

Collier County Public Schools

Immokalee Middle School



2020-21 Schoolwide Improvement Plan

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Immokalee Middle School

401 N 9TH ST, Immokalee, FL 34142

[no web address on file]

Demographics

Principal: Ryan Nemeth

Start Date for this Principal: 7/23/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	98%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grades History	2018-19: C (50%) 2017-18: C (51%) 2016-17: C (44%) 2015-16: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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.

Our mission for IMS Leaders is to collaboratively and relentlessly create a nurturing environment that inspires engagement, accountability, and critical thinking skills to achieve academic and personal goals.

Provide the school's vision statement.

Our vision for IMS Leaders is to develop a sense of responsibility, resiliency, and an inquisitive nature to promote life-long learning.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Nemeth, Ryan	Principal	<p>The role of the leadership team is to serve as the instructional and operational leaders that make informed decisions that will ultimately improve student achievement and development. The group collectively analyzes data that drives decision making.</p> <p>The principal provides the leadership and facilitates the SIP structures. He ensures that professional development is available to staff in these areas, regularly attends meetings to support these processes, identifies the needs of the team, communicates with school stakeholders regarding the SIP, and forms the school improvement team to address each core concern.</p>
Woodward, Lauren	Assistant Principal	<p>The Assistant Principals assist the Principal in providing leadership and support of the SIP process. They also attend meetings to support the SIP process, as well as identify needs of the team and communicates with school stakeholders about the SIP.</p>
Voorhees, Destini	Assistant Principal	<p>The Assistant Principals assist the Principal in providing leadership and support of the SIP process. They also attend meetings to support the SIP process, as well as identify needs of the team and communicates with school stakeholders about the SIP.</p>
Wannop, Stephanie	Assistant Principal	<p>The Assistant Principals assist the Principal in providing leadership and support of the SIP process. They also attend meetings to support the SIP process, as well as identify needs of the team and communicates with school stakeholders about the SIP.</p>
Knutowski, Jennifer	Assistant Principal	<p>The Assistant Principals assist the Principal in providing leadership and support of the SIP process. They also attend meetings to support the SIP process, as well as identify needs of the team and communicates with school stakeholders about the SIP.</p>

Demographic Information

Principal start date

Thursday 7/23/2020, Ryan Nemeth

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

26

Total number of teacher positions allocated to the school

125

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	98%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grades History	2018-19: C (50%) 2017-18: C (51%) 2016-17: C (44%) 2015-16: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems**Current Year**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	571	613	522	0	0	0	0	1706
Attendance below 90 percent	0	0	0	0	0	0	61	42	55	0	0	0	0	158
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	2	100	0	0	0	102	
Course failure in Math	0	0	0	0	0	0	0	0	46	0	0	0	46	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	137	142	181	0	0	0	460	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	147	103	139	0	0	0	389	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	23	14	107	0	0	0	0	144

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	0
Students retained two or more times	0	0	0	0	0	0	0	0	10	6	0	0	0	16

Date this data was collected or last updated

Thursday 7/23/2020

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	603	552	617	0	0	0	0	1772
Attendance below 90 percent	0	0	0	0	0	0	47	82	121	0	0	0	0	250
One or more suspensions	0	0	0	0	0	0	82	145	138	0	0	0	0	365
Course failure in ELA or Math	0	0	0	0	0	0	9	14	16	0	0	0	0	39
Level 1 on statewide assessment	0	0	0	0	0	0	174	248	293	0	0	0	0	715

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	59	181	180	0	0	0	0	420

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	
Students retained two or more times	0	0	0	0	0	0	10	6	2	0	0	0	0	18

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	603	552	617	0	0	0	0	1772
Attendance below 90 percent	0	0	0	0	0	0	47	82	121	0	0	0	0	250
One or more suspensions	0	0	0	0	0	0	82	145	138	0	0	0	0	365
Course failure in ELA or Math	0	0	0	0	0	0	9	14	16	0	0	0	0	39
Level 1 on statewide assessment	0	0	0	0	0	0	174	248	293	0	0	0	0	715

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	59	181	180	0	0	0	0	420

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	
Students retained two or more times	0	0	0	0	0	0	10	6	2	0	0	0	0	18

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	34%	59%	54%	32%	61%	53%

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Learning Gains	44%	55%	54%	44%	59%	54%
ELA Lowest 25th Percentile	40%	45%	47%	47%	50%	47%
Math Achievement	46%	69%	58%	43%	71%	58%
Math Learning Gains	49%	62%	57%	54%	67%	57%
Math Lowest 25th Percentile	55%	57%	51%	57%	62%	51%
Science Achievement	31%	55%	51%	31%	60%	52%
Social Studies Achievement	59%	75%	72%	55%	74%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	30%	56%	-26%	54%	-24%
	2018	28%	56%	-28%	52%	-24%
Same Grade Comparison		2%				
Cohort Comparison						
07	2019	28%	55%	-27%	52%	-24%
	2018	26%	54%	-28%	51%	-25%
Same Grade Comparison		2%				
Cohort Comparison		0%				
08	2019	35%	58%	-23%	56%	-21%
	2018	41%	63%	-22%	58%	-17%
Same Grade Comparison		-6%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	37%	61%	-24%	55%	-18%
	2018	33%	62%	-29%	52%	-19%
Same Grade Comparison		4%				
Cohort Comparison						
07	2019	38%	66%	-28%	54%	-16%
	2018	45%	67%	-22%	54%	-9%
Same Grade Comparison		-7%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	26%	36%	-10%	46%	-20%
	2018	34%	43%	-9%	45%	-11%
Same Grade Comparison		-8%				
Cohort Comparison		-19%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	28%	52%	-24%	48%	-20%
	2018	28%	56%	-28%	50%	-22%
Same Grade Comparison		0%				
Cohort Comparison						

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

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	55%	72%	-17%	71%	-16%
2018	54%	70%	-16%	71%	-17%
Compare		1%			

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

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	94%	67%	27%	61%	33%
2018	92%	67%	25%	62%	30%
Compare		2%			

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

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	8	28	30	22	42	48	13	33	88		
ELL	24	39	39	38	42	49	17	51	90		
BLK	34	52	44	38	47	49	31	64	83		
HSP	33	43	39	47	49	56	30	58	93		
WHT	43	54		50	50			69			
FRL	34	44	41	46	49	55	31	58	92		

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 2015-16	C & C Accel 2015-16
SWD	9	28	33	22	36	40	15	24			
ELL	14	36	58	34	55	76		53			
BLK	34	50	61	44	59	52	31	63	96		
HSP	31	43	44	43	53	58	30	54	95		
MUL	45	55		36	50						
WHT	43	45		48	60						
FRL	32	44	47	43	54	56	31	55	93		

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	490
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

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

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

ELA proficiency rates showed the lowest performance. Although there was a 2% overall gain from QB1 and QB2 data, learning gains remained constant. Contributing factors include an increase in ELL and Migrant populations.

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

Math Bottom Quartile Learning Gains declined 8% from QB1 and QB2 data. Contributing factors include in an increase in ELL and Migrant populations.

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

ELA proficiency rates had the greatest gap when compared to the state average by about 23%. Contributing factors include an increase in ELL and Migrant populations.

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

ELA cohort proficiency rates increased at all three grade levels when compared to QB1 and QB2 data. Targeted interventions with an organized system of support led by the Resource Team assisted with both student and teacher gains.

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

1. Common planning and grading practices
2. Increase learning gains
3. Attendance rates below 90%

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

1. ELA Learning Gains
2. Math Learning Gains
3. Increase Science Proficiency Rates
4. Increase Civics Proficiency Rates
5. Reduction in course failures

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus

Description and Rationale:

If teachers can access and interpret data, as well as understand the ELA standards, rubrics, and scales then the amount of students earning learning gains will increase by 3% as measured by the FSA-ELA.

Measureable Outcome:

If teachers can access and interpret data, as well as understand the ELA standards, rubrics, and scales then the amount of students earning learning gains will increase by 3% as measured by the FSA-ELA.

Person responsible for monitoring outcome:

Ryan Nemeth (nemethry@collierschools.com)

Evidence-based Strategy:

Strategy- Data driven instruction through the use of Read 180, the Collection Series, as well as FSA-style writing in the content areas as measured by quarterly benchmark assessments. The Resource Team will push in and pull out groups of students who require targeted/intensive interventions, as well coach any/all classroom teachers.

Rationale for Evidence-based Strategy:

The continuous use of data driven instruction, modeled by the Resource Team (academic coaches and resource teachers) assisted in proficiency rate increases. A more targeted approach by members of the team will assist in student gains in areas of deficiency. Evidence will be collected from quarterly benchmark assessments and the comparison to prior assessments, as well as data collected through the Academic Vital Statistics Program.

Action Steps to Implement

1. Use of academic scales to ensure all students receive rigorous instruction
2. Foster reading and writing through all content areas
3. Targeted scheduling Coaching and Resource Support
4. Administrators and coaches will frequently monthly review student work samples to ensure rigor
5. Monitoring of data during weekly coach's meetings and bi-monthly MTSS meetings
6. Monitoring of SWD using the Case Manager Progress Monitoring Tool

Person Responsible

Ryan Nemeth (nemethry@collierschools.com)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: If teachers can access and interpret data, as well as understand the Math standards, rubrics, and scales, then the amount of students earning a learning gain will increase by 3% as measured by the Math- FSA.

Measureable Outcome: If teachers can access and interpret data, as well as understand the Math standards, rubrics, and scales, then the amount of students earning a learning gain will increase by 3% as measured by the Math- FSA.

Person responsible for monitoring outcome: Ryan Nemeth (nemethry@collierschools.com)

Evidence-based Strategy: Strategy- Data driven instruction through the use of the new supplemental math resources, as well as the use of ALEKS will increase student academic data as measured by quarterly benchmark assessments. The Math Resource Team will push in and pull out groups of students who require targeted/intensive intervention, as well coach any/all classroom teachers.

Rationale for Evidence-based Strategy: The continuous use of data driven instruction, modeled by the Resource Team assisted in cohort proficiency rate increases. A more targeted approach by members of the team will assist in student gains in areas of deficiency. Evidence will be collected from quarterly benchmark assessments and the comparison to prior assessments, as well as data collected through the Academic Vital Statistics Program.

Action Steps to Implement

1. Use of academic scales to ensure all students receive rigorous instruction
2. Foster reading and writing through all content areas
3. Targeted scheduling Coaching and Resource Support
4. Administrators and coaches will frequently review student work samples to ensure rigor
5. Monitoring of data during weekly coach's meetings and bi-monthly MTSS meetings
6. Monitoring of SWD using the Case Manager Progress Monitoring Tool

Person Responsible Ryan Nemeth (nemethry@collierschools.com)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: If we increase teacher's knowledge, understanding, and implementation of the science standards and assessments by utilizing rigorous, data-driven instruction, the we will see a 3% increase in overall proficiency rates as measured by the SSA.

Measurable Outcome: If we increase teacher's knowledge, understanding, and implementation of the science standards and assessments by utilizing rigorous, data-driven instruction, the we will see a 3% increase in overall proficiency rates as measured by the SSA.

Person responsible for monitoring outcome: Ryan Nemeth (nemethry@collierschools.com)

Evidence-based Strategy: Strategy- Data driven instruction through the use of standards based instruction from Earth, Life, and Physical Science as measured by quarterly benchmark assessments will assist in student growth. The Science Coach will push in and pull out groups of students who require targeted interventions, as well coach any/all classroom teachers.

Rationale for Evidence-based Strategy: The continuous use of data driven instruction, modeled by the Science Coach assisted in subgroup increases. A more targeted approach will assist in student gains in areas of deficiency. Evidence will be collected from quarterly benchmark assessments and the comparison to prior assessments, as well as data collected through the Academic Vital Statistics Program.

Action Steps to Implement

1. Use of academic scales to ensure all students receive rigorous instruction
2. Foster reading and writing through all content areas
3. Targeted scheduling Coaching and Resource Support
4. Administrators and coaches will frequently review student work samples to ensure rigor
5. Monitoring of data during weekly coach's meetings and bi-monthly MTSS meetings
6. Monitoring of SWD using the Case Manager Progress Monitoring Tool

Person Responsible Ryan Nemeth (nemethry@collierschools.com)

Additional Schoolwide Improvement Priorities

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

Student grades, assessment data, and attendance rates will be monitored through the use of Academic Vital Statistics, weekly, in each content area. Data collected through this process will be monitored in weekly administrative meetings where potential interventions will be planned for implementation.

Part IV: Positive Culture & Environment

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

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

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

PFEP is attached

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$882,280.46
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	130-Other Certified Instructional Personnel	0361 - Immokalee Middle School	Title, I Part A	1.0	\$85,000.00
<i>Notes: Resource Teacher</i>						
	5100	150-Aides	0361 - Immokalee Middle School	Title, I Part A	4.0	\$152,336.22
<i>Notes: 3.1 ELL Spanish Tutors 1 Creole Tutor</i>						
	6150	160-Other Support Personnel	0361 - Immokalee Middle School	Title, I Part A	3.0	\$117,424.97
	6400	130-Other Certified Instructional Personnel	0361 - Immokalee Middle School	Title, I Part A	1.0	\$77,602.57
<i>Notes: Reading Coach</i>						
	5100	130-Other Certified Instructional Personnel	0361 - Immokalee Middle School	Title, I Part A		\$7,388.97
<i>Notes: Pre-extension for staff development</i>						
	5900	130-Other Certified Instructional Personnel	0361 - Immokalee Middle School	Title, I Part A		\$43,486.58
<i>Notes: After School Program- Instructional Math, ELA, Science, and Civics</i>						
	5900	150-Aides	0361 - Immokalee Middle School	Title, I Part A		\$6,220.60
<i>Notes: After School Program- Tutors</i>						

	7300	160-Other Support Personnel	0361 - Immokalee Middle School	Title, I Part A		\$6,220.60
			<i>Notes: After School Program- Clerical</i>			
	7800	790-Miscellaneous Expenses	0361 - Immokalee Middle School	Title, I Part A		\$7,396.00
			<i>Notes: Student Transportation</i>			
	7900	390-Other Purchased Services	0361 - Immokalee Middle School	Title, I Part A		\$2,053.44
			<i>Notes: Custodians- Saturday Program</i>			
	6150	390-Other Purchased Services	0361 - Immokalee Middle School	Title, I Part A		\$9,080.47
			<i>Notes: Printing Services for Parent Communication</i>			
	5100	150-Aides	0361 - Immokalee Middle School	Title, I Part C	1.9	\$75,792.98
			<i>Notes: 1 Creole Tutor .9 Spanish Tutor</i>			
	6100	130-Other Certified Instructional Personnel	0361 - Immokalee Middle School	Title, I Part A	1.0	\$86,994.04
			<i>Notes: School Counselor</i>			
	5900	390-Other Purchased Services	0361 - Immokalee Middle School	Title, I Part C		\$2,474.00
			<i>Notes: Copy Machine general maintenance and toner</i>			
	5900	390-Other Purchased Services	0361 - Immokalee Middle School	Title, I Part C		\$3,000.00
			<i>Notes: Finger Printing- Earn & Learn</i>			
	5900	750-Other Personal Services	0361 - Immokalee Middle School	Title, I Part C		\$8,913.09
			<i>Notes: Salaries- Earn and Learn</i>			
	5100	130-Other Certified Instructional Personnel	0361 - Immokalee Middle School	Title, I Part C	2.0	\$187,824.03
			<i>Notes: ELA Resource Teachers</i>			
	6400	130-Other Certified Instructional Personnel	0361 - Immokalee Middle School	Title, I Part A		\$3,071.90
			<i>Notes: Staff Development Salaries</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$268,284.61
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	130-Other Certified Instructional Personnel	0361 - Immokalee Middle School	Title, I Part A	2.2	\$182,288.70
			<i>Notes: Math Coach</i>			
	5100	130-Other Certified Instructional Personnel	0361 - Immokalee Middle School	Title, I Part C	1.0	\$85,995.91
			<i>Notes: Math Resource Teacher</i>			

3	III.A.	Areas of Focus: Instructional Practice: Science				\$82,775.94
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	130-Other Certified Instructional Personnel	0361 - Immokalee Middle School	Title, I Part A	1.1	\$82,775.94
			<i>Notes: Science Coach</i>			
					Total:	\$1,233,341.01