

Collier County Public Schools

Immokalee Middle School



2016-17 Schoolwide Improvement Plan

Immokalee Middle School

401 N 9TH ST, Immokalee, FL 34142

[no web address on file]

School Demographics

School Type and Grades Served

(per MSID File)

Middle School
6-8

2018-19 Title I School

Yes

2018-19 Economically Disadvantaged (FRL) Rate

(as reported on Survey 3)

97%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate

(Reported as Non-white on Survey 2)

98%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	D*	D	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Collier County School Board on 11/8/2016.

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 a monitoring status of "Former F" (see page 4). 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>.

Table of Contents

Purpose and Outline of the SIP	5
Differentiated Accountability	7
Current School Status	8
Supportive Environment	8
Family and Community Engagement	10
Effective Leadership	11
Public and Collaborative Teaching	16
Ambitious Instruction and Learning	17
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	28
Appendix 1: Implementation Timeline	37
Appendix 2: Professional Development and Technical Assistance Outlines	39
Professional Development Opportunities	39
Technical Assistance Items	43
Appendix 3: Budget to Support Goals	43

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of “Planning” or “Implementing” or a monitoring status of “Former F.” These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in “Implementing” status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Immokalee Middle School

DA Region and RED	DA Category and Turnaround Status
Southwest - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Immokalee Middle School staff will ensure that every student achieves and develops to their potential by providing them a nurturing and safe environment where academic and personal excellence can be achieved.

b. Provide the school's vision statement.

All students will leave Immokalee Middle School with the essential skills and knowledge to achieve success in high school.

2. School Environment

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

During the first month of school our staff is provided with an overview of overarching characteristics of the diverse cultures that are present at Immokalee Middle School (IMS). Teachers are provided with multiple opportunities to interact with our parents and students outside of the regular work day through events such as: open house/curriculum night, student led conferences, parent conferences, athletics, club activities, band/chorus performances, and community events. Student created artwork is posted in various areas in the school and community.

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

Safe school funds are used to employ a part-time safe school aide to assist with ensuring that the campus is secure by monitoring the halls and various entry points. Also, safe school funds are used to extend employee contracts to ensure that there is adequate supervision for before and after school programs. Programs targeting students and parents are provided by school counselors and other staff (bully prevention, conflict resolution, making good choices, goals setting, etc.). Duty schedules are developed to ensure that students are supervised at all time while at IMS. All adults are out in the hallways monitoring student passing and systems are in place to ensure that students can report any concerns so they can be addressed right away. A Youth Relations Bureau Deputy is provided and on site the entire day walking our campus, talking to students, and providing targeted programming as needed.

School wide procedures were developed by a committee of teacher leaders and administrators and used by all staff. Specific MACs that focus on movement, activity, and conversation were developed and provided to all teachers to practice during and use throughout the year.

c. 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.

Kagan Win-Win Discipline training was provided to all teaching staff during our teacher pre-service week and follow up professional development will be provided to teachers throughout the year.

The Positive Behavior Support (PBS) committee, comprised of students, staff, and parents, meets monthly to analyze academic, discipline and attendance data. School-wide PBS plans/classroom PBS plans are implemented to help minimize distractions and keep students engaged during instructional time by recognizing students who are making positive choices. IMS expectations along with classroom expectations are consistently reviewed with students by administration and teachers. Professional development on classroom management and PBS plans is provided for staff and plans are reviewed and approved by the APs for Attendance and Discipline to ensure that they are in alignment with school-wide PBS model and goals. Teachers create their own PBS plans for their individual classrooms. These PBS plans identify specific behaviors that are occurring in their classrooms and allow teachers the opportunity to implement an action plan as to how they are going to address the behavior issues. Professional development is also offered for StudentPass (web-based program used to track discipline data) as well as support with the Infraction process. In order to ensure that consequences are fair and equitable, the Collier County Discipline Matrix is consistently followed.

The Multi-Tiered System of Supports (MTSS) process for behavior outlines precise steps that staff must take to ensure that behavior is not a barrier for academic success.

d. 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.

Students' social-emotional needs are met through mentoring groups and check in/out meetings. Students who are having difficulty adjusting to the IMS campus have the opportunity to meet with their school counselor for individual or group meetings . Students who have been placed on a behavior contract are assigned to meet with either an administrator, counselor, or with a resource teacher who serves as a mentor to the student. Mentors provide students with support for both academics and emotional needs, which ensures students have the opportunity to form a relationship with an adult on campus that they know they can turn to for support. A school psychologist is available for short term-solution focused counseling for students.

3. Early Warning Systems

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

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The early warning system report, available in datawarehouse, is used to identify students with two or more indicators. Indicators identified are: Course failure in ELA or math, Level 1 ELA or Math FSA, attendance below 90 percent, one or more suspensions. When attendance falls below 90 percent parents receive an auto dialer phone call. The student is then referred to the Guidance Office. If absences continue, a letter is mailed to the family after 7 absences. When students miss 10 days of school, a letter is mailed to parents and an MTSS meeting is scheduled to determine cause and course of action. Attendance data in Data Warehouse and StudentPass are used to report to Teachers and Leadership Team to determine appropriate intervention. Students who exhibit consistent inappropriate behaviors are placed on Behavior Contract/Tier II intervention and progress

to Tier III is attendance issues continue. Parents are informed about the situation and the possible consequences should the contract be violated. Students are then placed on a check in/check out system where they receive support and counseling to provide them with strategies to be successful on campus.

b. Provide the following data related to the school's early warning system

1. 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	22	37	43	0	0	0	0	102
One or more suspensions	0	0	0	0	0	0	34	140	116	0	0	0	0	290
Course failure in ELA or Math	0	0	0	0	0	0	0	85	102	0	0	0	0	187
Level 1 on statewide assessment	0	0	0	0	0	0	205	197	221	0	0	0	0	623

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	169	218	227	0	0	0	0	614

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

We use a variety of research based strategies to improve academic performance of at-risk students. They include but are not limited to sending attendance letters, scheduling parent-teacher conferences, Positive Behavior Support plans and activities, Renaissance Club activities, student led conferences, Student Success Plans (SSP), after school programs.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/307698>.

2. Description

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

2. 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.

We partner with different organizations to ensure that our community partners have opportunities to provide resources to support the school and most importantly have a positive impact on student achievement. Our community partners include Horace Mann, The Immokalee Foundation (TIF), Boys and Girls Club, Laces of Love, McDonalds, Winn-Dixie, and The Education Association. These community partners provide mentors, shoes, vouchers for PBS, after school tutoring, and scholarship opportunities for students.

C. 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).

1. School Leadership Team

a. Membership

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

Name	Title
Jaimes, Abel	Principal
Burton, Eugenia	Assistant Principal
Caseres, Maryann	Assistant Principal
Voorhees, Destini	Assistant Principal
Boddison, Daniel	Instructional Coach
Novotny, Geralyn	Instructional Coach
Stulz, Christopher	Other
Webster, Lesley	Teacher, K-12
Diaz, Jennie	Teacher, K-12
Novotny, Joe	Teacher, K-12
Sierra, Jose	Instructional Coach
Villa, Melanie	Instructional Coach
Konicek, Dyan	Instructional Coach
Fernandez, Marisol	Guidance Counselor

b. Duties

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

Principal:

Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Intervention Support Specialist:

Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Select General Education Teachers:

Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education Team Leader:

Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through co-teaching.

Instructional Coaches/Teachers: Reading/Science/Math/Social Studies:

Develop, lead, and evaluate school core content standards/ program needs and provide content based professional development for staff. Assist in the design and implementation for progress monitoring, data collection, and data analysis. Participate in the design and delivery of professional development and provide support for assessment and implementation monitoring of Tier 3 intervention plans.

School Counselor:

Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school counselors link child-serving and community agencies to families to support the child's academic, emotional, behavioral, and social needs.

2. 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 met with department and team Professional Learning Communities (PLCs) to identify data that would be used to set goals and identify barriers used to address student needs. The data will be compiled using district and FSA data. Once that data is compiled it will be shared with the School Advisory Council (SAC) for their input in the development of the SIP.

Title I Parts A, C, D, and School Improvements (1003a and 1003g) Title II, Part A and Title III are managed out of the same Federal State and Competitive Grants Office in Collier County. They share administrative staff so that oversight, coordination, budgeting, staffing, and monitoring are efficiently and effectively coordinated. In addition to informal communications, monthly formal administrative meetings are held to discuss program needs, issues and coordinate efforts.

Support staff of the Title I Part A, Title I Part C, Title I Part D, and Title X programs meets regularly to coordinate efforts and receive joint staff development for improving their

services.

Regularly scheduled Curriculum and Instruction department meetings are scheduled that include district level program coordinators, including Federal, State and Competitive Grants, IDEA, Perkins, Head Start, Supplemental Academic Instruction, Advanced Placement Initiative, Career and Technical education.

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 and District jointly fund the Homeless Liaison staff position to support homeless students in all public schools. The LEA provides services in coordination with the McKinney-Vento Homeless Assistance Act.

Title I Migrant, Title I Basic, Title III funds are coordinated to provide at risk students with supplemental instructional support and resources, such as SuccessMaker licenses, Tutors, Resource Teachers. Title I Basic, Title I Migrant and Head Start/VPK collaborate to provide PreK classes and in home literacy support to ensure school readiness for Collier students.

Title I Migrant and school collaboration occurs with local eye doctor to provide eye exams and glasses at no cost to migrant students in need or at a discounted price to our program. Title I Migrant also collaborates with a dentist to provide dentistry at no cost or discounted prices to migrant students in need.

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 trainings to build the capacity of parents and foster strong connection and engagement between home and school. In addition both grants provide translation services to ensure that non-English speaking parents are able to participate fully in the education of their children.

Title I Migrant could add a section on the Migrant Parent Advisory

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 at all Elementary schools. Title I Part A and Title I SIG 1003g/1003a funds are used to provide additional Academic Coaches at Title I Elementary, Middle and High Schools. Supplemental coaches are provided to support lowest performing schools and those in differentiated Accountability Priority and Focus status.

Title I Part A, Title II Part A and IDEA fund exam reimbursements and course tuition reimbursement to ensure staff meet HQT.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Abel Jaimes	Principal
Yarsely Trejo	Business/Community
Marie Similien	Parent
Claudia Medina	Education Support Employee
Francisca Rivera	Parent
Cristina Hernandez	Parent
David Hernandez	Parent
Pete Cade	Parent
Julia Cade	Parent
Ghislaine Albert	Education Support Employee
Amanda Cosme	Parent
Amber Craig	Business/Community
Daniel Boddison	Teacher
Amie Raulerson	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

Student assessment data is shared with SAC by grade level and different subgroups. The Principal shares areas of increase and decrease, highlighting areas of concern. Input is sought from SAC to ensure that all stakeholders understand the progress that has been made and challenges that continue to impact our students.

b. Development of this school improvement plan

FSA, district, and non academic data will be shared with SAC once data is released and input will be sought in relation to goals, barriers, and strategies that are identified by instructional staff during their data PLCs. Recommendations are taken into account and the completed SIP draft is brought back for SAC approval in the October meeting.

c. Preparation of the school's annual budget and plan

The draft annual budget, including the different Title I Use of Funds (Migrant, Basic, and Parent Involvement), Parent Involvement Policy, and Compact, are shared with SAC during the April meeting to seek input from parents and amend as needed.

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

The following school improvement funds were allocated last year:

- \$1200 - Jr. BETA Convention
- \$1,000 - Emergency Cafeteria Fund
- \$1,000 - Lunch for Saturday Barnes and Nobles field trip for parents and students for the purchase of food
- \$3,000 - Purchase 12 class sets of calculators for the math classrooms with carrying case/

storage container

\$2500 - Field trip to Barnes and Nobles so students could purchase books.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Jaimes, Abel	Principal
Burton, Eugenia	Assistant Principal
Caseres, Maryann	Assistant Principal
Voorhees, Destini	Assistant Principal
Boddison, Daniel	Instructional Coach
Wallner, Shirley	Instructional Media
Webster, Lesley	Teacher, K-12
Diaz, Jennie	Instructional Coach
Sierra, Jose	Instructional Coach
Konicek, Dyan	Instructional Coach
Villa, Melanie	Instructional Coach
Novotny, GERALYN	Instructional Coach
Stulz, Christopher	Other

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Support teachers in analyzing student assessment data and creating remediation and enrichment to enhance student achievement.

Increase lesson rigor through the use of Marzano's Instructional Strategies.

Focus on school wide PBS/InSS and providing tiered interventions to insure the success of all students.

Model lessons and facilitate professional development in differentiated instruction (DI), collaborative structures, best practices, etc.

Promotes writing as a response to text across content areas.

Utilize common assessments, Cornell Notes, and Understanding by Design lesson

planning which effectively incorporates the Gradual Release Model and Marzano's key strategies as identified through the Collier Teacher Evaluation Model (CTEM) in Domain 1 (Classroom Strategies and Behaviors) and Domain 2 (Planning and Preparing).

D. 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).

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

Every new teacher to our district is provided a peer mentor. Mentors are paired with beginning teachers based on the mentors' teaching expertise and experience as well as his/her ability to model instruction and provide ongoing support.

Planned mentoring activities include:

- Provide a tour of the school campus
- Orient mentee to school policies and procedures
- Provide coaching and support
- Meet on a regularly scheduled basis to assist in particular areas of need (policies, procedures, technology, curriculum and instruction)
- Provide temporary duty (TD) to observe master teachers teaching

Teachers are provided a common planning period with peers teaching the same grade and content. This allows them to plan together and discuss best practices. Also, teachers meet in the morning weekly with their data team PLCs to disaggregate assessment data. This information is then used to inform instruction for the following week.

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

- Provide new teachers a mentor teacher.
- The district provides all Immokalee teachers a yearly gas stipend of approximately \$800.
- Build a culture of collaboration and respect, where teachers feel appreciated and valued for their professional contributions to the school.
- CCPS recruits, takes on-line applications, screens, and approves candidates for interviews. Most teachers are certified and highly qualified in their area or working to become so.

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

Mentors are paired with beginning teachers based on the mentors' teaching expertise and experience as well as his/her ability to model instruction and provide ongoing support.

Planned mentoring activities include:

- Provide a tour of the school campus
- Orient mentee to school policies and procedures
- Provide coaching and support
- Meet on a regularly scheduled basis to assist in particular areas of need (policies, procedures, technology, curriculum and instruction)
- Provide TD to observe master teachers teaching

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

All materials and resources CCPS considers for adoption are selected from the list of pre-approved materials provided by the Florida Department of Education. The materials are then previewed by all staff teaching the specific content, their recommendations are reviewed by a committee of teachers, parents, and district staff who decide on the materials that best align with the Florida Standards and instructional model for the district. Teacher use of district created curriculum guides and materials ensure that core instructional programs and materials are aligned to Florida's standards and the use of a Multi-Tiered System of Supports (MTSS) assures that instruction is differentiated to support all students' instructional needs.

b. Instructional Strategies

1. 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.

Students are scheduled into their English language arts and math courses based on their assessment data results. The majority of our Level 1 and 2 ELA students are scheduled in an intensive reading course and the majority of our Level 1 math students are scheduled in an additional math course (Intensive Math) for additional support. Likewise, level 4 and 5 students are placed in honors/advanced/Cambridge courses to ensure that they are being challenged. *Cambridge is by application only because of the depth/rigor required of courses.

Same content area teachers meet once weekly in their data team PLCs to review assessment data and identify strengths and gaps in instruction. This information is then incorporated during their common planning team meeting, where they use the data to plan for instruction including differentiation and student specific accommodation for the needs of various students. Activities are developed that ensure that instruction is modified/supplemented/adapted to meet the needs of all learners.

2. 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: 3,600

Every content area teacher will be given an opportunity to recommend students who are not meeting standards for the after school tutoring program. There will be a lead teacher to ensure that the interventions being provided are supported by data (pre-assessment and curriculum based measures) and are targeted.

Strategy Rationale

To ensure that all students demonstrate overall learning gains as measured by FSA ELA and Math.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Boddison, Daniel, boddisda@collierschools.com

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

Benchmark and assessment data will be analyzed to determine the effectiveness of the program.

2. Student Transition and Readiness

a. 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).

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

Students are provided an orientation and an opportunity to tour the campus prior to their enrollment. Transitioning groups (from elementary to middle and from middle to high) are provided with course selection orientation information and PBS/behavioral expectations, general procedures information. Also, informational meetings are set up for each school and a school counselor and the APC provide a presentation for the students outlining school procedures and requirements. Transition meetings are also setup for special needs students to ensure that their transition is seamless. All students are provided with the opportunity to visit classrooms and meet their teachers in August prior to the start of school.

b. College and Career Readiness

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

Administrators and school counselors meet with groups and individuals to determine students' course of study. Opportunities are provided for students to tour our local technical center (I-TECH), TIF (The Immokalee Foundation) provides the students opportunities for scholarships (Take Stock in Children). Students are also provided opportunities for acceleration through industry certification courses available on site

(Microsoft Office Certification). Gifted Curriculum Specialists will be holding transition meetings with individual 8th grade gifted students and their parents to inform them of the many advanced studies opportunities available in the district. The District designed and facilitated a College and Career Readiness Experience for every 7th Grade student. The goal was to promote an interest in pursuing post-secondary education and to assist in on-going career exploration and planning. Students completed an interest inventory and viewed five video workshop modules on the topics of: High School Planning, Career and Technical Education, Scholarships and Financial Aid, College Majors and Campus Life, and High School Opportunities in the Arts. The culminating event of the experience was a tour of a local university campus.

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

Increased numbers of students are enrolled in advanced level and high school level courses, including Career and Technical Education (CTE) courses in which they have the opportunity to earn industry certifications. Each of the high school level courses offered are the entry level component for the National Academy Foundation (NAF) Academies that will be available to them at Immokalee High School including: Engineering, Finance, and Information Technology. The students in the 8th grade CTE course are completing one of the NAF Certificates that are required in all of the NAF Academies. In addition, all students participate in student led conferences to assist them in making the connection with what they are learning and goals.

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

To prepare students to be successful in high school and beyond, the following high school level courses are offered to Immokalee Middle School students: Algebra I/Honors, Spanish I, Spanish II, Keyboard and Business Skills, HOPE, Computer and Business Skills, and Computers for College and Career. Students are also provided with career planning, STEM activities and competitions, and guest speakers through Junior Achievement to provide insight into a variety of career interests. Eighth grade migrant students who are fourteen and older are provided with the opportunity for employment through Earn and Learn.

4. 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.

In analyzing the feedback report for Immokalee High School it is evident that we need to continue to emphasize goal setting and ensuring that students set short term and long term goals. Our students participate in data chats quarterly in their core classes and participated in student led conferences during which emphasis is placed on setting short and long-term goals. Along with their goals students need to understand the implication for admission to their respective schools/programs.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers engage students in recording and representing knowledge, then the students' ability to recall and apply the knowledge gained will increase and the percentage of students making learning gains will increase by at least 4% for both English Language Arts (ELA) and Math FSA.

- G2.** If teachers use data to identify student needs and differentiate instruction, then the percentage of students making learning gains will increase by at least 4% for both ELA and Math FSA.

- G3.** If teachers engage students in revising previous knowledge by correcting errors and misconceptions as well as adding new information, then the percentage of students making learning gains will increase by at least 4% for both ELA and Math FSA.

Strategic Goals Detail

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

G1. If teachers engage students in recording and representing knowledge, then the students' ability to recall and apply the knowledge gained will increase and the percentage of students making learning gains will increase by at least 4% for both English Language Arts (ELA) and Math FSA. **1a**

G083207

Targets Supported **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	32.0
ELA/Reading Gains	50.0
Math Gains	54.0
Civics EOC Pass	53.0
Algebra I EOC Pass Rate	84.0

Targeted Barriers to Achieving the Goal **3**

- Students are having difficulty recording and representing their understanding of critical content and lack the note taking skills to organize the critical content in a manner that helps them retain, recall, and apply the concepts learned on summative assessments.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Textbooks
- curriculum maps
- grade level/content area common planning
- observation data
- content area coaches
- resource teachers
- district purchased digital resources
- For student instruction in Access Points: Unique Learning System, instructional technology.
- advanced organizer specific to each department
- Growth Progress Success (GPS) Powerful Practices
- DataWarehouse
- Learning Sciences International (LSI) Growth Tracker

Plan to Monitor Progress Toward G1. 8

Student academic and non academic indicators will be monitored monthly via DataWarehouse.

CTEM observations, benchmark assessment data, common assessment data, lesson plans, and observation data collection by coaches will be reviewed throughout the year.

For student instruction in Access Points: Unique Learning System monthly benchmark assessments and unit checklists will be reviewed.

Person Responsible

Eugenia Burton

Schedule

Monthly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Progress monitoring reports, FSA data, iObservation reports, student iPortfolios, assessment items/data, data collection reports

G2. If teachers use data to identify student needs and differentiate instruction, then the percentage of students making learning gains will increase by at least 4% for both ELA and Math FSA. 1a

G083208

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	32.0
ELA/Reading Gains	50.0
Math Gains	54.0
Civics EOC Pass	53.0
Algebra I EOC Pass Rate	84.0

Targeted Barriers to Achieving the Goal 3

- We have 27 new teachers who will require ongoing professional development on the MTSS process.

Resources Available to Help Reduce or Eliminate the Barriers 2

- content area coaches
- resource teachers
- school counselors
- ESE inclusion teachers
- CHAMPS committee
- PBS committee
- district purchased software
- district purchased digital resources
- team leaders
- For student instruction in Access Points: Unique Learning System, instructional technology
- Growth Progress Success (GPS) Powerful Practices
- DataWarehouse
- Learning Sciences International (LSI) Growth Tracker

Plan to Monitor Progress Toward G2. 8

CTEM observations, benchmark assessment data, common assessment data, lesson plans, and observation data collection by coaches will be reviewed throughout the year.

For student instruction in Access Points: Unique Learning System monthly benchmark assessments and unit checklists will be reviewed.

Person Responsible

Eugenia Burton

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

teacher/admin data chats, lesson plans, CTEM observation reports, student work, Student Success Plans, IEP goal monitoring

G3. If teachers engage students in revising previous knowledge by correcting errors and misconceptions as well as adding new information, then the percentage of students making learning gains will increase by at least 4% for both ELA and Math FSA. 1a

G083209

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	32.0
ELA/Reading Gains	50.0
Math Gains	54.0
Civics EOC Pass	53.0
Algebra I EOC Pass Rate	84.0

Targeted Barriers to Achieving the Goal 3

- 27 new teachers to CCPS/IMS will require ongoing professional development in the Marzano Instructional Model and school-wide literacy strategies.

Resources Available to Help Reduce or Eliminate the Barriers 2

- grade level/content area common planning
- content area coaches
- resource teachers
- district purchased digital resources program usage reports
- For student instruction in Access Points: Unique Learning System, instructional technology.
- Two migrant resource teachers and three migrant tutors provide supplemental support for migrant students to ensure that their school interruption does not negatively impact their academic achievement. Teachers and tutors will be using the push-in model to provide supplemental services to migrant students, focusing on Priority for Service (PFS) migrant students first.
- Growth Progress Success (GPS) Powerful Practices
- DataWarehouse
- Learning Sciences International (LSI) Growth Tracker

Plan to Monitor Progress Toward G3. 8

CTEM observations, benchmark assessment data, common assessment data, lesson plans, and observation data collection by coaches will be reviewed throughout the year.

For student instruction in Access Points: Unique Learning System Monthly Benchmark Assessments and Unit Checklists will be reviewed.

Person Responsible

Destini Voorhees

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Progress Monitoring Reports, FCAT Data, iObservation Reports, Student iPortfolios

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. If teachers engage students in recording and representing knowledge, then the students' ability to recall and apply the knowledge gained will increase and the percentage of students making learning gains will increase by at least 4% for both English Language Arts (ELA) and Math FSA. **1**

G083207

G1.B1 Students are having difficulty recording and representing their understanding of critical content and lack the note taking skills to organize the critical content in a manner that helps them retain, recall, and apply the concepts learned on summative assessments. **2**

B220554

G1.B1.S1 Teachers will engage students in the Cornell Note taking process and ensure that students are using their Cornell Notes to identify the critical content and to review the critical content multiple times before they are assessed. **4**

S232841

Strategy Rationale

Engaging students in learning how to take and use Cornell Notes will teach them to identify and apply critical content.

Action Step 1 **5**

Teachers will be provided professional development focused on the proper ways to take and use Cornell Notes in their classrooms.

Person Responsible

Daniel Boddison

Schedule

Monthly, from 8/15/2016 to 6/1/2017

Evidence of Completion

teacher/admin data chats, lesson plans, CTEM observation reports, student work, assessments, data collection by coaches

Action Step 2 5

Model classrooms will be identified

Person Responsible

Daniel Boddison

Schedule

Quarterly, from 10/11/2016 to 5/1/2017

Evidence of Completion

observation data and schedules

Action Step 3 5

Teachers will be provided with the opportunity to participate in instructional rounds.

Person Responsible

Daniel Boddison

Schedule

Quarterly, from 10/11/2016 to 5/1/2017

Evidence of Completion

observation data and schedules

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

To monitor and support the fidelity of implementation of this strategy, administrators and academic coaches will attend common planning sessions, review lesson plans, conduct classroom observations, and review student artifacts.

Person Responsible

Eugenia Burton

Schedule

Monthly, from 8/15/2016 to 6/1/2017

Evidence of Completion

lesson plans, iObservation reports, student work, assessment items/data

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

CTEM observations, lesson plans, and student artifacts.

Person Responsible

Abel Jaimes

Schedule

Quarterly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Progress monitoring reports, FSA Data, iObservation reports, student iPortfolios, assessment items/data

G2. If teachers use data to identify student needs and differentiate instruction, then the percentage of students making learning gains will increase by at least 4% for both ELA and Math FSA. 1

G083208

G2.B1 We have 27 new teachers who will require ongoing professional development on the MTSS process. 2

B220555

G2.B1.S1 Teachers will develop and implement data based differentiated lessons that incorporate collaborative strategies including established routines for student grouping and student interaction in groups such as jigsaw, reciprocal teaching, carousel grouping, science labs, assignment stations, Harkness discussions; Kagan strategies, student choice through activities such as RAFTS, choice or menu boards, tic-tac-toe boards; and a variety of products including performance and traditional assessments. 4

S232842

Strategy Rationale

By differentiating instruction teachers will be able to help students master standards.

Action Step 1 5

Lesson plans and classroom instruction will routinely feature differentiated content, process, product, and/or learning environment based on the specific needs of individual students within the class (the gifted endorsed teachers are responsible for documenting in lesson plans the curriculum modifications/differentiation for students who are gifted to address the EP goals).

Person Responsible

Eugenia Burton

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Teacher/Admin Data Chats, Lesson plans, CTEM Observation Reports, Student Work, Student Success Plans, IEP Goal Monitoring

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

To monitor and support the fidelity of implementation of this strategy, administrators and academic coaches will attend common planning sessions, review lesson plans, conduct classroom observations, and review student artifacts.

Person Responsible

Abel Jaimes

Schedule

Monthly, from 8/15/2016 to 6/1/2017

Evidence of Completion

teacher/admin data chats, lesson plans, CTEM observation reports, student work, Student Success Plans, IEP goal monitoring

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

CTEM observations, benchmark assessment data, common assessment data, lesson plans, and observation data collection by coaches will be reviewed throughout the year.

Person Responsible

Abel Jaimes

Schedule

Quarterly, from 8/15/2016 to 6/1/2017

Evidence of Completion

teacher/admin data chats, lesson plans, CTEM observation reports, student work, Student Success Plans, IEP goal monitoring

G3. If teachers engage students in revising previous knowledge by correcting errors and misconceptions as well as adding new information, then the percentage of students making learning gains will increase by at least 4% for both ELA and Math FSA. **1**

G083209

G3.B1 27 new teachers to CCPS/IMS will require ongoing professional development in the Marzano Instructional Model and school-wide literacy strategies. **2**

B220556

G3.B1.S1 Teachers will be provided opportunities for professional development in a variety of classroom strategies and behaviors (Marzano's Domain 1). **4**

S232843

Strategy Rationale

iObservation data reports indicate that revising knowledge is not planned for and observed during classroom observations, so additional PD focused on Marzano's content segment strategies is necessary.

Action Step 1 **5**

Migrant resource teachers and tutors will push into different content areas to provide support to students who are not mastering standards.

Person Responsible

Destini Voorhees

Schedule

Monthly, from 9/26/2016 to 5/19/2017

Evidence of Completion

Earn and Learn student will be tracked and data will analyzed to assess programs success.

Action Step 2 5

Provide access to a variety of instructional resources for teachers to be able to make accommodations to the curriculum to allow better student access to content area material for struggling readers.

Person Responsible

Maryann Caseres

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Receipts will be provided for each purchase to document what is being purchased for each department.

Action Step 3 5

Students needing additional support beyond the school day will be offered learning opportunities after school. The small group sessions will provide at least 4 hours of instruction focused on preparing for success on EOC exams and state assessments.

Person Responsible

Daniel Boddison

Schedule

Monthly, from 9/19/2016 to 5/26/2017

Evidence of Completion

Reports documenting how students who attended performed on the FSA versus students who did not, will be reviewed to determine the program's success.

Action Step 4 5

Lesson plans and classroom instruction will routinely feature a variety of strategies for processing and elaborating on new information.

Person Responsible

Daniel Boddison

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

teacher/admin data chats, lesson plans, CTEM observation reports, student work

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

To monitor and support the fidelity of implementation of this strategy, administrators and academic coaches will attend common planning sessions, review lesson plans, conduct classroom observations, and review student artifacts.

Person Responsible

Abel Jaimes

Schedule

Monthly, from 8/15/2016 to 8/15/2016

Evidence of Completion

Lesson Plans, iObservation Reports, Student Work

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

CTEM observations, benchmark assessment data, common assessment data, lesson plans, and observation data collection by coaches will be reviewed throughout the year.

Person Responsible

Abel Jaimes

Schedule

Quarterly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Progress Monitoring Reports, FSA Data, iObservation Reports, student iPortfolios, Achieve 3000 Usage Reports, FAIR-FS reports, lesson plans that include literacy strategies

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G3.B1.S1.MA1 M302217	To monitor and support the fidelity of implementation of this strategy, administrators and academic...	Jaimes, Abel	8/15/2016	Lesson Plans, iObservation Reports, Student Work	8/15/2016 monthly
G1.B1.S1.A2 A298136	Model classrooms will be identified	Boddison, Daniel	10/11/2016	observation data and schedules	5/1/2017 quarterly
G1.B1.S1.A3 A298137	Teachers will be provided with the opportunity to participate in instructional rounds.	Boddison, Daniel	10/11/2016	observation data and schedules	5/1/2017 quarterly
G3.B1.S1.A1 A298139	Migrant resource teachers and tutors will push into different content areas to provide support to...	Voorhees, Destini	9/26/2016	Earn and Learn student will be tracked and data will analyzed to assess programs success.	5/19/2017 monthly
G3.B1.S1.A3 A298141	Students needing additional support beyond the school day will be offered learning opportunities...	Boddison, Daniel	9/19/2016	Reports documenting how students who attended performed on the FSA versus students who did not, will be reviewed to determine the program's success.	5/26/2017 monthly
G1.MA1 M302212	Student academic and non academic indicators will be monitored monthly via DataWarehouse. CTEM...	Burton, Eugenia	8/15/2016	Progress monitoring reports, FSA data, iObservation reports, student iPortfolios, assessment items/data, data collection reports	6/1/2017 monthly
G1.B1.S1.MA1 M302210	CTEM observations, lesson plans, and student artifacts.	Jaimes, Abel	8/15/2016	Progress monitoring reports, FSA Data, iObservation reports, student iPortfolios, assessment items/data	6/1/2017 quarterly
G1.B1.S1.MA1 M302211	To monitor and support the fidelity of implementation of this strategy, administrators and academic...	Burton, Eugenia	8/15/2016	lesson plans, iObservation reports, student work, assessment items/ data	6/1/2017 monthly
G1.B1.S1.A1 A298135	Teachers will be provided professional development focused on the proper ways to take and use...	Boddison, Daniel	8/15/2016	teacher/admin data chats, lesson plans, CTEM observation reports, student work, assessments, data collection by coaches	6/1/2017 monthly
G2.B1.S1.MA1 M302213	CTEM observations, benchmark assessment data, common assessment data, lesson plans, and observation...	Jaimes, Abel	8/15/2016	teacher/admin data chats, lesson plans, CTEM observation reports, student work, Student Success Plans, IEP goal monitoring	6/1/2017 quarterly
G2.B1.S1.MA1 M302214	To monitor and support the fidelity of implementation of this strategy, administrators and academic...	Jaimes, Abel	8/15/2016	teacher/admin data chats, lesson plans, CTEM observation reports, student work, Student Success Plans, IEP goal monitoring	6/1/2017 monthly
G3.B1.S1.MA1 M302216	CTEM observations, benchmark assessment data, common assessment data, lesson plans, and observation...	Jaimes, Abel	8/15/2016	Progress Monitoring Reports, FSA Data, iObservation Reports, student iPortfolios, Achieve 3000 Usage Reports, FAIR-FS reports, lesson plans that include literacy strategies	6/1/2017 quarterly
G2.MA1 M302215	CTEM observations, benchmark assessment data, common assessment data, lesson plans, and observation...	Burton, Eugenia	8/15/2016	teacher/admin data chats, lesson plans, CTEM observation reports, student work, Student Success Plans, IEP goal monitoring	6/2/2017 monthly
G3.MA1 M302218	CTEM observations, benchmark assessment data, common assessment data, lesson plans, and observation...	Voorhees, Destini	8/15/2016	Progress Monitoring Reports, FCAT Data, iObservation Reports, Student iPortfolios	6/2/2017 monthly
G2.B1.S1.A1 A298138	Lesson plans and classroom instruction will routinely feature differentiated content, process,...	Burton, Eugenia	8/15/2016	Teacher/Admin Data Chats, Lesson plans, CTEM Observation Reports,	6/2/2017 weekly

Collier - 0361 - Immokalee Middle School - 2016-17 SIP
Immokalee Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				Student Work, Student Success Plans, IEP Goal Monitoring	
G3.B1.S1.A2  A298140	Provide access to a variety of instructional resources for teachers to be able to make...	Caseres, Maryann	8/15/2016	Receipts will be provided for each purchase to document what is being purchased for each department.	6/2/2017 monthly
G3.B1.S1.A4  A298142	Lesson plans and classroom instruction will routinely feature a variety of strategies for...	Boddison, Daniel	8/15/2016	teacher/admin data chats, lesson plans, CTEM observation reports, student work	6/2/2017 monthly

V. Professional Development Opportunities

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

G1. If teachers engage students in recording and representing knowledge, then the students' ability to recall and apply the knowledge gained will increase and the percentage of students making learning gains will increase by at least 4% for both English Language Arts (ELA) and Math FSA.

G1.B1 Students are having difficulty recording and representing their understanding of critical content and lack the note taking skills to organize the critical content in a manner that helps them retain, recall, and apply the concepts learned on summative assessments.

G1.B1.S1 Teachers will engage students in the Cornell Note taking process and ensure that students are using their Cornell Notes to identify the critical content and to review the critical content multiple times before they are assessed.

PD Opportunity 1

Teachers will be provided professional development focused on the proper ways to take and use Cornell Notes in their classrooms.

Facilitator

Dan Boddison

Participants

teachers, tutors, content area coaches, resource teachers

Schedule

Monthly, from 8/15/2016 to 6/1/2017

G2. If teachers use data to identify student needs and differentiate instruction, then the percentage of students making learning gains will increase by at least 4% for both ELA and Math FSA.

G2.B1 We have 27 new teachers who will require ongoing professional development on the MTSS process.

G2.B1.S1 Teachers will develop and implement data based differentiated lessons that incorporate collaborative strategies including established routines for student grouping and student interaction in groups such as jigsaw, reciprocal teaching, carousel grouping, science labs, assignment stations, Harkness discussions; Kagan strategies, student choice through activities such as RAFTS, choice or menu boards, tic-tac-toe boards; and a variety of products including performance and traditional assessments.

PD Opportunity 1

Lesson plans and classroom instruction will routinely feature differentiated content, process, product, and/or learning environment based on the specific needs of individual students within the class (the gifted endorsed teachers are responsible for documenting in lesson plans the curriculum modifications/differentiation for students who are gifted to address the EP goals).

Facilitator

content area coaches

Participants

teachers, tutors

Schedule

Weekly, from 8/15/2016 to 6/2/2017

G3. If teachers engage students in revising previous knowledge by correcting errors and misconceptions as well as adding new information, then the percentage of students making learning gains will increase by at least 4% for both ELA and Math FSA.

G3.B1 27 new teachers to CCPS/IMS will require ongoing professional development in the Marzano Instructional Model and school-wide literacy strategies.

G3.B1.S1 Teachers will be provided opportunities for professional development in a variety of classroom strategies and behaviors (Marzano's Domain 1).

PD Opportunity 1

Migrant resource teachers and tutors will push into different content areas to provide support to students who are not mastering standards.

Facilitator

Migrant Resource Teachers and District Staff

Participants

Earn and Learn Staff

Schedule

Monthly, from 9/26/2016 to 5/19/2017

PD Opportunity 2

Students needing additional support beyond the school day will be offered learning opportunities after school. The small group sessions will provide at least 4 hours of instruction focused on preparing for success on EOC exams and state assessments.

Facilitator

Daniel Boddison

Participants

After school program staff

Schedule

Monthly, from 9/19/2016 to 5/26/2017

PD Opportunity 3

Lesson plans and classroom instruction will routinely feature a variety of strategies for processing and elaborating on new information.

Facilitator

Dan Boddison, District Personnel

Participants

teachers, tutors

Schedule

Monthly, from 8/15/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will be provided professional development focused on the proper ways to take and use Cornell Notes in their classrooms.				\$566,810.11
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	0361 - Immokalee Middle School	Title I, Part A	1.0	\$69,256.89
<i>Notes: Resource Teacher (Reading)</i>						
	6400	100-Salaries	0361 - Immokalee Middle School	Title I, Part A	1.0	\$70,586.08
<i>Notes: Reading Coach</i>						
	6400	100-Salaries	0361 - Immokalee Middle School	Title I, Part A	0.5	\$35,391.87
<i>Notes: Literacy/Staff Development TSA</i>						
	6400	100-Salaries	0361 - Immokalee Middle School	Title I, Part A	1.0	\$73,097.13
<i>Notes: Math Resource Teacher/Math Coach</i>						
	6400	100-Salaries	0361 - Immokalee Middle School	Title I, Part A	0.83	\$49,879.54
<i>Notes: Science Resource Teacher</i>						
	5100	100-Salaries	0361 - Immokalee Middle School	Title I, Part A	1.0	\$70,783.73
<i>Notes: Resource Teacher (Staff Development)</i>						
	6100	100-Salaries	0361 - Immokalee Middle School	Title I, Part A		\$30,378.81
<i>Notes: Parent Involvement Assistant</i>						
	5100	100-Salaries	0361 - Immokalee Middle School	Title I, Part A		\$101,232.86
<i>Notes: 3 ELL Tutors</i>						
	6400	100-Salaries	0361 - Immokalee Middle School	Title I, Part A	1.0	\$66,203.20
<i>Notes: Math Resource Teacher</i>						
2	G1.B1.S1.A2	Model classrooms will be identified				\$0.00
3	G1.B1.S1.A3	Teachers will be provided with the opportunity to participate in instructional rounds.				\$17,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

Collier - 0361 - Immokalee Middle School - 2016-17 SIP
Immokalee Middle School

	6400	750-Other Personal Services	0361 - Immokalee Middle School	Title I, Part A		\$17,500.00
			<i>Notes: Guest teachers for teacher PD.</i>			
4	G2.B1.S1.A1	Lesson plans and classroom instruction will routinely feature differentiated content, process, product, and/or learning environment based on the specific needs of individual students within the class (the gifted endorsed teachers are responsible for documenting in lesson plans the curriculum modifications/differentiation for students who are gifted to address the EP goals).				\$60,136.67
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0361 - Immokalee Middle School	Title I, Part A		\$60,136.67
			<i>Notes: Purchase supplies for all students.</i>			
5	G3.B1.S1.A1	Migrant resource teachers and tutors will push into different content areas to provide support to students who are not mastering standards.				\$316,243.10
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	0361 - Immokalee Middle School	Title I, Part C	1.0	\$60,095.83
			<i>Notes: Migrant Resource Teacher</i>			
	5100	100-Salaries	0361 - Immokalee Middle School	Title I, Part C		\$96,644.19
			<i>Notes: 3 ELL Migrant Tutors (2 Spanish, 1 Creole)</i>			
	5100	100-Salaries	0361 - Immokalee Middle School	Title I, Part C	1.0	\$82,929.08
			<i>Notes: Migrant Resource Teacher</i>			
	6120	130-Other Certified Instructional Personnel	0361 - Immokalee Middle School	Title I, Part C	1.0	\$74,174.00
			<i>Notes: 3 counselors are funded .33, .33, and .34</i>			
	5100	350-Repairs and Maintenance	0361 - Immokalee Middle School	Title I, Part C		\$2,400.00
			<i>Notes: Copy Machine Maintenance and Toner</i>			
6	G3.B1.S1.A2	Provide access to a variety of instructional resources for teachers to be able to make accommodations to the curriculum to allow better student access to content area material for struggling readers.				\$82,949.85
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	642-Furniture, Fixtures and Equipment Non-Capitalized	0361 - Immokalee Middle School	Title I, Part A		\$3,166.37
			<i>Notes: Laptop Carts</i>			

Collier - 0361 - Immokalee Middle School - 2016-17 SIP

Immokalee Middle School

	5100	644-Computer Hardware Non-Capitalized	0361 - Immokalee Middle School	Title I, Part A		\$27,480.00
			<i>Notes: HP Streams laptops</i>			
	6150	510-Supplies	0361 - Immokalee Middle School	Title I, Part A		\$9,156.30
			<i>Notes: Pay for Barnes and Noble parent field trip, books, and staff translation services.</i>			
	5100	510-Supplies	0361 - Immokalee Middle School	Title I, Part C		\$33,147.18
			<i>Notes: To support all program initiative the following instructional supplies/ materials will be needed: notebook paper, pens/pencils, calculators, folders, books, and magazines to supplement student materials needed throughout the school year. Additional resources will be needed that focus on employability skills/career awareness materials for all migrant students.</i>			
	5100	510-Supplies	0361 - Immokalee Middle School	Title I, Part C		\$10,000.00
			<i>Notes: Field Trip to Barnes and Noble so students can purchase books to encourage literacy.</i>			
7	G3.B1.S1.A3	Students needing additional support beyond the school day will be offered learning opportunities after school. The small group sessions will provide at least 4 hours of instruction focused on preparing for success on EOC exams and state assessments.				\$40,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5900	510-Supplies	0361 - Immokalee Middle School	Title I, Part A		\$10,000.00
			<i>Notes: Purchase supplies for after school program(s)</i>			
	5900	130-Other Certified Instructional Personnel	0361 - Immokalee Middle School	Title I, Part A		\$20,000.00
			<i>Notes: Salaries for after school program</i>			
	7800	790-Miscellaneous Expenses	0361 - Immokalee Middle School	Title I, Part A		\$10,000.00
			<i>Notes: Transportation for after school programs.</i>			
8	G3.B1.S1.A4	Lesson plans and classroom instruction will routinely feature a variety of strategies for processing and elaborating on new information.				\$39,878.07
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	310-Professional and Technical Services	0361 - Immokalee Middle School	Title I, Part A		\$5,000.00
			<i>Notes: Staff Development</i>			
	6400	100-Salaries	0361 - Immokalee Middle School	Title I, Part A		\$10,425.27
			<i>Notes: Teacher pre-extension for school improvement planning</i>			

Collier - 0361 - Immokalee Middle School - 2016-17 SIP
Immokalee Middle School

	6400	130-Other Certified Instructional Personnel	0361 - Immokalee Middle School	Title I, Part A		\$15,000.00
			<i>Notes: PD for teacher after school or Saturdays</i>			
	6400	310-Professional and Technical Services	0361 - Immokalee Middle School	Title I, Part A		\$5,000.00
			<i>Notes: Kagan PD</i>			
	6400	510-Supplies	0361 - Immokalee Middle School	Title I, Part A		\$4,452.80
			<i>Notes: Kagan materials and smart cards and binder.</i>			
					Total:	\$1,123,517.80