

Immokalee Middle School



2014-15 School Improvement Plan

Immokalee Middle School

401 N 9TH ST, Immokalee, FL 34142

[no web address on file]

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

96%

Alternative/ESE Center

No

Charter School

No

Minority

97%

School Grades History

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

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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	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

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

Provide the school's vision statement

All students will leave Immokalee Middle School with the essential skills and knowledge to achieve success in high school and with the desire to pursue a post-secondary education.

School Environment

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

During the first month of school our staff is provided with an overview of overarching characteristics of the diverse cultures that are present at Immokalee Middle School. Teachers are provided with multiple opportunities to interact with our parents and students outside of the regular work day through events such as: Open House/Curriculum Night, Student Led Conferences, Parent conferences, Athletics, Club Activities, and Community Events.

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

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

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

The PBS committee, comprised of students, staff, and parents, meets monthly to analyze academic, discipline and attendance data. School-wide Positive Behavior Support (PBS), minimizes distractions and keeps students engaged during instructional time because of the consistency with which plans are implemented. IMS Expectations along with Classroom Expectations are consistently reviewed and restated with students by administration and teachers. Professional development on classroom management & PBS plans is provided for staff and plans are reviewed and approved by the APs for Attendance and Discipline to ensure that they are in alignment with school-wide PBS model and goals. Teachers create their own PBS plans for their individual classrooms. These PBS plans identify

specific behaviors that are occurring in their classrooms and allow teachers the opportunity to implement an action plan as to how they are going to address the behavior issues. Professional Development is also offered for Student Pass as well as support with the Infraction process. In order to ensure that consequences are fair and equitable, the Collier County Discipline Matrix is consistently followed.

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

Students social-emotional needs are met through mentoring groups and Check In/Out meetings. Students who are having difficulty adjusting to the IMS campus have the opportunity to meet with their school counselor for individual or group meetings . Students who have been placed on a Behavior Contract are assigned to meet with either an administrator, Counselor, or with a Migrant Resource teacher who serves as a Mentor to the student. Mentors provide students with support for both academics and emotional needs, this ensures students have the opportunity to form a relationship with an adult on campus that they know they can turn to for support.

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

When attendance falls below 90 percent parents receive an Auto Dialer phone call. The student is then referred to the Guidance Office. If absences continue, a letter is mailed to the family after 7 absences. When students miss 10 days of school, a letter is mailed to parents and an MTSS meeting is scheduled to determine cause and course of action. Attendance data in Data Warehouse and StudentPass are used to report to Teachers and Leadership Team to determine appropriate intervention. Students who exhibit consistent inappropriate behaviors are placed on Behavior Contract. Parents are informed about the situation and the possible consequences should the contract be violated. Students are then placed on a check in/check out system where they receive support and counseling to provide them with strategies to be successful on campus.

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
	6	7	8	
Attendance below 90 percent	28	50	46	124
One or more suspensions	44	77	97	218
Course failure in ELA or Math	2	1	23	26
Level 1 on statewide assessment	189	189	168	546

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	109	122	134	365

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

We use a variety of research based strategies to improve academic performance of at-risk students. They include but are not limited to sending attendance letters, scheduling parent-teacher conferences, Positive Behavior Support plans and activities, Renaissance Club Activities, student led conferences, MTSS (Tier 2 and 3 support), student check-in/check-out, after school programs.

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/192541>.

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

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

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
Jaimes, Abel	Principal
Burton, Eugenia	Assistant Principal
Caseres, Maryann	Assistant Principal
Voorhees, Destini	Assistant Principal
Boddison, Daniel	Instructional Coach
Torres, Karen	Instructional Coach
Novotny, GERALYN	Instructional Coach
Wyss, Amity	Instructional Coach
Zagorites, Darlene	Instructional Coach
Gamez, Kelli	Guidance Counselor
Stulz, Christopher	Other

Duties

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

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

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

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

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

Instructional Coach(es) Reading/Science/Math:

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies. Assists with whole school screening programs that provide early intervening services for children to be considered "at risk." Assists in the design and implementation for progress monitoring, data collection, and data analysis. Participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring of Tier 3 intervention plans.

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

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students

and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Leadership Team met with department and team PLCs to facilitate goal setting and identify barriers to be addressed to ensure student success. The data was then compiled and shared with the School Advisory Council (SAC) and Principal for further input in the development of the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

The Collier County School district provides a systematic and strategic approach to providing services through the District Strategic Plan, 3 Year Academic Plan, and the K-12 Comprehensive Reading Plan. Goals and objectives of each program and department are aligned with these overarching district plans. Additionally:

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

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

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

Supplemental Staffing and Services:

Title X, LEA, Title I Basic, Title I Migrant coordinate services to assist homeless children, to resolve problems concerning registration and provide support services at all schools. Title I and District jointly fund the Homeless Liaison staff position to support homeless students in all public schools. The LEA provides services in coordination with the McKinney-Vento Homeless Assistance Act.

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

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

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

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

Supplemental Staff Development:

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

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

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Abel Jaimes	Principal
Elda Hernandez	Business/Community
Marie Similien	Parent
Trini Salinas-Aviles	Parent
Myita Ramirez	Education Support Employee
Elizabeth Mendoza	Parent
Amalia Dominguez	Parent
Nicolas Jaimes Jr.	Parent
Lonzo Morgan	Teacher
Juana Torres	Parent
Ariza Reyes	Parent
Destini Voorhees	Parent

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

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

Development of this school improvement plan

FCAT and baseline data are shared with SAC in the September meeting and input is sought in relation to goals, barriers, and strategies that are identified by instructional staff during their data PLCs. Recommendations are taken into account and the completed SIP draft is brought back for SAC approval in the October meeting.

Preparation of the school's annual budget and plan

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

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

Should school improvement funds become available the SAC will be part of the decision making and allocating those funds.

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
Jaimes, Abel	Principal
Burton, Eugenia	Assistant Principal
Caseres, Maryann	Assistant Principal
Voorhees, Destini	Assistant Principal
Boddison, Daniel	Instructional Coach
Torres, Karen	Instructional Coach
Wyss, Amity	Instructional Coach
Novotny, Geralyn	Instructional Coach
Zagorites, Darlene	Instructional Coach
Gamez, Kelli	Guidance Counselor
Cassidy, Courtney	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Support teachers in analyzing student assessment data.

Increase lesson rigor through the use of Webb's Depth of Knowledge.

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

Model lessons and facilitate professional development in DI, lesson study, collaborative structures, etc.

Utilize common assessments, Cornell Notes, and Understanding by Design lesson planning which effectively incorporates the Gradual Release Model and Marzano's key strategies as identified through CTEM in Domain 1 (Classroom Strategies and Behaviors) and Domain 2 (Planning and Preparing).

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

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

Planned mentoring activities include:

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

- Provide TD to observe master teachers teaching

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

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

- Provide new teachers a mentor teacher.
- The district provides all Immokalee teachers a yearly gas stipend of approximately \$800.
- Build a culture of collaboration and respect, where teachers feel appreciated and valued for their professional contributions to the school.
- CCPS recruits, takes on-line applications, screens, and approves candidates for interviews. CCPS policy is to hire only highly qualified teachers.

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

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

Planned mentoring activities include:

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

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

All materials and resources CCPS considers for adoption are selected from the list of pre-approved materials provided by the Florida Department of Education. The materials are then previewed by all staff teaching the specific content, their recommendations are reviewed by a committee of teachers and district staff who decide on the materials that best align with the Florida Standards and instructional model for the district.

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

Students are scheduled into their LA/Reading and math courses based on their assessment data results. If students are level 1 or 2 in math, they are placed into an additional math course (Intensive Math) for additional support. Likewise, level 4 and 5 students are placed in honors/advanced courses to ensure that they are being challenged.

Same content area teachers meet once weekly in their Data Team PLCs to review assessment data

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

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

Strategy: After School Program

Minutes added to school year: 3,600

Every content area teacher will be given an opportunity to work two days per week (Tuesdays and Thursdays) for one hour each day providing strategic interventions to a small group of students (5 to 10 students per session). Each session will be 4 to 6 weeks in duration and students will be rotated based on need. With the new assessments coming into play next year, every teacher will benefit from the additional time with select students to ensure mastery of content being taught. There will be a lead teacher per content area to ensure that the interventions being provided are supported by data (pre-assessment and curriculum based measures) and are targeted.

Strategy Rationale

To ensure that our lowest quartile (25%) is mastery standards.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Boddison, Daniel, boddisda@collierschools.com

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

Benchmark and assessment data will be analyzed to determine the impact of the After School Targeted Intervention Program on all student participants.

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

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

Administrators and guidance counselors meet with groups and individuals to determine students' course of study. Opportunities are provided for students to tour our local technical center (I-TECH). Also, TIF (The Immokalee Foundation) provides the students opportunities for scholarships (Take Stock in Children). Students are also provided opportunities for acceleration through industry certification courses available on site (Microsoft Office Certification). Gifted Curriculum Specialists will be holding transition meetings with individual 8th grade gifted students and their parents to inform them of the many Advanced Studies opportunities available in the district.

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

Increased numbers of students are enrolled in advanced level and high school level courses, including Career and Technical Education courses in which they have the opportunity to earn industry certifications. In addition, all students participate in student led conferences to assist them in making the connection with what they are learning and how it will be useful to their future in all courses and grade levels.

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

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

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

In analyzing the feedback report for Immokalee High School it is evident that we need to continue to emphasize goal setting and ensuring that students set short term and long term goals. Along with their goals students need to understand the implication for admission to their respective schools/ programs.

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 students engage in cognitively complex activities that require active processing of information (e.g., designing, creating, synthesizing, analyzing, proving, finding connections, critiquing, debating, arguing, etc.), then their critical thinking skills will improve helping them to process new information in all content areas and in real world application.
- G2.** If teachers recognize student differences and differentiate instruction through content, process, product and/or learning environment based on these differences, then student mastery of critical content will increase.
- G3.** If all teachers focus on teaching literacy strategies in all content areas, then student comprehension will increase.

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 students engage in cognitively complex activities that require active processing of information (e.g., designing, creating, synthesizing, analyzing, proving, finding connections, critiquing, debating, arguing, etc.), then their critical thinking skills will improve helping them to process new information in all content areas and in real world application. **1a**

 G037214

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	52.0
Math Lowest 25% Gains	70.0

Resources Available to Support the Goal **2**

- Textbooks, Curriculum Maps, Lesson Plans, Grade Level/Content Area Common Planning, Progress monitoring reports, Common formative, summative, and performance-based assessments, Specific feedback to teachers based on walk-through, informal, and formal observations, Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations, and plan for next steps, DOK questions, Semester teacher data chats and goal setting conducted by administration, Edmodo, Socrative, resource teachers, tutors, and coaches funded through Title I Basic and Migrant Funds. For student instruction in Access Points: Unique Learning System, instructional technology.

Targeted Barriers to Achieving the Goal **3**

- Questions are not asked at a high Depth of Knowledge (DOK) level.

Plan to Monitor Progress Toward G1. **8**

CTEM Observations, Benchmark Assessments, Common Assessment Data, Lesson Plans, Data Collection by Coaches

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

Person Responsible

Eugenia Burton

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Progress Monitoring Reports, FSA Data, iObservation Reports, Student iPortfolios, Assessment items/data, Data Collection Reports

G2. If teachers recognize student differences and differentiate instruction through content, process, product and/or learning environment based on these differences, then student mastery of critical content will increase. **1a**

G037215

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	52.0
Math Lowest 25% Gains	70.0

Resources Available to Support the Goal **2**

- Textbooks, Curriculum Maps, Lesson Plans, Grade Level/Content Area Common Planning, Progress monitoring reports, Common formative, summative, and performance-based assessments, Specific feedback to teachers based on walk-through, informal, and formal observations, Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations, and plan for next steps, DOK questions, semester teacher data chats and goal setting conducted by administration, Edmodo, Socrative, Infuse Learning, clicker systems. For student instruction in Access Points: Unique Learning System, instructional technology. The Advanced Studies Department has a menu of professional development options tailored to the unique needs of each school in the areas of differentiation, rigor, engagement, Webb's Depth of the Knowledge, developing higher order questioning, Socratic seminar, Kagan structures to support gifted teaching strategies, and teacher expectations as it impacts student achievement.

Targeted Barriers to Achieving the Goal **3**

- A large number of teachers have not been trained in (51 new teachers to the building, including 21 new to the profession) or do not use teaching models that feature interactive learning and differentiated instruction.

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

CTEM Observations, Benchmark Assessments, Common Assessment Data

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

Person Responsible

Abel Jaimes

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

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

G3. If all teachers focus on teaching literacy strategies in all content areas, then student comprehension will increase. **1a**

G037216

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	52.0
Math Lowest 25% Gains	70.0

Resources Available to Support the Goal **2**

- Textbooks, Curriculum Maps, Lesson Plans, Grade Level/Content Area Common Planning, Progress monitoring reports, Common formative, summative, and performance-based assessments, Specific feedback to teachers based on walk-through, informal, and formal observations, Utilize content area coaches and the coaching cycle, designating time to debrief, discuss observations, and plan for next steps, DOK questions, Semester teacher data chats and goal setting conducted by administration, Edmodo, Socrative. For student instruction in Access Points: Unique Learning System, instructional technology.
- Three Migrant Resource Teachers and two Migrant Tutors to provide supplemental support for migrant students to ensure that their school interruption does not negatively impact their academic achievement. Teachers and tutors will be using the Push-in model to provide supplemental services to migrant students, focusing on Priority for Service (PFS) migrant students first.

Targeted Barriers to Achieving the Goal **3**

- Some teachers are not equipped with sufficient training to teach literacy strategies.

Plan to Monitor Progress Toward G3. **8**

CTEM Observations, Benchmark Assessments, Common Assessment Data
 For student instruction in Access Points: Unique Learning System Monthly Benchmark Assessments and Unit Checklists.

Person Responsible

Eugenia Burton

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

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

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If students engage in cognitively complex activities that require active processing of information (e.g., designing, creating, synthesizing, analyzing, proving, finding connections, critiquing, debating, arguing, etc.), then their critical thinking skills will improve helping them to process new information in all content areas and in real world application. **1**

 G037214

G1.B1 Questions are not asked at a high Depth of Knowledge (DOK) level. **2**

 B089303

G1.B1.S1 Teachers will engage students with explicit decision making, problem solving, experimental inquiry, or investigation tasks that require them to generate and test hypotheses. **4**

 S099986

Strategy Rationale

Through activities that emphasize critical thinking our students will be able to apply the strategies and processes learned to new situations.

Action Step 1 **5**

Design student work that is successively more complex to achieve DOK levels 3 and 4 (teachers are planning collaboratively by subject and grade level and PD will be provided based on team needs).

Person Responsible

Daniel Boddison

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Teacher/Admin Data Chats, Lesson plans, CTEM Observation Reports, Student Work, Assessments, Data Collection by Coaches

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

Attend common planning sessions, Review lesson plans, Review iSupport Logs, iObservation conferencing tools, Observations

Person Responsible

Eugenia Burton

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, iObservation Reports, Student Work, Assessment items/data

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

CTEM Observations, Benchmark Assessments, Common Assessment Data

Person Responsible

Abel Jaimes

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Progress Monitoring Reports, FSA Data, iObservation Reports, Student iPortfolios, Assessment items/data

G2. If teachers recognize student differences and differentiate instruction through content, process, product and/or learning environment based on these differences, then student mastery of critical content will increase.

1

G037215

G2.B1 A large number of teachers have not been trained in (51 new teachers to the building, including 21 new to the profession) or do not use teaching models that feature interactive learning and differentiated instruction.

2

B089304

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

4

S099987

Strategy Rationale

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

Action Step 1

5

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

Person Responsible

Eugenia Burton

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

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

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

Attend common planning sessions, Review lesson plans, Review iSupport Logs, iObservation conferencing tools, Observations

Person Responsible

Abel Jaimes

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

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

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

CTEM Observations, Benchmark Assessments, Common Assessment Data

Person Responsible

Abel Jaimes


Schedule

Quarterly, from 8/18/2014 to 6/4/2015


Evidence of Completion

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


G3. If all teachers focus on teaching literacy strategies in all content areas, then student comprehension will increase. **1**

 G037216

G3.B1 Some teachers are not equipped with sufficient training to teach literacy strategies. **2**

 B089305

G3.B1.S1 Teachers will be provided opportunities for professional development in a variety of strategies for processing and elaborating on new information, e.g., Cornell Notes, Marking the Text, Socratic Seminars, Generating Text Dependent Questions, Reciprocal Teaching, Close Reading, Science Lab Template. **4**

 S099988

Strategy Rationale

By building capacity and teacher expertise in using different literacy strategies, student achievement will increase.

Action Step 1 **5**

At least 20 IMS students will be hired through the Title I Migrant funded Earn and Learn Program. Earn and Learn will be available to migrant students 14 years and older who are at risk or PFS. The program will provide the students an opportunity to explore different careers and participation will be dependent on meeting attendance and academic goals set by Migrant Resource Teacher(s) and student. Not meeting criteria will result in required after school tutoring to meet desired goals.

Person Responsible

Abel Jaimes

Schedule

Monthly, from 9/29/2014 to 5/18/2015

Evidence of Completion

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

Action Step 2 5

Provide access to a variety of resources for teachers to be able to make accommodations to the curriculum to allow better student access to content area material for struggling readers. Also to provide materials to support implementation of the various reading programs, including a new copier as a back-up for the schoolwide copy machine to ensure that teachers receive timely copies needed for instruction.

Person Responsible

Abel Jaimes

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

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

Action Step 3 5

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

Person Responsible

Daniel Boddison

Schedule

Monthly, from 9/15/2014 to 5/25/2015

Evidence of Completion

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

Action Step 4 5

Lesson plans and classroom instruction will routinely feature a variety of strategies for processing and elaborating on new information, e.g., Cornell Notes, Marking the Text, Socratic Seminars, Kagan Cooperative Learning Structures, Generating Text Dependent Questions, Reciprocal Teaching, Close Reading, Science Lab Template.

Person Responsible

Daniel Boddison

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Teacher/Admin Data Chats, Lesson Plans, CTEM Observation Reports, Student Work

Action Step 5 5

Migrant students that need additional support beyond what the classroom can provide will utilize the migrant center to ensure that they are able to close the GAP that exists in reading, writing, math, and science.

Person Responsible

Abel Jaimes

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Service logs and reports will be used to track services provided to migrant students. Push-in schedules will be monitored for compliance by Title I compliance personnel and by administrators during classroom observations.

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

Attend common planning sessions, Review lesson plans, Review iSupport Logs, iObservation conferencing tools, Observations

Person Responsible

Abel Jaimes

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, iObservation Reports, Student Work

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

CTEM Observations, Benchmark Assessments, Common Assessment Data

Person Responsible

Abel Jaimes

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Progress Monitoring Reports, FSA Data, iObservation Reports, Student iPortfolios, Achieve 3000 Usage Reports, FAIR-FS reports, Lesson Plans that include literacy strategies

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Design student work that is successively more complex to achieve DOK levels 3 and 4 (teachers are planning collaboratively by subject and grade level and PD will be provided based on team needs).	Boddison, Daniel	8/18/2014	Teacher/Admin Data Chats, Lesson plans, CTEM Observation Reports, Student Work, Assessments, Data Collection by Coaches	6/4/2015 weekly
G2.B1.S1.A1	Lesson plans and classroom instruction will routinely feature differentiated content, process, product, or learning environment based on the specific needs of individual students within the class (the gifted endorsed teachers are responsible for documenting in lesson plans the curriculum modifications/	Burton, Eugenia	8/18/2014	Teacher/Admin Data Chats, Lesson plans, CTEM Observation Reports, Student Work, PMPs, IEP Goal Monitoring	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	differentiation for students who are gifted to address the EP goals).				
G3.B1.S1.A1	At least 20 IMS students will be hired through the Title I Migrant funded Earn and Learn Program. Earn and Learn will be available to migrant students 14 years and older who are at risk or PFS. The program will provide the students an opportunity to explore different careers and participation will be dependent on meeting attendance and academic goals set by Migrant Resource Teacher(s) and student. Not meeting criteria will result in required after school tutoring to meet desired goals.	Jaimes, Abel	9/29/2014	Earn and Learn student will be tracked and data will analyzed to assess programs success.	5/18/2015 monthly
G3.B1.S1.A2	Provide access to a variety of resources for teachers to be able to make accommodations to the curriculum to allow better student access to content area material for struggling readers. Also to provide materials to support implementation of the various reading programs, including a new copier as a back-up for the schoolwide copy machine to ensure that teachers receive timely copies needed for instruction.	Jaimes, Abel	8/18/2014	Receipts will be provided for each purchase to document what is being purchased for each department.	6/4/2015 monthly
G3.B1.S1.A3	Students needing additional support beyond the school day will be offered learning opportunities after school. The small group sessions will provide at least 4 hours of instruction focused on preparing for success on EOC exams and state assessments.	Boddison, Daniel	9/15/2014	Reports documenting how students who attended performed on the FSA versus students who did not, will be reviewed to determine the program's success.	5/25/2015 monthly
G3.B1.S1.A4	Lesson plans and classroom instruction will routinely feature a variety of strategies for processing and elaborating on new information, e.g., Cornell Notes, Marking the Text, Socratic Seminars, Kagan Cooperative Learning Structures, Generating Text Dependent Questions, Reciprocal Teaching, Close Reading, Science Lab Template.	Boddison, Daniel	8/18/2014	Teacher/Admin Data Chats, Lesson Plans, CTEM Observation Reports, Student Work	6/4/2015 monthly
G3.B1.S1.A5	Migrant students that need additional support beyond what the classroom can provide will utilize the migrant center to ensure that they are able to close the GAP that exists in reading, writing, math, and science.	Jaimes, Abel	8/18/2014	Service logs and reports will be used to track services provided to migrant students. Push-in schedules will be monitored for compliance by Title I compliance personnel and by administrators during classroom observations.	6/4/2015 monthly
G1.MA1	CTEM Observations, Benchmark Assessments, Common Assessment Data, Lesson Plans, Data Collection by Coaches For student instruction in Access Points: Unique Learning System Monthly Benchmark Assessments and Unit Checklists.	Burton, Eugenia	8/18/2014	Progress Monitoring Reports, FSA Data, iObservation Reports, Student iPortfolios, Assessment items/data, Data Collection Reports	6/4/2015 monthly
G1.B1.S1.MA1	CTEM Observations, Benchmark Assessments, Common Assessment Data	Jaimes, Abel	8/18/2014	Progress Monitoring Reports, FSA Data, iObservation Reports, Student iPortfolios, Assessment items/data	6/4/2015 quarterly
G1.B1.S1.MA1	Attend common planning sessions, Review lesson plans, Review iSupport	Burton, Eugenia	8/18/2014	Lesson Plans, iObservation Reports, Student Work, Assessment items/data	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Logs, iObservation conferencing tools, Observations				
G2.MA1	CTEM Observations, Benchmark Assessments, Common Assessment Data For student instruction in Access Points: Unique Learning System Monthly Benchmark Assessments and Unit Checklists.	Jaimes, Abel	8/18/2014	Teacher/Admin Data Chats, Lesson plans, CTEM Observation Reports, Student Work, PMPs, IEP Goal Monitoring	6/4/2015 monthly
G2.B1.S1.MA1	CTEM Observations, Benchmark Assessments, Common Assessment Data	Jaimes, Abel	8/18/2014	Teacher/Admin Data Chats, Lesson plans, CTEM Observation Reports, Student Work, PMPs, IEP Goal Monitoring	6/4/2015 quarterly
G2.B1.S1.MA1	Attend common planning sessions, Review lesson plans, Review iSupport Logs, iObservation conferencing tools, Observations	Jaimes, Abel	8/18/2014	Teacher/Admin Data Chats, Lesson plans, CTEM Observation Reports, Student Work, PMPs, IEP Goal Monitoring	6/4/2015 monthly
G3.MA1	CTEM Observations, Benchmark Assessments, Common Assessment Data For student instruction in Access Points: Unique Learning System Monthly Benchmark Assessments and Unit Checklists.	Burton, Eugenia	8/18/2014	Progress Monitoring Reports, FCAT Data, iObservation Reports, Student iPortfolios	6/4/2015 monthly
G3.B1.S1.MA1	CTEM Observations, Benchmark Assessments, Common Assessment Data	Jaimes, Abel	8/18/2014	Progress Monitoring Reports, FSA Data, iObservation Reports, Student iPortfolios, Achieve 3000 Usage Reports, FAIR-FS reports, Lesson Plans that include literacy strategies	6/4/2015 quarterly
G3.B1.S1.MA1	Attend common planning sessions, Review lesson plans, Review iSupport Logs, iObservation conferencing tools, Observations	Jaimes, Abel	8/18/2014	Lesson Plans, iObservation Reports, Student Work	6/4/2015 monthly

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 students engage in cognitively complex activities that require active processing of information (e.g., designing, creating, synthesizing, analyzing, proving, finding connections, critiquing, debating, arguing, etc.), then their critical thinking skills will improve helping them to process new information in all content areas and in real world application.

G1.B1 Questions are not asked at a high Depth of Knowledge (DOK) level.

G1.B1.S1 Teachers will engage students with explicit decision making, problem solving, experimental inquiry, or investigation tasks that require them to generate and test hypotheses.

PD Opportunity 1

Design student work that is successively more complex to achieve DOK levels 3 and 4 (teachers are planning collaboratively by subject and grade level and PD will be provided based on team needs).

Facilitator

Dan Boddison

Participants

Teachers, Tutors, Content Area Coaches

Schedule

Weekly, from 8/18/2014 to 6/4/2015

G2. If teachers recognize student differences and differentiate instruction through content, process, product and/or learning environment based on these differences, then student mastery of critical content will increase.

G2.B1 A large number of teachers have not been trained in (51 new teachers to the building, including 21 new to the profession) or do not use teaching models that feature interactive learning and differentiated instruction.

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

PD Opportunity 1

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

Facilitator

Content Area Coaches

Participants

Teachers, Tutors

Schedule

Weekly, from 8/18/2014 to 6/4/2015

G3. If all teachers focus on teaching literacy strategies in all content areas, then student comprehension will increase.

G3.B1 Some teachers are not equipped with sufficient training to teach literacy strategies.

G3.B1.S1 Teachers will be provided opportunities for professional development in a variety of strategies for processing and elaborating on new information, e.g., Cornell Notes, Marking the Text, Socratic Seminars, Generating Text Dependent Questions, Reciprocal Teaching, Close Reading, Science Lab Template.

PD Opportunity 1

At least 20 IMS students will be hired through the Title I Migrant funded Earn and Learn Program. Earn and Learn will be available to migrant students 14 years and older who are at risk or PFS. The program will provide the students an opportunity to explore different careers and participation will be dependent on meeting attendance and academic goals set by Migrant Resource Teacher(s) and student. Not meeting criteria will result in required after school tutoring to meet desired goals.

Facilitator

Migrant Resource Teachers and District Staff

Participants

Earn and Learn Staff

Schedule

Monthly, from 9/29/2014 to 5/18/2015

PD Opportunity 2

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

Facilitator

Content Area Coaches

Participants

After school program staff

Schedule

Monthly, from 9/15/2014 to 5/25/2015

PD Opportunity 3

Lesson plans and classroom instruction will routinely feature a variety of strategies for processing and elaborating on new information, e.g., Cornell Notes, Marking the Text, Socratic Seminars, Kagan Cooperative Learning Structures, Generating Text Dependent Questions, Reciprocal Teaching, Close Reading, Science Lab Template.

Facilitator

Dan Boddison, District Personnel

Participants

Teachers, Tutors

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: If students engage in cognitively complex activities that require active processing of information (e.g., designing, creating, synthesizing, analyzing, proving, finding connections, critiquing, debating, arguing, etc.), then their critical thinking skills will improve helping them to process new information in all content areas and in real world application.	644,809
Goal 2: If teachers recognize student differences and differentiate instruction through content, process, product and/or learning environment based on these differences, then student mastery of critical content will increase.	6,150
Goal 3: If all teachers focus on teaching literacy strategies in all content areas, then student comprehension will increase.	391,678
Grand Total	1,042,637

Goal 1: If students engage in cognitively complex activities that require active processing of information (e.g., designing, creating, synthesizing, analyzing, proving, finding connections, critiquing, debating, arguing, etc.), then their critical thinking skills will improve helping them to process new information in all content areas and in real world application.

Description	Source	Total
B1.S1.A1 - Reading Coach	Title I Part A	80,276
B1.S1.A1 - Reading Coach	Title I Part A	66,391
B1.S1.A1 - Literacy/Staff Development TSA	Title I Part A	68,123
B1.S1.A1 - Math Coach	Title I Part A	84,296
B1.S1.A1 - Science Coach	Title I Part A	59,390
B1.S1.A1 - Reading Coach	Title I Part A	66,391
B1.S1.A1 - Resource Teacher	Title I Part A	80,979
B1.S1.A1 - Parent Involvement Assistant	Title I Part A	40,322
B1.S1.A1 - 3 ELL Tutors	Title I Part A	98,641
Total Goal 1		644,809

Goal 2: If teachers recognize student differences and differentiate instruction through content, process, product and/or learning environment based on these differences, then student mastery of critical content will increase.

Description	Source	Total
B1.S1.A1 - Teach Me in My World iPad Training	Title I Part A	6,150
Total Goal 2		6,150

Goal 3: If all teachers focus on teaching literacy strategies in all content areas, then student comprehension will increase.

Description	Source	Total
B1.S1.A1 - Earn and Learn Program	Title I Part C (Migrant)	43,000

Goal 3: If all teachers focus on teaching literacy strategies in all content areas, then student comprehension will increase.

Description	Source	Total
B1.S1.A1 - 3 Migrant Resource Teachers	Title I Part C (Migrant)	205,956
B1.S1.A1 - 2 ELL Migrant Tutors	Title I Part C (Migrant)	75,085
B1.S1.A2 - To support all program initiative the following instructional supplies/materials will be needed: notebook paper, pens/pencils, calculators, folders, books, and magazines to supplement student materials needed throughout the school year. Additional resources will be needed that focus on employability skills/career awareness materials for all migrant students.	Title I Part C (Migrant)	5,476
B1.S1.A3 - After School Targeted Intervention Program	Title I Part A	44,000
B1.S1.A3 - Instructional and After School Target Intervention Program Supplies	Title I Part A	10,161
B1.S1.A4 - Staff Development	Title I Part C (Migrant)	3,000
B1.S1.A4 - Staff Development	Title I Part A	5,000
Total Goal 3		391,678