

Immokalee High School



2014-15 School Improvement Plan

Immokalee High School

701 IMMOKALEE DR, Immokalee, FL 34142

[no web address on file]

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

91%

Alternative/ESE Center

No

Charter School

No

Minority

98%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	22
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	27
Appendix 1: Implementation Timeline	38
Appendix 2: Professional Development and Technical Assistance Outlines	41
Professional Development Opportunities	42
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	46

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Mission:

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

Provide the school's vision statement

Vision:

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

School Environment

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

In order to learn about students' cultures and build relationships, Immokalee High School administration ensures new faculty members receive an orientation encompassing an understanding of IHS student body. New teachers are given a mobile tour to get a better understanding of the school's surrounding neighborhoods.

Through daily classroom interactions, annual Saturday Open House events/Title I Open House meeting, sponsorship of student clubs, and participation in students' athletic events, staff members begin to build relationships with students and parents.

Articulation meetings in the middle school for incoming 9th graders occur during the second semester and are followed up with grade level meetings the first week of school. The purpose for these meetings is to welcome incoming students, promote increase involvement, review school-wide expectations, and an overview of rules/procedures.

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

Immokalee High School exercises a "whatever it takes" approach to create an environment where students feel safe and respected.

In the mornings, students are greeted by teachers and staff in front of their classrooms. Students are introduced to school-wide rules and expectations: P.R.I.D.E. (Perseverance, Respect, Involvement, Discipline, and Enthusiasm).

School Leadership and School Counselors work with students to set goals for meeting graduation requirements and monitor student progress towards requirements.

Morning and afternoon announcements provide an opportunity for students to receive daily information about current events at IHS; offering students opportunities for involvement.

Accessibility is key to creating a safe environment so all staff members are clearly visible before, during, and after-school transitions. SBLT and two youth relations deputies are visible and assist with students arrival, lunch, and dismissal.

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

Expectations are introduced during class meetings and reinforced to students/parents by instructional staff within each course syllabus. In addition, students are encouraged to review the District Student Code of Conduct which is available online or on a DVD.

Student Pass is the application utilized by teachers, staff, and administrators to document student disciplinary incidents. Implementation of a school-wide behavioral system provides students the opportunity to address behavior and understand consequences for each action. Students are given three opportunities for each minor behavior infraction prior to a written formal referral. Parent notification, school counselor involvement, and classroom based behavioral strategies are documented during each infraction prior to a written formal referral.

In the classroom, instructional staff promote their own behavioral management reward system in addition to written positive referrals through Student Pass. Upon receiving a positive referral, IHS celebrates success by posting the student's picture on the Indian Wall of PRIDE, acknowledgement by an administrator accompanied by a congratulatory call to the parents. Students are also rewarded with "Indian bucks" to be used during quarterly PBS Day.

During pre-service week, data obtained from Student Pass detailing number of infractions, formal referrals, and positive referrals is reviewed with faculty. Instructional staff training is ongoing and on an as needed basis to address classroom management strategies. New teachers attend an in-house training to learn about Student Pass in addition to receiving support from mentors in classroom management.

Immokalee High School promotes school-wide positive learning environment through the implementation of a Positive Behavior Support model. The faculty is provided with Indian bucks to distribute to students demonstrating Perseverance, Respect, Involvement, Discipline, and Enthusiasm (P.R.I.D.E). Every quarter students have the opportunity to exchange their Indian bucks for varying items.

To be proactive, the top 20 incoming freshman meet with the principal to review discipline record from the year before. A behavior agreement is written up and signed by student, parent, and principal. A follow up meeting is set for mid-grading period to monitor student's progress.

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

Immokalee High School ensures students social-emotional needs are met through various levels of intervention. The level of intervention occurs with instructional/ non-instructional staff, school counselors, administration, and YRD. Every role is an important piece of the puzzle.

During pre-service week, all faculty are given the link to access training provided by DCF as a yearly requirement. Faculty must successfully complete and printout their certificate of completion as proof.

School counseling services are provided for students, utilizing parents, staff and community resources in the area of personal and social development. Counseling services may include, but are not restricted to, targeted individual counseling, small group counseling, classroom presentations to support academic success, social skills, stress and anger management. The counselor plans, implements and delivers district adopted school counseling curriculum, based upon Florida's School Counseling Framework through the coordination of school – wide programs and grade specific classroom presentations, requiring articulation and consultation with administration, teachers, teams, families and/or students to assure all students' social-emotional needs are being met.

Indian Inspiration, a peer mentoring club for 9th grade students will be offered and implemented this school year to provided peer to peer support. By serving as role models and leaders to other students, Juniors/Seniors interested in becoming mentors will be participating in leadership and team building activities intended to develop the skills needed to effectively mentor new students.

Juniors and seniors will help freshmen students navigate their first year by sharing their personal experiences and answering common questions. Freshmen students will meet with their mentors throughout the school year for mentoring sessions designed to reinforce positive values and can include social activities, academic follow-up, and information sessions.

Sample session topics include:

- Getting involved in school activities
- Study habits
- Motivational strategies
- Sense of belonging
- How to study for a final exam
- Choosing the right courses
- Making the right choices
- Activities such as, ice cream socials, clubs, extracurricular activities, etc.

The goal is for peer mentors to provide a continuing source of information as new challenges are encountered and work to build class and school spirit among the new students.

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

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

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).

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

Early Warning indicators :

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts, Social Science, Mathematics, and H.O.P.E.
- Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- GPA below 2.0
- Student behind on credits
- Students with 2 or more referrals
- Data Warehouse
- Student Pass

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	41	22	32	14	109
One or more suspensions	135	83	52	25	295
Course failure in ELA or Math	0	31	47	7	85
Level 1 on statewide assessment	141	108	92	25	366

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	181	120	96	20	417

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

School Base Leadership Team meets weekly to analyze student academic/discipline performance utilizing information from Data Warehouse, Student Pass, and Grade Report tracking. SBLT, School Director of Guidance, Migrant Resource, and Intervention School Specialist identify and review students not meeting grade level expectations. The team makes recommendations which includes but not limited to: student conferences, parent conferences, behavior/attendance agreements, recommendation for after-school tutoring, participation in Credit Recovery (after-school or during the school day), Co-Enrollment after school, Teacher/Staff Mentor assignment, online recovery courses and various school/district offerings to help student get back on track.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/204997>.

Description

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

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

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

The school builds and sustains partnerships with the following community based programs: Immokalee Foundation mentoring students through Take Stock in Kids Program, One by One sponsorship and mentoring at risk students, and Six Year From Now (6YFN) enrichment and after-school program. All working together to impact student achievement.

Local colleges and universities provide interns throughout the school year which helps increase IHS instructional resources to support the school and student achievement.

IHS lends its campus and students to volunteer in social service programs for the community such as: Harry Chapin Food Bank Food Pantry truck, mobile bus providing health/dental/vision screening and blood donation.

Communication is key to increase parent involvement. Through flyers, handouts, website, marquee and automatic phone messaging (in English, Spanish, and Creole), parents receive information about School Advisory Council (SAC) meetings, District Advisory meetings, Title I program meetings, Open House, assessments, College Readiness/Financial Aid Night, and educational parent workshops.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Fairbanks, Ken	Principal
Calderon, Clara	Assistant Principal
Camp, Jimmy	Assistant Principal
Lambcke, John	Assistant Principal
Washington, Rhoderica	Assistant Principal
Moss, Audrey	Guidance Counselor
Weber, Ben	Administrative Support
Goodnight, April	Administrative Support
Gallegos, Joe Lee	Administrative Support

Duties

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

As Principal, Mr. Fairbanks focus is on student achievement. Through strategic delegation of responsibilities, each Assistant Principal is assigned a grade level to monitor students grades and discipline. In tracking students, Assistant Principals are in constant communication with school guidance, parents, and instructional staff to address concerns about student's meeting grade level expectations and share on the decision making for interventions.

Principals and Assistant Principals also have the shared responsibility for evaluating instructional staff using the Marzano Instructional Framework/CTEM and non-instructional evaluation. Each are delegated to review lesson plans according to the district expectations and review instructional coaching cycle through iSupport on a weekly basis. SBLT share the responsibility of attending designated weekly data team meetings to support instructional staff data-driven instruction plans.

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

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

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

The team also facilitates the process of building consensus, increasing infrastructure, and making decisions about implementation. The team coordinates with other teams (PBS, PLCs, Instructional

Leaders etc....) throughout the building to assist with attainment of school-wide goals. The school-based leadership team meets as a unit to evaluate and revise the Action Plan and it's effectiveness. Then, the members of the leadership team disburse into their respective teams, PLCs, instructional leaders, data teams, etc ..and provide support in reaching the goals. The primary focus of IHS Leadership team efforts is improving core instruction and the resultant increase of student achievement levels. Given the reading data in particular, we are focusing our attention upon careful intervention (through Tier I & II) to reach the lowest 25% in addition to assuring and monitoring implementation of Tier III interventions as needed.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Fred Rimmmler	Teacher
Marie Similien	Parent
Elda Hernandez	Business/Community
Edgerrin Washington	Student
Ken Fairbanks	Principal
Tabitha Campbell	Education Support Employee
Florencia Patino	Parent
Joe Lee Gallegos	Teacher
Nenaly Patino	Student
Ruben Lucio	Teacher
Trina Salinas Aviles	Parent
Ronnie Campbell	Parent
Gloria Rodriguez	Business/Community
Amanda Campos	Business/Community
Clara Calderon	Teacher
Rhoderica Washington	Teacher

Duties

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

Evaluation of last year's school improvement plan

School Advisory Council convenes to evaluate prior school improvement plan and areas in need to be targeted as demonstrated by Needs Assessment for this year's plan. Feedback and suggestions is solicited from all members.

Development of this school improvement plan

Immokalee High School SAC is integrally involved in the review of the SIP. An analysis of student achievement and school performance data occurs at the September SAC meeting. The members of SAC review various aspects of school needs assessment as suggested by the priorities related to the data and gives input into the written plan for school improvement including priorities and strategies.

Preparation of the school's annual budget and plan

SAC meets monthly to discuss SAC fund expenditures. The Immokalee SAC committee reviews the suggested annual budget submitted by the principal and offers suggestions or revisions for changes. A rough draft of the school's budget and plan is presented to the SAC members with an explanation of allocations and expenditures. SAC is then able to ask questions and offer suggestions for planning and budgeting which are considered by the principal prior to finalizing the documents. Annual budget plan final draft is presented during a meeting for approval by voting members.

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

In school year 2013-2014, the legislatures allocated \$5.00 per student to be used for school improvement. At the beginning of school year 2013-2014, the school improvement budget was \$2,503. Additional amount of \$12,950 was approved by state legislature for SY14 bringing the total to \$15,453.

The following disbursement of funds were approved by SAC for SY14:

Safe School student badge machine/materials \$3,296.11 / NAF Academy of Engineering \$1,000.00
 NAF Academy of Information Technology \$500.00 / Replacement of Technology \$2,000.00
 PBS incentives \$500.00 / Student Supplies \$1,000.00 / Science equipment \$1,000.00

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Fairbanks, Ken	Principal
Calderon, Clara	Assistant Principal
Camp, Jimmy	Assistant Principal
Lambcke, John	Assistant Principal
Washington, Rhoderica	Assistant Principal
Bailey, Westley	Instructional Coach
Hache, Allison	Instructional Coach
Rainwaters, Shirley	Instructional Coach
Rimmler, Paul	Instructional Coach
Hennessey, Dawn	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team promotes literacy within the school by improving and increasing instructional staff use of rigor, differentiated Instruction, DOK (academic vocabulary in all content areas), interactive learning, and content area literacy strategies to increase student achievement in literacy in all content areas.

The LLT assists instructional staff with developing lesson plans specific to content with all required components. The LLT and instructional staff analyzes pre-test, quarterly benchmark data and common formative assessments to target areas for student growth. In addition, the LLT will utilize classroom observation data obtained from all content areas in order to help instructional staff use best practices and make adjustments to instruction. This data is analyzed by instructional coaches to drive the coaching support cycle by planning, modeling, and reviewing it's effectiveness. LLT will use the aforementioned data and staff survey date to offer professional development during early releases, after schools, and teacher planning days. To further promote school-wide literacy, the LLT post best practices, prefixes/suffixes, and vocabulary words on a weekly basis on the Immokalee High School Arrow; which is sent out daily to the faculty. The goal is to incorporate the strategies and vocabulary across all content areas. Instructional lesson plans are monitored weekly by administration to confirm implementation of literacy strategies in all content areas.

Public and Collaborative Teaching

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

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

Each year, SBLT works diligently to create instructional teams that will work together and demonstrate expertise in a specific content area. Instructional Coaches and designated Department Chairs are set in place to help facilitate growth and needs of teams. Teams are allocated a 49 minute common planning time and provided 35 minutes of team meeting time every afternoon. Academic coaches and leadership team members work with instructional staff to discuss instructional strategies, best classroom practices, and problem solve areas of concern. An ongoing survey is sent to faculty to obtain feedback about current professional development provided and future staff development interest/needs.

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

Professional Learning

- Regularly scheduled Professional Learning to enable teachers to be successful in improving student achievement; Faculty Meetings; Early Release Days, PLCs,
- Staff Development based on: District, State and Federal initiatives, staff input, classroom observation data, student data

Instructional Leadership:

- Regularly scheduled grade level PLC meetings to support teachers in the areas of MTSS data analysis, instructional strategies development; meaningful feedback
- Embedded professional learning during collaborative planning sessions with academic coaches

New Teacher Support:

- Partnering new teachers with a qualified mentor
- Meetings with specific personnel to orient and support new teachers in the areas of procedures, initiatives, and instruction

Empowering Teachers:

- Continue to build a supportive and collaborative culture that recognizes faculty efforts both formally and informally
- Involve teachers in meaningful decision making

School Management and Safety:

- Continue to support and hone school wide, tier 2, and tier 3 Positive Behavior Support to support teachers in the areas of discipline, management, and school safety

Recruitment:

- Continue to build relationships with area universities for referrals of interns and potential candidates

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

An ongoing induction program has been developed for our New Teacher Professional Learning Community. Bi-weekly meetings cover a separate topic of interest. It includes but are not limited to: orientation, instructional staff development, discussion round-tables, data analysis, classroom management, and IHS culture specific training, etc.

New instructional teachers are paired with instructional academic coaches, clinical education mentor program participants, and or a master teacher in the common area of assignment.

The mentor and mentee will meet weekly for planning meetings or as needed. The mentor receives release time to observe the mentee and provide feedback. The mentee will also receive release time if needed to observe veteran teachers.

The rationale for pairings Mentor has been a proven record of improving student achievement in their content area through best practices and having had clinical educator training.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The District curriculum coordinators create curriculum maps and pacing guides to ensure Collier County's curriculum are aligned with the Florida Standards. Instructional staff utilizes the guides in the development of lesson plans and common formative assessments. Monitoring through classroom observations and review of weekly lesson plans by administrators ensures instructional staff are fully implementing and delivering quality instruction aligned to Florida standards and thereby increasing student achievement.

Members of the district-based leadership team will meet regularly to provide data and support district-wide implementation of core and intervention programs. The district will provide leadership and guidance to ensure the implementation of instructional programs and MTSS plans with fidelity along with providing resources and professional development based on the needs of the schools. The members of the district leadership team include key stakeholders from various departments in the district. Members assist with the development of the MTSS district manual, Strategic Plan, and the DIAP. The District Leadership Team works in conjunction with the school-based teams to create and peer review School Improvement Plans. The team provides instructional targets based upon analysis of data. The team helped define clear expectations for instruction; facilitated the development of strategies to meet those goals; and aligned processes and procedures.

The Leadership team monitors the fidelity of the school's instructional programs, MTSS and SIP through collection of data based on the district's Strategic Plan and quarterly data dialogues between the Superintendent, key instructional leaders and school-based administrators. Preparatory to data dialogues, data are analyzed based on the Goals, Key Performance Indicators, and Strategies. The District Leadership team reviews, discusses, and monitors student academic and/or behavioral procedures and data while working in conjunction with schools to support identified needs. The team focuses on implementation, data collection, interventions, and supports needed by the instructional staff. Members of the district-based MTSS leadership team meet regularly to provide data and support to the schools' problem-solving teams and review school-wide MTSS issues. School administrators and teachers from the school-based MTSS team participate in grade level PLC's to facilitate the MTSS process at each grade level. Universal screening and progress monitoring data

will be analyzed. The effectiveness of the core instruction, as well as targeted and more intensive interventions, is monitored, and the team collaborates to evaluate effectiveness, problem-solve, and make instructional decisions.

Alignment with Florida Standards is key to improving academic performance as measured by state assessments. CCPS addresses this alignment in multiple ways. First, the Collier Teacher Evaluation Model, based on Marzano's methodologies, requires that lessons feature a learning goal with scales. Learning goals are developed from the standards and typically match the wording of benchmarks. Scales are used to identify students' individual progress toward attaining the goal, i.e., the standard. During observations, a key data element is derived from the teachers' use of learning goals and scales. Ongoing progress-monitoring assessments are also designed to demonstrate students' progress toward attaining the goal or standard. Consequently, data chats are standards-driven and serve to maintain a focus on instruction, assessment and achievement built around Florida Standards.

Instructional Strategies

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

SBLT and instructional Coaches meet with grade-level teams weekly to analyze data, common formative assessments, quarterly benchmark assessment results, and discuss adjustments to instructional strategies with small group intervention and enrichment. Based on the data analysis, decisions are made about utilization of resource teachers (Migrant and Non-Migrant), ESE inclusion support, and ELL tutor services to best meet the needs of students achieving at various levels. It is an expectation that all lesson plans include differentiation and use of accommodations for students having difficulty attaining proficiency levels as well as providing accelerated support.

Data from common formative assessments, quarterly benchmarks, CELLA, FAIR-FS, FCAT, PERT, and EOCs are reviewed to strategically place students in appropriate core courses. This enables the Leadership team to ensure that students receive instructional support in areas of non-proficiency and rigorous instruction in areas for advanced level.

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: 22,560

Earn and Learn is a program for students to work in local after-school programs to gain employment experience. It is monitored by our Migrant Center.

Strategy Rationale

Migrant at-risk students are those with a higher likelihood of school failure. By providing a college/career preparation after school program, students will gain employment experience and receive support in the areas of reading, math, and homework.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Camp, Jimmy, campji@collierschools.com

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

Student attendance roster, college admission, scholarships, and other post-secondary indicators. Data results from EOCs / ACT/SAT, FSA, are analyzed for gains in comparison to prior year testing results

Strategy: Weekend Program

Minutes added to school year:

Saturday for Success program serves students in need of support through tutoring in core academic areas, ACT/SAT preparation, and EOCs.

Strategy Rationale

To narrow the achievement gap that exists at IHS for student passing ACT, SAT, and EOCs, it requires support in core academic and test taking strategies preparation.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Camp, Jimmy, campji@collierschools.com

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

Data results from EOCs, ACT, SAT, and FSA, are analyzed for gains in comparison to prior year testing results.

Student attendance roster, college admission, scholarships, and other post-secondary indicators.

Strategy: After School Program

Minutes added to school year: 22,560

Tribal Success program meets the needs of students who are in need of academic support beyond the regular school day. Support in the areas of reading, math, and homework assistance is the focus of this program. In addition, those students who are behind in credit may make up credit with support of certified teachers. Students in Advanced Studies courses are also provided additional support as needed.

Strategy Rationale

At-risk students are those with a higher likelihood of school failure. By providing an after school program to offer support in the areas of reading, math, and homework, we will be able to narrow the gap that currently exists with our at-risk students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Camp, Jimmy, campji@collierschools.com

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

Data results from FCAT Reading Re-takers, EOCs, ACT, and SAT are analyzed for gains in comparison to prior year testing results.

Passing grade in credit recovery class. Student attendance roster, college admission, scholarships, and other post-secondary indicators.

Student Transition and Readiness

PreK-12 Transition

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

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

Students in-transition are monitored by SBLT and School Counselors to ensure course placements and academics needs are met. For incoming 9th graders from middle school, collaboration takes place between Immokalee High and Immokalee Middle. IHS counselors schedule a visit to IMS to talk about schedule with each 8th grader. An 8th grade assembly at IHS is scheduled to provide an overview of expectations as new students to IHS and explain the importance for returning course selection sheets. A PowerPoint with athletics and clubs is presented to encourage involvement and participation.

Additionally, A Curriculum Fair is also scheduled to further exposed incoming students/parents to academics/course information and clubs..

College and Career Readiness

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

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

Students are encouraged to take the appropriate pre-assessments in applied reading, applied math, and locating information tests which are a component of the Florida Ready to Work program. In addition, students with IEPs incorporates the student's academic, career planning and guide course selection based on needs, interests, and strengths of the student. Intervention Support Specialists will assist teachers in using the UNIQUE Transition Curriculum and the Attainment: Life Skills to Academics Lessons for Math, Social Studies, Science/Health and Language Arts to aid students in understanding the connection among school, work, and their daily living skills.

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

Career Education students are offered the opportunity to earn a third party industry approved certification which is designed to demonstrate to potential employers the technical skills and abilities for the students. Students also have the opportunity to earn the Florida Ready to Work Credential which is designed to demonstrate to future employers the reading and mathematics skills of the students. The purpose of both credentials is to integrate real world skills and abilities to the instructional objectives for both career and academic courses. In addition all CE programs offer the opportunity to include both On-the-Job Training and or Executive Internships to further show the relationships between high school programs and real world skills. Secondary schools offer career fairs which serve to inform students of career and training opportunities in the county and in Southwest Florida.

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

High School Career Academies and CE program teachers encourage all students to complete or update the FACTS.org planning document each school year. Counselors are expected meet regularly with CE students and other interested students to review CE Program of Study for each career education program that is offered at the school. Programs of Study and articulation agreements are available on line on the District website, Career guidance academic counseling provides access for students (and parents, as appropriate) to information regarding career awareness and planning with respect to an individual's occupational and academic future. This counseling also provides information with respect to career options, financial aid, and postsecondary options including college, technical, and post secondary educational opportunities. Counselors are specifically encouraged to work with CE students in the implementation of the approved Program of Study, and familiarize students with articulations opportunities and other postsecondary programs that are related to high school career pathways. Many CE students and all seniors are encouraged to earn a Florida Ready to Work certificate at the highest level possible. Students are also encouraged to take the appropriate industry certifications assessments that lead to career and college readiness.

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

Planning for post-secondary participation is a critical activity that must begin as a student enters the ninth grade. Schools can support students and parents by placing an emphasis on the following factors:

- Focus on improving and maintaining reading achievement scores
- Focus on improving and maintaining math achievement scores

- Counseling to take upper level math and science courses
 - Counseling to take foreign language requirements
 - Counseling to more effectively use Bright Futures scholarships such as FI Academic Scholars, FI Medallion Scholars, and FL Gold Seal Vocational Scholarship
 - Counseling to enroll in college dual enrollment and AP/AICE and Pre-Aice courses while in high school
 - Increase the availability of college dual enrollment courses
 - Increasing articulation agreements between Collier County and appropriate post secondary schools
 - Counseling to inform students of benefits of articulation agreements in college enrollment
 - Counseling to take college placement exams such as CPT, SAT, and ACT
 - Counseling to enroll seniors in college level remedial English and mathematics courses
 - Increased emphasis on career counseling and career planning for all students with specific focus on post-secondary options
 - Focus on FACTS.org as planning tool for college and technical school enrollment
 - Increased utilization of technical school dual enrollment as stepping stone to other post-secondary programs
 - Increased focus on career academies that lead to college enrollment such as Engineering, Information Technology, and Finance Academies
- IEP teams will implement with fidelity the UNIQUE Transition Curriculum and the Attainment: Aligning Life Skills to Academics Programs as a supplement to support life skill lessons aligned with math, science/health, social studies, and language. This includes on and off-campus unpaid career experience, transition curriculum and transition assessments for all SWD's, cooperative partners (e.g I-TECH), school-based enterprise in MC classroom, as well as linking with DVR and other post secondary-education. (ESE).

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 instructional staff increases explicit instruction in the use of informational text by applying the reading process, developing argumentative text based written response, and interpreting graph/charts in all content area, then student achievement for our lowest 25% and all subgroups will increase by 3%.
- G2.** If instructional staff's familiarity with new curriculum and assessments increase, then applying and demonstrating understanding of mathematical concepts, vocabulary and problem solving strategies for our lowest 25% and all subgroups will result in increased achievement by 3%.
- G3.** If instructional staff acquires classroom management best practices in addition to increased issuance of positive referrals, then student discipline referrals will decrease by 10% while positive referrals will increase by 50%.
- G4.** If instructional staff receives professional development and implements with fidelity of rigorous higher order thinking/questioning, content area literacy strategies, collaborative structures, interactive and differentiated instruction, then student achievement for all subgroups will increase by 3%.

Strategic Goals Detail

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

G1. If instructional staff increases explicit instruction in the use of informational text by applying the reading process, developing argumentative text based written response, and interpreting graph/charts in all content area, then student achievement for our lowest 25% and all subgroups will increase by 3%. 1a

G041015

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	75.0
ELA/Reading Gains	65.0
AMO Reading - SWD	35.0
AMO Reading - ELL	37.0
AMO Reading - All Students	51.0
FSA - English Language Arts - Proficiency Rate	75.0
College Readiness Reading	70.0
AMO Reading - American Indian	48.0
AMO Reading - ED	51.0
AMO Reading - Hispanic	53.0
AMO Reading - White	69.0
AMO Reading - African American	46.0

Resources Available to Support the Goal 2

- ELA/Science/Soc. Science Curriculum Guides, Unique Curriculum Guides, Achieve 3000, Reading Horizons, Teengagement (PW Impact), New ELA, CPALMS website/ Lesson Plans, FAIR-FS (Resource), Vocabulary.com, Edgenuity, Discovery Education Website (techbook), iPads in ELA , EQUIP Rubric Model Lesson plans, Professional Development, course selection of teachers, common team planning (Data Team), School-Based Leadership Team (SBLT), Reading Coach, District Literacy Specialist, Science Coach, Migrant Resource Staff, District Title 1 Social Science Resource, ELL Secondary District Resource, and ESE District Resource.

Targeted Barriers to Achieving the Goal 3

- Instructional staff implementation of explicit reading instruction in the use of informational text with fidelity, students struggle with content area vocabulary, and developing argumentative text based written response.

Plan to Monitor Progress Toward G1. 8

Results of assessment and professional development activity will be reviewed by SBLT monthly.

Person Responsible

Ken Fairbanks

Schedule

Monthly, from 9/2/2014 to 6/3/2015

Evidence of Completion

Attendance roster of PD Observation Results Reports Quarterly Assessment Data– Disaggregated by item complexity rating Benchmark Tests Common Summative assessments and Embedded Assessments. FSA EOCs FAIR-FS CELLA FAA Achieve 3000 reports

G2. If instructional staff's familiarity with new curriculum and assessments increase, then applying and demonstrating understanding of mathematical concepts, vocabulary and problem solving strategies for our lowest 25% and all subgroups will result in increased achievement by 3%. 1a

G037748

Targets Supported 1b

Indicator	Annual Target
Math Gains	70.0
AMO Math - All Students	54.0
AMO Math - ELL	53.0
AMO Math - SWD	45.0
FSA - Mathematics - Proficiency Rate	75.0
Algebra I EOC Pass Rate	50.0
Geometry EOC Pass Rate	45.0
Math Lowest 25% Gains	79.0
AMO Math - African American	49.0
AMO Math - Hispanic	55.0
AMO Math - ED	54.0
College Readiness Mathematics	50.0

Resources Available to Support the Goal 2

- Agile Mind, ALEKS, Laptops, Computer Labs, HP Surfaces, Core curriculum /Guides, After-school Tutoring, Common Planning, Math Coach, SBLT, Migrant Resource Center/Staff, District Math Coordinators. ELL Tutors, and Instructional Resource

Targeted Barriers to Achieving the Goal 3

- Instructional staff's understanding of new curricula and assessments will ameliorate students' difficulty in applying and demonstrating an understanding of mathematical concepts, vocabulary, and problem-solving strategies.

Plan to Monitor Progress Toward G2. 8

Results of assessments and professional development activities will be reviewed by SBLT monthly.

Person Responsible

Ken Fairbanks

Schedule

Weekly, from 9/2/2014 to 6/3/2015

Evidence of Completion

Attendance roster of PD Data Team Calendar schedule Observation reports Lesson Plans Coaching cycle weekly reports Meeting agenda/Meeting Minutes CFA's Assessment Data- Disaggregated by item Benchmark Tests / Common Summative assessments MAFS EOCs Aleks reports Agile Mind reports

G3. If instructional staff acquires classroom management best practices in addition to increased issuance of positive referrals, then student discipline referrals will decrease by 10% while positive referrals will increase by 50%. 1a

G037749

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	1283.0

Resources Available to Support the Goal 2

- TERMS, Student Pass, PBS, SBLT, Instructional Staff, Instructional Coaches, YRD, School Counselors, INSS

Targeted Barriers to Achieving the Goal 3

- Instructional staff's lack of confidence with classroom management best practices and issuance of positive referrals with fidelity.

Plan to Monitor Progress Toward G3. 8

SBLT will monitor issuance of discipline referrals and positive referrals for progress toward meeting goal. This data will be compared to prior months results and previous year to determine progress.

Person Responsible

John Lambcke

Schedule

Monthly, from 9/22/2014 to 6/3/2015

Evidence of Completion

Student Pass report MTSS/PBS team's meetings minutes

G4. If instructional staff receives professional development and implements with fidelity of rigorous higher order thinking/questioning, content area literacy strategies, collaborative structures, interactive and differentiated instruction, then student achievement for all subgroups will increase by 3%. 1a

G037751

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	64.0
AMO Math - All Students	54.0
ELA/Reading Lowest 25% Gains	75.0
AMO Reading - All Students	51.0
College Readiness Mathematics	50.0
4-Year Grad Rate (Standard Diploma)	89.0
4-Year Grad Rate (At-Risk)	83.0

Resources Available to Support the Goal 2

- Mobis, Mimio's, Clickers, Nooks, curriculum guides, individual whiteboards, BYOD , Computer based learning (Agile Mind, ALEKS, Achieve 3000, Reading Horizons, Edgenuity), Vocabulary .com, Discovery Education videos/techbook for DI, probeware, iPads, HP Surfaces, Migrant Resource Center, and Unique Learning System; instructional technology.

Targeted Barriers to Achieving the Goal 3

- Instructional staff's implementation with fidelity rigorous higher order thinking/questioning, content area literacy strategies, collaborative, interactive learning, and differentiated instruction.

Plan to Monitor Progress Toward G4. 8

Results of assessments and professional development activities will be reviewed by SBLT monthly.

Person Responsible

Ken Fairbanks

Schedule

Monthly, from 9/2/2014 to 6/3/2015

Evidence of Completion

-PD attendance roster -Lesson Plans -Observation reports on elements #18, 20, and 22 -CTEM teacher evaluation -Data Team minutes -Common formative assessment results -Staff development feedback -Increased student quarterly benchmark assessments -CELLA -FAA -FSA -ACT/SAT

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 instructional staff increases explicit instruction in the use of informational text by applying the reading process, developing argumentative text based written response, and interpreting graph/charts in all content area, then student achievement for our lowest 25% and all subgroups will increase by 3%. **1**

 G041015

G1.B1 Instructional staff implementation of explicit reading instruction in the use of informational text with fidelity, students struggle with content area vocabulary, and developing argumentative text based written response. **2**

 B099515

G1.B1.S1 Teachers will provide explicit instruction and practice in the use of informational text features to: locate information, compare details from informational sources, complete sequenced directions, develop argumentative text based written response and interpret analytic information on graphs/charts.

4

 S111917

Strategy Rationale

In providing explicit instruction in literacy in all content areas, students will develop and increase reading comprehension with text complexity across curricula resulting in an increase in student achievement.

Action Step 1 **5**

SBLT will ensure all instructional staff will receive professional development in content area literacy strategies across curricula.

Person Responsible

Allison Hache

Schedule

Monthly, from 9/2/2014 to 6/3/2015

Evidence of Completion

Lesson plans, Attendance roster, CTEM Observation Reports, Quarterly Benchmark results, LAFS Assessment, EOCs, Achieve 3000 reports, FAIR-FS, MAFS

Action Step 2 5

Instructional Resource staff in Migrant Center will provide support to migrant students in core classes and across curricula.

Person Responsible

Clara Calderon

Schedule

Daily, from 8/25/2014 to 6/3/2015

Evidence of Completion

Weekly IR classroom schedules for all Migrant Resource teacher.

Action Step 3 5

Instructional Resource Staff and Instructional Coaches will provide classroom support to teachers in ELA and all content areas: including professional development and modeling lesson.

Person Responsible

Clara Calderon

Schedule

Daily, from 8/25/2014 to 6/3/2015

Evidence of Completion

Weekly IR schedule, iSupport reports

Action Step 4 5

IHS will provide two additional ELL Tutors for support of ELL students in core curricula classrooms.

Person Responsible

Clara Calderon

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Weekly schedule

Action Step 5 5

IHS will provide after school tutoring for underachieving students to receive support in core content and credit recovery.

Person Responsible

Jimmy Camp

Schedule

Daily, from 9/29/2014 to 6/3/2015

Evidence of Completion

Attendance roster

Action Step 6 5

IHS will provide Earn/Learn after school program targeting migrant students with focus placed upon priority for services migrant students.

Person Responsible

Bobby Gonzalez

Schedule

Daily, from 9/2/2014 to 6/3/2015

Evidence of Completion

Analysis of college admission, Scholarships, and other Post-secondary indicators.

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

SBLT will conduct classroom observations throughout the school year to verify implementation of literacy strategies in addition to weekly monitoring of Data Team meetings to ensure instructional staff buy in across content areas.

Person Responsible

Ken Fairbanks

Schedule

Weekly, from 9/2/2014 to 6/3/2015

Evidence of Completion

Observation reports Lesson Plans Curriculum Guides Coaching cycle weekly reports
Meeting agenda/Meeting minutes

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

SBLT will review weekly schedule with Migrant Resource Teachers, Instructional Resource Staff, and Instructional Coaches for verification of support.

Person Responsible

Clara Calderon

Schedule

Weekly, from 9/2/2014 to 6/3/2015

Evidence of Completion

ELL tutor schedule Migrant classroom schedule iSupport coaching cycle schedule Meeting agenda/Meeting Minutes Observation reports Lesson Plans Coaching cycle weekly reports

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

Through weekly Data Team meetings, SBLT will be monitor the implementation and effectiveness of literacy strategies and its impact on student learning resulting in increased scores on ongoing progress monitoring assessments.

Person Responsible

Jimmy Camp

Schedule

Weekly, from 9/2/2014 to 6/3/2015

Evidence of Completion

Observation Results Reports Lesson Plans Curriculum guides Meeting minutes Instructional Resource Staff and Migrant weekly schedules. Quarterly Assessment Data– Disaggregated by item complexity rating Benchmark Tests Common Summative assessments and Embedded Assessments. FSA EOCs FAIR-FS CELLA FAA

G2. If instructional staff's familiarity with new curriculum and assessments increase, then applying and demonstrating understanding of mathematical concepts, vocabulary and problem solving strategies for our lowest 25% and all subgroups will result in increased achievement by 3%. 1

G037748

G2.B1 Instructional staff's understanding of new curricula and assessments will ameliorate students' difficulty in applying and demonstrating an understanding of mathematical concepts, vocabulary, and problem-solving strategies. 2

B090739

G2.B1.S1 Increase instructional staff use of investigative collaborative strategies, content area vocabulary and familiarity with new math curriculum and assessment. 4

S101558

Strategy Rationale

To impact students' achievement, instructional staff familiarity with new curriculum and assessments is vital in the building of students understanding of mathematical concepts and problem-solving strategies.

Action Step 1 5

SBLT will attend weekly common planning to ensure instructional staff increases familiarity with new curriculum/assessments.

Person Responsible

Westley Bailey

Schedule

Weekly, from 9/2/2014 to 6/3/2015

Evidence of Completion

Meeting minute notes and attendance Observations Lesson Plans MAFS results Quarterly Benchmarks

Action Step 2 5

SBLT will ensure professional development in collaborative strategies in math occurs throughout school year.

Person Responsible

Westley Bailey

Schedule

Monthly, from 9/2/2014 to 6/3/2015

Evidence of Completion

Attendance roster Observations

Action Step 3 5

SBLT will ensure professional development in the use of interactive content area word wall in all math classroom.

Person Responsible

Westley Bailey

Schedule

On 6/3/2015

Evidence of Completion

Attendance roster Observations

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

SBLT will attend instructional staff Professional Development and conduct classroom observations to ensure implementation of math strategies with fidelity.

Person Responsible

Ken Fairbanks

Schedule

Weekly, from 9/2/2014 to 6/3/2015

Evidence of Completion

PD attendance roster Lesson Plans iObservation Reports

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

SBLT will be monitoring effectiveness of implementation through weekly Data Team meetings to ensure implementation of effective math strategies impact on student learning resulting in increased scores on ongoing progress monitoring assessments.

Person Responsible

Westley Bailey

Schedule

Weekly, from 9/2/2014 to 6/3/2015


Evidence of Completion

Observation reports Lesson Plans Coaching cycle weekly reports Meeting agenda/Meeting Minutes Quarterly Assessment Data– Disaggregated by item complexity rating Benchmark Tests / Common Summative assessments MAFS ALEKS reports Agile Mind reports

G3. If instructional staff acquires classroom management best practices in addition to increased issuance of positive referrals, then student discipline referrals will decrease by 10% while positive referrals will increase by 50%. **1**

 G037749

G3.B1 Instructional staff's lack of confidence with classroom management best practices and issuance of positive referrals with fidelity. **2**

 B090740

G3.B1.S1 Provide instructional staff professional development on best practice classroom strategies during coaching cycles and weekly posting of classroom management strategies on the school's bulletin "The Arrow". **4**

 S101559

Strategy Rationale

In posting and reinforcing best practice classroom management strategies, new and returning staff will refer to strategies to minimize classroom discipline challenges and increase student positive behavior.

Action Step 1 **5**

Instructional coaches will provide ongoing professional development on classroom management strategies during their coaching cycle.

Person Responsible

Rhoderica Washington

Schedule

Monthly, from 9/2/2014 to 6/3/2015

Evidence of Completion

Coaching cycle schedule iSupport reports Student Pass

Action Step 2 **5**

PBS committee will provide instructional staff best practice classroom management strategies by posting it on the IHS bulletin on a weekly basis.

Person Responsible

Rhoderica Washington

Schedule

Weekly, from 9/22/2014 to 6/3/2015

Evidence of Completion

-IHS Arrow bulletin -Observation Reports -Student Pass discipline report

Action Step 3 5

PBS committee will provide incentives to classroom with the highest positive referrals at the end of a quarter.

Person Responsible

Rhoderica Washington

Schedule

Monthly, from 10/16/2014 to 6/3/2015

Evidence of Completion

Student Pass Report

Action Step 4 5

PBS Committee will provide Wampum "It's a Matter of Pride" incentives to reward students receiving positive referrals every quarter during PBS Day.

Person Responsible

Rhoderica Washington

Schedule

Quarterly, from 9/19/2014 to 5/22/2015

Evidence of Completion

Student Pass Report

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

SBLT will review Student Pass to track changes in number of discipline and positive referrals written.

Person Responsible

John Lambcke

Schedule

Daily, from 9/2/2014 to 5/29/2015

Evidence of Completion

-Classroom Observations -Observation Report -Student Pass to track referrals -IHS Bulletin

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

SBLT will review instructional coaching staff's iSupport coaching cycles schedule to ensure instructional staff are receiving classroom management strategies.

Person Responsible

Jimmy Camp

Schedule

Monthly, from 9/2/2014 to 6/3/2015

Evidence of Completion

iSupport coaching cycle schedule/notes Classroom observations Student Pass Reports

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

SBLT will monitor the effectiveness in posting best practice classroom management strategies in the bulletin with a decrease in discipline referrals and an increase in positive referrals.

Person Responsible

John Lambcke

Schedule

Monthly, from 9/22/2014 to 6/3/2015

Evidence of Completion

Student Pass reports Classroom Observations IHS Bulletin

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

SBLT will monitor effectiveness of implementation of classroom management strategies by instructional coaches.

Person Responsible

Rhoderica Washington

Schedule

Monthly, from 9/2/2014 to 6/3/2015

Evidence of Completion

iSupport coaching cycle Classroom observations

G4. If instructional staff receives professional development and implements with fidelity of rigorous higher order thinking/questioning, content area literacy strategies, collaborative structures, interactive and differentiated instruction, then student achievement for all subgroups will increase by 3%. 1

G037751

G4.B1 Instructional staff's implementation with fidelity rigorous higher order thinking/questioning, content area literacy strategies, collaborative, interactive learning, and differentiated instruction. 2

B090742

G4.B1.S1 SBLT will provide all instructional staff professional development in rigorous high order thinking/questioning, content area literacy strategies, collaborative, interactive and differentiated instruction. 4

S101561

Strategy Rationale

Highly effective teachers are a product of targeted professional development. Impacting student achievement requires instructional staff members to continually acquire research-based strategies and implement with fidelity.

Action Step 1 5

SBLT will ensure all staff receive professional development in Kagan collaborative strategies.

Person Responsible

Clara Calderon

Schedule

Semiannually, from 9/2/2014 to 6/3/2015

Evidence of Completion

-Attendance roster -Staff feedback -Lesson plan review -Teacher observation

Action Step 2 5

SBLT will ensure all staff receive professional development in interactive learning using BYOD, interactive notebooks and 5E Learning Model for science content.

Person Responsible

Paul Rimmler

Schedule

Semiannually, from 9/2/2014 to 6/3/2015

Evidence of Completion

-Attendance roster -Staff feedback -Lesson plan review -Teacher observation -Student notebook check

Action Step 3 5

SBLT will ensure all staff receive professional development in differentiated strategies.

Person Responsible

Rhoderica Washington

Schedule

Semiannually, from 9/2/2014 to 6/3/2015

Evidence of Completion

-Attendance roster -Staff feedback -Lesson plan review -Teacher observation

Action Step 4 5

SBLT will ensure all staff receive professional development in rigorous higher order thinking/questioning.

Person Responsible

Jimmy Camp

Schedule

Quarterly, from 9/2/2014 to 6/3/2015

Evidence of Completion

-Attendance roster -Staff feedback -Lesson plan review -Teacher observation

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

SBLT will ensure all instructional staff attend and incorporate a minimum of 2 collaborative group and interactive learning activities strategies from professional developments for each semester to effectively increase student achievement.

Person Responsible

Jimmy Camp

Schedule

Weekly, from 9/2/2014 to 6/3/2015

Evidence of Completion

-Attendance roster -Data team minutes -Observations reports -iSupport notes -Lesson Plans

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

SBLT will be monitoring effectiveness of implementation through weekly Data Team meetings to ensure implementation of effective strategies impact on student learning resulting in increased scores on ongoing progress monitoring assessments.

Person Responsible

Clara Calderon

Schedule

Weekly, from 9/2/2014 to 6/3/2015

Evidence of Completion

-Lesson Plans -Observations reports -Common Formative Assessment results (CFA) - Quarterly benchmark assessment

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A1	SBLT will ensure all staff receive professional development in Kagan collaborative strategies.	Calderon, Clara	9/2/2014	-Attendance roster -Staff feedback - Lesson plan review -Teacher observation	6/3/2015 semiannually
G1.B1.S1.A1	SBLT will ensure all instructional staff will receive professional development in content area literacy strategies across curricula.	Hache, Allison	9/2/2014	Lesson plans, Attendance roster, CTEM Observation Reports, Quarterly Benchmark results, LAFS Assessment, EOCs, Achieve 3000 reports, FAIR-FS, MAFS	6/3/2015 monthly
G2.B1.S1.A1	SBLT will attend weekly common planning to ensure instructional staff increases familiarity with new curriculum/assessments.	Bailey, Westley	9/2/2014	Meeting minute notes and attendance Observations Lesson Plans MAFS results Quarterly Benchmarks	6/3/2015 weekly
G3.B1.S1.A1	Instructional coaches will provide ongoing professional development on classroom management strategies during their coaching cycle.	Washington, Rhoderica	9/2/2014	Coaching cycle schedule iSupport reports Student Pass	6/3/2015 monthly
G2.B1.S1.A2	SBLT will ensure professional development in collaborative strategies in math occurs throughout school year.	Bailey, Westley	9/2/2014	Attendance roster Observations	6/3/2015 monthly
G3.B1.S1.A2	PBS committee will provide instructional staff best practice classroom management strategies by posting it on the IHS bulletin on a weekly basis.	Washington, Rhoderica	9/22/2014	-IHS Arrow bulletin -Observation Reports -Student Pass discipline report	6/3/2015 weekly
G4.B1.S1.A2	SBLT will ensure all staff receive professional development in interactive learning using BYOD, interactive notebooks and 5E Learning Model for science content.	Rimmler, Paul	9/2/2014	-Attendance roster -Staff feedback - Lesson plan review -Teacher observation -Student notebook check	6/3/2015 semiannually
G1.B1.S1.A2	Instructional Resource staff in Migrant Center will provide support to migrant students in core classes and across curricula.	Calderon, Clara	8/25/2014	Weekly IR classroom schedules for all Migrant Resource teacher.	6/3/2015 daily

Collier - 0271 - Immokalee High School - 2014-15 SIP
Immokalee High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A3	SBLT will ensure all staff receive professional development in differentiated strategies.	Washington, Rhoderica	9/2/2014	-Attendance roster -Staff feedback - Lesson plan review -Teacher observation	6/3/2015 semiannually
G1.B1.S1.A3	Instructional Resource Staff and Instructional Coaches will provide classroom support to teachers in ELA and all content areas: including professional development and modeling lesson.	Calderon, Clara	8/25/2014	Weekly IR schedule, iSupport reports	6/3/2015 daily
G2.B1.S1.A3	SBLT will ensure professional development in the use of interactive content area word wall in all math classroom.	Bailey, Westley	9/2/2014	Attendance roster Observations	6/3/2015 one-time
G3.B1.S1.A3	PBS committee will provide incentives to classroom with the highest positive referrals at the end of a quarter.	Washington, Rhoderica	10/16/2014	Student Pass Report	6/3/2015 monthly
G1.B1.S1.A4	IHS will provide two additional ELL Tutors for support of ELL students in core curricula classrooms.	Calderon, Clara	8/18/2014	Weekly schedule	6/3/2015 daily
G3.B1.S1.A4	PBS Committee will provide Wampum "It's a Matter of Pride" incentives to reward students receiving positive referrals every quarter during PBS Day.	Washington, Rhoderica	9/19/2014	Student Pass Report	5/22/2015 quarterly
G4.B1.S1.A4	SBLT will ensure all staff receive professional development in rigorous higher order thinking/questioning.	Camp, Jimmy	9/2/2014	-Attendance roster -Staff feedback - Lesson plan review -Teacher observation	6/3/2015 quarterly
G1.B1.S1.A5	IHS will provide after school tutoring for underachieving students to receive support in core content and credit recovery.	Camp, Jimmy	9/29/2014	Attendance roster	6/3/2015 daily
G1.B1.S1.A6	IHS will provide Earn/Learn after school program targeting migrant students with focus placed upon priority for services migrant students.	Gonzalez, Bobby	9/2/2014	Analysis of college admission, Scholarships, and other Post-secondary indicators.	6/3/2015 daily
G1.MA1	Results of assessment and professional development activity will be reviewed by SBLT monthly.	Fairbanks, Ken	9/2/2014	Attendance roster of PD Observation Results Reports Quarterly Assessment Data– Disaggregated by item complexity rating Benchmark Tests Common Summative assessments and Embedded Assessments. FSA EOCs FAIR-FS CELLA FAA Achieve 3000 reports	6/3/2015 monthly
G1.B1.S1.MA1	Through weekly Data Team meetings, SBLT will be monitor the implementation and effectiveness of literacy strategies and its impact on student learning resulting in increased scores on ongoing progress monitoring assessments.	Camp, Jimmy	9/2/2014	Observation Results Reports Lesson Plans Curriculum guides Meeting minutes Instructional Resource Staff and Migrant weekly schedules. Quarterly Assessment Data– Disaggregated by item complexity rating Benchmark Tests Common Summative assessments and Embedded Assessments. FSA EOCs FAIR-FS CELLA FAA	6/3/2015 weekly
G1.B1.S1.MA1	SBLT will conduct classroom observations throughout the school year to verify implementation of literacy strategies in addition to weekly monitoring of Data Team meetings to ensure instructional staff buy in across content areas.	Fairbanks, Ken	9/2/2014	Observation reports Lesson Plans Curriculum Guides Coaching cycle weekly reports Meeting agenda/Meeting minutes	6/3/2015 weekly
G1.B1.S1.MA3	SBLT will review weekly schedule with Migrant Resource Teachers, Instructional Resource Staff, and	Calderon, Clara	9/2/2014	ELL tutor schedule Migrant classroom schedule iSupport coaching cycle schedule Meeting agenda/Meeting	6/3/2015 weekly

Collier - 0271 - Immokalee High School - 2014-15 SIP
Immokalee High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Instructional Coaches for verification of support.			Minutes Observation reports Lesson Plans Coaching cycle weekly reports	
G2.MA1	Results of assessments and professional development activities will be reviewed by SBLT monthly.	Fairbanks, Ken	9/2/2014	Attendance roster of PD Data Team Calendar schedule Observation reports Lesson Plans Coaching cycle weekly reports Meeting agenda/Meeting Minutes CFA's Assessment Data– Disaggregated by item Benchmark Tests / Common Summative assessments MAFS EOCs Aleks reports Agile Mind reports	6/3/2015 weekly
G2.B1.S1.MA1	SBLT will be monitoring effectiveness of implementation through weekly Data Team meetings to ensure implementation of effective math strategies impact on student learning resulting in increased scores on ongoing progress monitoring assessments.	Bailey, Westley	9/2/2014	Observation reports Lesson Plans Coaching cycle weekly reports Meeting agenda/Meeting Minutes Quarterly Assessment Data– Disaggregated by item complexity rating Benchmark Tests / Common Summative assessments MAFS ALEKS reports Agile Mind reports	6/3/2015 weekly
G2.B1.S1.MA1	SBLT will attend instructional staff Professional Development and conduct classroom observations to ensure implementation of math strategies with fidelity.	Fairbanks, Ken	9/2/2014	PD attendance roster Lesson Plans iObservation Reports	6/3/2015 weekly
G3.MA1	SBLT will monitor issuance of discipline referrals and positive referrals for progress toward meeting goal. This data will be compared to prior months results and previous year to determine progress.	Lambcke, John	9/22/2014	Student Pass report MTSS/PBS team's meetings minutes	6/3/2015 monthly
G3.B1.S1.MA1	SBLT will monitor the effectiveness in posting best practice classroom management strategies in the bulletin with a decrease in discipline referrals and an increase in positive referrals.	Lambcke, John	9/22/2014	Student Pass reports Classroom Observations IHS Bulletin	6/3/2015 monthly
G3.B1.S1.MA3	SBLT will monitor effectiveness of implementation of classroom management strategies by instructional coaches.	Washington, Rhoderica	9/2/2014	iSupport coaching cycle Classroom observations	6/3/2015 monthly
G3.B1.S1.MA1	SBLT will review Student Pass to track changes in number of discipline and positive referrals written.	Lambcke, John	9/2/2014	-Classroom Observations -Observation Report -Student Pass to track referrals - IHS Bulletin	5/29/2015 daily
G3.B1.S1.MA4	SBLT will review instructional coaching staff's iSupport coaching cycles schedule to ensure instructional staff are receiving classroom management strategies.	Camp, Jimmy	9/2/2014	iSupport coaching cycle schedule/notes Classroom observations Student Pass Reports	6/3/2015 monthly
G4.MA1	Results of assessments and professional development activities will be reviewed by SBLT monthly.	Fairbanks, Ken	9/2/2014	-PD attendance roster -Lesson Plans - Observation reports on elements #18, 20, and 22 -CTEM teacher evaluation - Data Team minutes -Common formative assessment results -Staff development feedback -Increased student quarterly benchmark assessments -CELLA -FAA -FSA -ACT/SAT	6/3/2015 monthly
G4.B1.S1.MA1	SBLT will be monitoring effectiveness of implementation through weekly Data Team meetings to ensure implementation of effective strategies impact on student learning resulting in increased scores on ongoing progress monitoring assessments.	Calderon, Clara	9/2/2014	-Lesson Plans -Observations reports - Common Formative Assessment results (CFA) -Quarterly benchmark assessment	6/3/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.MA1	SBLT will ensure all instructional staff attend and incorporate a minimum of 2 collaborative group and interactive learning activities strategies from professional developments for each semester to effectively increase student achievement.	Camp, Jimmy	9/2/2014	-Attendance roster -Data team minutes -Observations reports -iSupport notes - Lesson Plans	6/3/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If instructional staff increases explicit instruction in the use of informational text by applying the reading process, developing argumentative text based written response, and interpreting graph/charts in all content area, then student achievement for our lowest 25% and all subgroups will increase by 3%.

G1.B1 Instructional staff implementation of explicit reading instruction in the use of informational text with fidelity, students struggle with content area vocabulary, and developing argumentative text based written response.

G1.B1.S1 Teachers will provide explicit instruction and practice in the use of informational text features to: locate information, compare details from informational sources, complete sequenced directions, develop argumentative text based written response and interpret analytic information on graphs/charts.

PD Opportunity 1

SBLT will ensure all instructional staff will receive professional development in content area literacy strategies across curricula.

Facilitator

Allison Hache, Shirley Rainwaters, Paul Rimmler, Westley Bailey, and district support

Participants

ELA, Social Science, Science, Humanities, CTE, and Math instructional staff

Schedule

Monthly, from 9/2/2014 to 6/3/2015

G2. If instructional staff's familiarity with new curriculum and assessments increase, then applying and demonstrating understanding of mathematical concepts, vocabulary and problem solving strategies for our lowest 25% and all subgroups will result in increased achievement by 3%.

G2.B1 Instructional staff's understanding of new curricula and assessments will ameliorate students' difficulty in applying and demonstrating an understanding of mathematical concepts, vocabulary, and problem-solving strategies.

G2.B1.S1 Increase instructional staff use of investigative collaborative strategies, content area vocabulary and familiarity with new math curriculum and assessment.

PD Opportunity 1

SBLT will ensure professional development in collaborative strategies in math occurs throughout school year.

Facilitator

Westely Bailey, Math Coach, and district support

Participants

Math Team

Schedule

Monthly, from 9/2/2014 to 6/3/2015

PD Opportunity 2

SBLT will ensure professional development in the use of interactive content area word wall in all math classroom.

Facilitator

Westley Bailey, Math Coach, and district support

Participants

Math Team

Schedule

On 6/3/2015

G4. If instructional staff receives professional development and implements with fidelity of rigorous higher order thinking/questioning, content area literacy strategies, collaborative structures, interactive and differentiated instruction, then student achievement for all subgroups will increase by 3%.

G4.B1 Instructional staff's implementation with fidelity rigorous higher order thinking/questioning, content area literacy strategies, collaborative, interactive learning, and differentiated instruction.

G4.B1.S1 SBLT will provide all instructional staff professional development in rigorous high order thinking/questioning, content area literacy strategies, collaborative, interactive and differentiated instruction.

PD Opportunity 1

SBLT will ensure all staff receive professional development in Kagan collaborative strategies.

Facilitator

Dana Tracey/District Literacy Specialist

Participants

All instructional staff

Schedule

Semiannually, from 9/2/2014 to 6/3/2015

PD Opportunity 2

SBLT will ensure all staff receive professional development in interactive learning using BYOD, interactive notebooks and 5E Learning Model for science content.

Facilitator

Paul Rimmler and district support

Participants

All instructional Staff

Schedule

Semiannually, from 9/2/2014 to 6/3/2015

PD Opportunity 3

SBLT will ensure all staff receive professional development in differentiated strategies.

Facilitator

April Goodnight, Shirley Rainwaters, and district support

Participants

All Staff

Schedule

Semiannually, from 9/2/2014 to 6/3/2015

PD Opportunity 4

SBLT will ensure all staff receive professional development in rigorous higher order thinking/questioning.

Facilitator

Allison Hache and district support

Participants

All instructional staff

Schedule

Quarterly, from 9/2/2014 to 6/3/2015

Budget Rollup

Summary

Description	Total
Goal 1: If instructional staff increases explicit instruction in the use of informational text by applying the reading process, developing argumentative text based written response, and interpreting graph/charts in all content area, then student achievement for our lowest 25% and all subgroups will increase by 3%.	831,136
Goal 3: If instructional staff acquires classroom management best practices in addition to increased issuance of positive referrals, then student discipline referrals will decrease by 10% while positive referrals will increase by 50%.	3,796
Goal 4: If instructional staff receives professional development and implements with fidelity of rigorous higher order thinking/questioning, content area literacy strategies, collaborative structures, interactive and differentiated instruction, then student achievement for all subgroups will increase by 3%.	30,900
Grand Total	865,832

Goal 1: If instructional staff increases explicit instruction in the use of informational text by applying the reading process, developing argumentative text based written response, and interpreting graph/charts in all content area, then student achievement for our lowest 25% and all subgroups will increase by 3%.

Description	Source	Total
B1.S1.A2 - Salary for Personnel: (4.34) Migrant Resource Teachers	Title I Part C (Migrant)	290,999
B1.S1.A2 - Provide funds for Migrant Resource Teachers to attend National Migrant Conference in order to gain additional strategies that will increase migrant student achievement and graduation rates.	Title I Part C (Migrant)	2,000
B1.S1.A2 - Funds to for Migrant parent involvement activities for school year 2015.	Title I Part C (Migrant)	7,000
B1.S1.A2 - Migrant student supplies for school year 2014-2015	Title I Part C (Migrant)	9,737
B1.S1.A2 - Supplemental instructional supplies	Title I Part C (Migrant)	5,000
B1.S1.A3 - Salary for Personnel: (3.5) Instructional Coaches, (.51) Instructional Resource Staff	Title I Part A	299,080
B1.S1.A4 - Salary for additional personnel: (1) Spanish speaking tutor and (1) Creole speaking tutor	Title I Part A	64,664
B1.S1.A5 - After School tutoring intervention program for underachieving students.	Title I Part A	20,000
B1.S1.A5 - After school supplies	Title I Part A	8,000
B1.S1.A5 - Saturday for Success will serve students in need of support through tutoring in core academics areas, ACT/SAT preparation, and credit recovery.	Title I Part A	25,000
B1.S1.A5 - Waivers for ACT/SAT fee assessment is aimed at assisting students to become graduation eligible through concordant scores and or college admission eligible.	Title I Part A	12,000
B1.S1.A5 - Student school supplies for school year 2014-2015	Title I Part A	33,156

Goal 1: If instructional staff increases explicit instruction in the use of informational text by applying the reading process, developing argumentative text based written response, and interpreting graph/charts in all content area, then student achievement for our lowest 25% and all subgroups will increase by 3%.

Description	Source	Total
B1.S1.A5 - Student supplies	School Improvement Funds	1,000
B1.S1.A5 - Student Transportation for after-school tutoring	Title I Part A	10,000
B1.S1.A6 - College and career preparation assistance and on-the-job training opportunities.	Title I Part C (Migrant)	40,000
B1.S1.A6 - Provide educational field trip experiences to nearby colleges and universities.	Title I Part C (Migrant)	3,500
Total Goal 1		831,136

Goal 3: If instructional staff acquires classroom management best practices in addition to increased issuance of positive referrals, then student discipline referrals will decrease by 10% while positive referrals will increase by 50%.

Description	Source	Total
B1.S1.A2 - Safe School student badge machine and materials	School Improvement Funds	3,296
B1.S1.A3 - PBS incentives	School Improvement Funds	500
Total Goal 3		3,796

Goal 4: If instructional staff receives professional development and implements with fidelity of rigorous higher order thinking/questioning, content area literacy strategies, collaborative structures, interactive and differentiated instruction, then student achievement for all subgroups will increase by 3%.

Description	Source	Total
B1.S1.A2 - Technology equipment for students use to assist with STEM activities, and BYOD. Thirty-two new laptops.	Title I Part A	26,400
B1.S1.A2 - Science equipment	School Improvement Funds	1,000
B1.S1.A2 - NAF Academy of Engineering	School Improvement Funds	1,000
B1.S1.A2 - NAF Academy of Informational Technology	School Improvement Funds	500
B1.S1.A2 - Replacement of technology	School Improvement Funds	2,000
Total Goal 4		30,900