisory meetings, Title I Annual program meeting, Open House, Upcoming assessments, College Readiness/Financial Aid Night, and educational parent academy workshops.

### **PFEP Link**

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

### **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**

Immokalee High School ensures students social-emotional needs are met through various levels of intervention.

During pre-service week, faculty is provided with a link to access training provided by Department of Children and Families as a requirement. In addition to the above, faculty and students are also presented with Bullying video information on a yearly basis. This year the district has added Social Emotional Learning curriculum (SEL) with five areas to address the needs of students. We Dine Together initiative fosters social awareness and friendships during lunchtime while the Handle With Care initiative focuses on student safety and well-being by alerting a staff member to be aware of a student experiencing a traumatic event. The check in 30 / 60 day initiative for new students focuses on a sense of belonging and builds connection with student and counselor through out the school year. Monthly principal-led SEL video announcements focuses on competencies encouraging conversation to strengthen community and individual student resiliency. Panorama SEL Student Voice Survey is new SEL initiative.

School counseling services are provided for students and parents utilizing staff and community resources in all areas. Counseling services include targeted individual counseling, small group counseling, classroom presentations to support academic success, social skills, stress and anger management. Continuing with the SEL plan, each school now has a full time psychologist for students.

In addition to peer mentors, all students at Immokalee High will be assigned an adult advocate who will work with students during specific times to navigate students' personal interests and choices in high school and beyond through the NAVIANCE program.

To meet the needs of Immokalee High School's large student low SES and migrant population, Title I funds have been set aside to provide supplemental instructional support and resources in core classrooms with certified teachers.

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

Students in-transition are monitored by school based leadership team and school counselors to ensure course placements and academics needs are met. For incoming 9th graders from middle school, collaboration takes place between Immokalee High School and Immokalee Middle School. IHS counselors schedule a visit to Immokalee Middle School to talk about course selection with each 8th grader.

An 8th grade assembly at IHS is scheduled to provide an overview of expectations and to explain the importance for returning course selection sheets. A PowerPoint with athletics and school clubs is presented to encourage involvement and participation. Additionally, A Curriculum Fair is also scheduled to further exposed incoming students/parents to academics/course information, academics, sports, and clubs in the evening for both parent and student to attend.

In addition, school counselors track incoming 8th grade students that have completed high school career and technical education courses to ensure qualifications are met for the Bright Futures Gold Seal program.

At IHS, 11th and 12th grade students continually meet with school counselors to review grades, GPA, and credits ensuring all are on track for graduation. Both juniors and seniors are exposed to local colleges/universities through various programs such as: Financial Aid Night and College Night.

Local representatives from neighboring colleges are invited to share and present information about their schools. Students are encouraged to participate in field-trips for on-campus experiences.

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

The Leadership Team focuses meetings around one question: How do we develop and maintain a problem-solving model to bring out the best in our school, our teachers, and in our students?

The team meets weekly to engage in the following activities: Review formative data and utilize results in making instructional decisions; review progress monitoring data at each grade level and content area to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for

not meeting benchmarks. Teams identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

The team also facilitates the process of building consensus, increasing infrastructure, and making decisions about implementation. The team coordinates with other teams (PBS, PLCs, Instructional Leaders etc....) throughout the building to assist with attainment of school-wide goals.

The school-based leadership team meets as a unit to evaluate and revise the Action Plan and its effectiveness. Then, the members of the leadership team disperse into their respective teams, PLCs, instructional leaders, data teams, etc ..and provide support in reaching the goals.

The primary focus of IHS Leadership team efforts is improving core instruction and the resultant increase of student achievement levels. Given the reading data in particular, we are focusing our attention upon careful intervention (through Tier I & II) to reach the lowest 25% in addition to assuring and monitoring implementation of Tier III interventions as needed.

#### Supplemental Staffing and Services:

Title X, LEA, Title I Basic, Title I Migrant coordinate services to assist homeless children, to resolve problems concerning registration and provide support services at all schools.

Title I Migrant and school provide eye exams and dental exams at no cost or discounted prices to migrant students.

Coordination occurs with Homeless Liaison staff and Title I Migrant staff in identifying eligible students and families that can be served as homeless.

Title I Basic and Title III collaborate in providing workshops and training to build the capacity of parents and foster connections and engagement between home and school. Translation service are also provided.

#### Supplemental Staff Development:

Title I Migrant, Title I Basic and Title II Part A funds are coordinated to provide customized staff development that ensures students receive high quality, differentiated instruction.

Title I Part A funds are used in collaboration with Title I SIG 1003g and 1003a, Title II Part A and Reading to fund Reading Coaches. Supplemental coaches are provided to support lowest performing schools and those in differentiated Accountability Priority and Focus status.

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

The leadership team at IHS continues to make connections with colleges and Universities in order to provide the best education to its students. The community partnerships that the leadership team at IHS created has enabled students to create mentorships, provide scholarships, and other academic opportunities, that otherwise would not have been available to students.

Counselors meet regularly with students to review program of study for advanced college and career education program (CE) that is offered at the school. Counselors also provide information with respect to financial aid, and post secondary educational opportunities. Counselors specifically encouraged to work with CE students in the implementation of approved program of study, and familiarize students with articulations opportunities and other post-secondary programs that are related to high school career pathways.

Students are encouraged to take the appropriate pre-assessments in applied reading, applied math, and locating information tests which are a component of the Florida Ready to Work program. Intervention Support Specialists assist teachers using the UNIQUE Transition Curriculum and the Attainment: Life Skills to Academics Lessons for Math, Social Studies, Science/Health and Language Arts to aid students in understanding the connection among school, work, and their daily living skills.

<b>Part V: Budget</b>	
<b>Total:</b>	<b>\$1,132,883.71</b>