

Collier County Public Schools

# Immokalee Middle School



2015-16 School Improvement Plan

## Immokalee Middle School

401 N 9TH ST, Immokalee, FL 34142

[ no web address on file ]

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Middle	Yes	96%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	98%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	D*	D	C	C

*\*Preliminary Informational Baseline School Grade*

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

### School Board Approval

This plan was approved by the Collier County School Board on 11/10/2015.

### 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, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	5	<a href="#">Gayle Sitter</a>
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, Band/Chorus performances, and Community Events. Student created artwork is posted in various areas in the school and community.

##### **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.

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

##### **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.

The MTSS for behavior outlines precise steps that staff must take to ensure that behavior is not a barrier for academic success.

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

Students social-emotional needs are met through mentoring groups and check in/out meetings. Students who are having difficulty adjusting to the IMS campus have the opportunity to meet with their school counselor for individual or group meetings . Students who have been placed on a behavior contract are assigned to meet with either an administrator, counselor, or with a resource teacher who serves as a mentor to the student. Mentors provide students with support for both academics and emotional needs, 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**

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

**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	19	34	39	92
One or more suspensions	40	99	143	282
Course failure in ELA or Math	0	35	26	61
Level 1 on statewide assessment	0	0	0	

**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	73	123	140	336

**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, Kiwanis Club of Immokalee, 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:**

Name	Title
Jaimes, Abel	Principal
Burton, Eugenia	Assistant Principal
Caseres, Maryann	Assistant Principal
Voorhees, Destini	Assistant Principal
Boddison, Daniel	Instructional Coach
Novotny, GERALYN	Instructional Coach
Zagorites, Darlene	Instructional Coach
Gamez, Kelli	Guidance Counselor
Stulz, Christopher	Other
	Teacher, K-12
Webster, Lesley	Teacher, K-12
Diaz, Jennie	Teacher, K-12
Cassidy, Courtney	Teacher, K-12
Novotny, Joe	Teacher, K-12

## 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 MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

#### Intervention Support Specialist:

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

#### Select General Education Teachers:

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

#### Exceptional Student Education Team Leader:

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

#### Instructional Coaches/Teachers: Reading/Science/Math:

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

#### School Counselor:

Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school counselors link

child-serving and community agencies to families to support the child's academic, emotional, behavioral, and social needs.

**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 identify data that would be used to set goals and identify barriers used to address student needs. The data will be compiled using district and school developed baseline assessments because FSA data has not been released. Once that data is compiled it will be shared with the School Advisory Council (SAC) for their input in the development of the SIP.

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

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

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

Supplemental Staffing and Services:

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

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

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

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

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

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

Supplemental Staff Development:

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

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

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

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Abel Jaimes	Principal
Elda Hernandez	Business/Community
Marie Similien	Parent
Cristal Echaverria	Education Support Employee
Amie Rualerson	Parent
Cristina Hernandez	Parent
David Hernandez	Parent
Hermelinda Lara	Parent
Pete Cade	Parent
Julia Cade	Parent
Elizabeth Flores	Parent
Juana Franco	Parent
Rifford Registre	Parent
Josefa Castro	Parent
Daniel Boddison	Teacher
Yeimi Castaneda	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*

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

*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**

The following school improvement funds were allocated last year:

\$640 - paid to National Beta Club for our Junior Beta Club students to attend the state convention  
 \$1,500 - to Barnes and Noble for student book purchases

**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:**

Name	Title
Jaimes, Abel	Principal
Burton, Eugenia	Assistant Principal
Caseres, Maryann	Assistant Principal
Voorhees, Destini	Assistant Principal
Boddison, Daniel	Instructional Coach
Novotny, GERALYN	Instructional Coach
Zagorites, Darlene	Instructional Coach
Wallner, Shirley	Instructional Media
Webster, Lesley	Teacher, K-12
	Teacher, K-12

**Duties**

**Describe how the LLT promotes literacy within the school**

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

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

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

Model lessons and facilitate professional development in DI, collaborative structures, best practices, etc.

Promotes writing as a response to text across content areas.

Utilize common assessments, Cornell Notes, and Understanding by Design lesson planning which effectively incorporates the Gradual Release Model and Marzano's key strategies as identified through 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 teacher to our district is provided a peer mentor. Mentors are paired with beginning teachers based on the mentors' teaching expertise and experience as well as his/her ability to model instruction and provide ongoing support.

Planned mentoring activities include:

- Provide a tour of the school campus
- Orient mentee to school policies and procedures
- Provide coaching and support
- Meet on a regularly scheduled basis to assist in particular areas of need (policies, procedures, technology, curriculum and instruction)
- Provide 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, parents, 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 English language arts 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 recommend students who are not meeting standards for the after school tutoring program. There will be a lead teacher to ensure that the interventions being provided are supported by data (pre-assessment and curriculum based measures) and are targeted.

**Strategy Rationale**

To ensure that 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 effectiveness of the program.

**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 set up for each school and a school counselor and the APC provide a presentation for the students outlining school procedures and requirements. Transition meetings are also setup for special needs students to ensure that their transition is seamless. All students are



provided with the opportunity to visit classrooms and meet their teachers in August prior to the start of school.

### 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 school counselors meet with groups and individuals to determine students' course of study. Opportunities are provided for students to tour our local technical center (I-TECH), TIF (The Immokalee Foundation) provides the students opportunities for scholarships (Take Stock in Children). Students are also provided opportunities for acceleration through industry certification courses available on site (Microsoft Office Certification). Gifted Curriculum Specialists will be holding transition meetings with individual 8th grade gifted students and their parents to inform them of the many advanced studies opportunities available in the district. The District designed and facilitated a College and Career Readiness Experience for every 7th Grade student. The goal was to promote an interest in pursuing post-secondary education and to assist in on-going career exploration and planning. Students completed an interest inventory and viewed five video workshop modules on the topics of: High School Planning, Career and Technical Education, Scholarships and Financial Aid, College Majors and Campus Life, and High School Opportunities in the Arts. The culminating event of the experience was a tour of a local university campus.

#### ***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. Each of the high school level courses offered are the entry level component for the NAF Academies that will be available to them at Immokalee High School including: Engineering, Finance, and Information Technology. The students in the 8th grade CTE course are completing one of the NAF Certificates that are required in all of the NAF Academies. In addition, all students participate in student led conferences to assist them in making the connection with what they are learning and goals.

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

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

#### ***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.

## Needs Assessment

## Problem Identification

### Data to Support Problem Identification

#### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

#### Data Uploads

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

The following documents were submitted as evidence for this section:

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### Problem Identification Summary

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

### Problem Analysis Summary

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

## 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, then their critical thinking skills will improve and show increases of at least 2% as measured by state assessment proficiency scores.
  
- G2.** If teachers use data to identify student needs and differentiate instruction, then student mastery of critical content will show increases of at least 2% as measured by state assessment proficiency scores.
  
- G3.** If teachers engage students in revising previous knowledge by correcting errors and misconceptions as well as adding new information, then student mastery of content will show increases of at least 2% as measured by state assessment proficiency scores.

## 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, then their critical thinking skills will improve and show increases of at least 2% as measured by state assessment proficiency scores. **1a**

G069528

**Targets Supported** **1b**

Indicator	Annual Target
Science Achievement District Assessment	32.0
FSA English Language Arts - Achievement	45.0
FSA Mathematics - Achievement	48.0
Civics EOC Pass	49.0
Algebra I FSA EOC Pass Rate	54.0

**Resources Available to Support the Goal** **2**

- Textbooks
- curriculum maps
- grade level/content area common planning
- observation data
- content area coaches
- resource teachers
- district purchased digital resources
- For student instruction in Access Points: Unique Learning System, instructional technology.

**Targeted Barriers to Achieving the Goal** **3**

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

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

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

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 8/24/2015 to 6/4/2016

**Evidence of Completion**

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

**G2.** If teachers use data to identify student needs and differentiate instruction, then student mastery of critical content will show increases of at least 2% as measured by state assessment proficiency scores. 1a

 G069529

**Targets Supported** 1b

Indicator	Annual Target
Science Achievement District Assessment	32.0
FSA English Language Arts - Achievement	45.0
FSA Mathematics - Achievement	48.0
Civics EOC Pass	49.0
Algebra I FSA EOC Pass Rate	54.0

**Resources Available to Support the Goal** 2

- content area coaches
- resource teachers
- school counselors
- ESE inclusion teachers
- CHAMPS committee
- PBS committee
- district purchased software
- district purchased digital resources
- team leaders
- For student instruction in Access Points: Unique Learning System, instructional technology

**Targeted Barriers to Achieving the Goal** 3

- We have 24 new teachers who have not been trained on the MTSS process.

**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**

Eugenia Burton

**Schedule**

Monthly, from 8/24/2015 to 6/4/2016

**Evidence of Completion**

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

**G3.** If teachers engage students in revising previous knowledge by correcting errors and misconceptions as well as adding new information, then student mastery of content will show increases of at least 2% as measured by state assessment proficiency scores. 1a

G069530

**Targets Supported** 1b

Indicator	Annual Target
Science Achievement District Assessment	32.0
FSA English Language Arts - Achievement	45.0
FSA Mathematics - Achievement	48.0
Civics EOC Pass	49.0
Algebra I FSA EOC Pass Rate	54.0

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

- 24 new teachers to CCPS/IMS have not been provided with professional development in the Marzano Instructional Model and school-wide 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**

Destini Voorhees

**Schedule**

Monthly, from 8/17/2015 to 6/4/2016

**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, then their critical thinking skills will improve and show increases of at least 2% as measured by state assessment proficiency scores. **1**

 G069528

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

 B180949

**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**

 S192329

### 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**

Teachers will be provided professional development focused on helping them scaffold the content to ensure that DOK level 3 and 4 questions/activities are embedded.

### Person Responsible

Daniel Boddison

### Schedule

Monthly, from 8/18/2015 to 6/4/2016

### Evidence of Completion

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

## Action Step 2 5

Model classrooms will be identified

### **Person Responsible**

Daniel Boddison

### **Schedule**

Quarterly, from 10/21/2015 to 5/2/2016

### ***Evidence of Completion***

observation data and schedules

## Action Step 3 5

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

### **Person Responsible**

Daniel Boddison

### **Schedule**

Quarterly, from 10/21/2015 to 5/2/2016

### ***Evidence of Completion***

observation data and schedules

## 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 8/17/2015 to 6/4/2016

### ***Evidence of Completion***

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



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

CTEM observations, lesson plans, and student artifacts.

**Person Responsible**

Abel Jaimes

**Schedule**

Quarterly, from 8/17/2015 to 8/17/2015

***Evidence of Completion***

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

**G2.** If teachers use data to identify student needs and differentiate instruction, then student mastery of critical content will show increases of at least 2% as measured by state assessment proficiency scores. 1

G069529

**G2.B1** We have 24 new teachers who have not been trained on the MTSS process. 2

B180950

**G2.B1.S1** Teachers will develop and implement data based differentiated lessons planned using the school wide lesson plan template that incorporates: 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

S192330

### Strategy Rationale

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

### Action Step 1 5

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

#### Person Responsible

Eugenia Burton

#### Schedule

Weekly, from 8/24/2015 to 6/4/2016

#### 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, PMP reports, district purchased software program usage reports

**Person Responsible**

Abel Jaimes

**Schedule**

Monthly, from 8/17/2015 to 6/4/2016

***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 8/17/2015 to 6/4/2016

***Evidence of Completion***

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

**G3.** If teachers engage students in revising previous knowledge by correcting errors and misconceptions as well as adding new information, then student mastery of content will show increases of at least 2% as measured by state assessment proficiency scores. 1

G069530

**G3.B1** 24 new teachers to CCPS/IMS have not been provided with professional development in the Marzano Instructional Model and school-wide literacy strategies. 2

B180951

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

S192331

### Strategy Rationale

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

### Action Step 1 5

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

Destini Voorhees

#### Schedule

Monthly, from 9/29/2015 to 5/18/2016

#### Evidence of Completion

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

### Action Step 2 5

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

#### **Person Responsible**

Maryann Caseres

#### **Schedule**

Monthly, from 8/17/2015 to 6/4/2016

#### **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 9/15/2015 to 5/25/2016

#### **Evidence of Completion**

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

### Action Step 4 5

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

#### **Person Responsible**

Daniel Boddison

#### **Schedule**

Monthly, from 8/17/2015 to 6/4/2016

#### **Evidence of Completion**

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

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

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	Teachers will be provided professional development focused on helping them scaffold the content to ensure that DOK level 3 and 4 questions/activities are embedded.	Boddison, Daniel	8/18/2015	teacher/admin data chats, lesson plans, CTEM observation reports, student work, assessments, data collection by coaches	6/4/2016 monthly
G2.B1.S1.A1	Lesson plans and classroom instruction will routinely feature differentiated content, process, product, and/or learning environment based on the specific needs of individual students within the class (the gifted endorsed teachers are responsible for documenting in lesson plans the curriculum modifications/differentiation	Burton, Eugenia	8/24/2015	Teacher/Admin Data Chats, Lesson plans, CTEM Observation Reports, Student Work, PMPs, IEP Goal Monitoring	6/4/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	for students who are gifted to address the EP goals).				
G3.B1.S1.A1	Migrant resource teachers and tutors will push into different content areas to provide support to students who are not mastering standards. In addition 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.	Voorhees, Destini	9/29/2015	Earn and Learn student will be tracked and data will analyzed to assess programs success.	5/18/2016 monthly
G1.B1.S1.A2	Model classrooms will be identified	Boddison, Daniel	10/21/2015	observation data and schedules	5/2/2016 quarterly
G3.B1.S1.A2	Provide access to a variety of instructional resources for teachers to be able to make accommodations to the curriculum to allow better student access to content area material for struggling readers.	Caseres, Maryann	8/17/2015	Receipts will be provided for each purchase to document what is being purchased for each department.	6/4/2016 monthly
G1.B1.S1.A3	Teachers will be provided with the opportunity to participate in instructional rounds.	Boddison, Daniel	10/21/2015	observation data and schedules	5/2/2016 quarterly
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	9/15/2015	Reports documenting how students who attended performed on the FSA versus students who did not, will be reviewed to determine the program's success.	5/25/2016 monthly
G3.B1.S1.A4	Lesson plans and classroom instruction will routinely feature a variety of strategies for processing and elaborating on new information.	Boddison, Daniel	8/17/2015	teacher/admin data chats, lesson plans, CTEM observation reports, student work	6/4/2016 monthly
G1.MA1	Student academic and non academic indicators will be monitored monthly via DataWarehouse. 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	8/24/2015	Progress monitoring reports, FSA data, iObservation reports, student iPortfolios, assessment items/data, data collection reports	6/4/2016 monthly
G1.B1.S1.MA1	CTEM observations, lesson plans, and student artifacts.	Jaimes, Abel	8/17/2015	Progress monitoring reports, FSA Data, iObservation reports, student iPortfolios, assessment items/data	8/17/2015 quarterly
G1.B1.S1.MA1	Attend common planning sessions, review lesson plans, review iSupport logs, iObservation conferencing tools, observations	Burton, Eugenia	8/17/2015	lesson plans, iObservation reports, student work, assessment items/data	6/4/2016 monthly
G2.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	8/24/2015	teacher/admin data chats, lesson plans, CTEM observation reports, student work, PMPs, IEP goal monitoring	6/4/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	CTEM observations, benchmark assessments, common assessment data	Jaimes, Abel	8/17/2015	teacher/admin data chats, lesson plans, CTEM observation reports, student work, PMPs, IEP goal monitoring	6/4/2016 quarterly
G2.B1.S1.MA1	attend common planning sessions, review lesson plans, review iSupport logs, PMP reports, district purchased software program usage reports	Jaimes, Abel	8/17/2015	teacher/admin data chats, lesson plans, CTEM observation reports, student work, PMPs, IEP goal monitoring	6/4/2016 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.	Voorhees, Destini	8/17/2015	Progress Monitoring Reports, FCAT Data, iObservation Reports, Student iPortfolios	6/4/2016 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, then their critical thinking skills will improve and show increases of at least 2% as measured by state assessment proficiency scores.

**G1.B1** Questions are not consistently 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**

Teachers will be provided professional development focused on helping them scaffold the content to ensure that DOK level 3 and 4 questions/activities are embedded.

#### **Facilitator**

Dan Boddison

#### **Participants**

teachers, tutors, content area coaches, resource teachers

#### **Schedule**

Monthly, from 8/18/2015 to 6/4/2016

**G2.** If teachers use data to identify student needs and differentiate instruction, then student mastery of critical content will show increases of at least 2% as measured by state assessment proficiency scores.

**G2.B1** We have 24 new teachers who have not been trained on the MTSS process.

**G2.B1.S1** Teachers will develop and implement data based differentiated lessons planned using the school wide lesson plan template that incorporates: 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, and/or learning environment based on the specific needs of individual students within the class (the gifted endorsed teachers are responsible for documenting in lesson plans the curriculum modifications/differentiation for students who are gifted to address the EP goals).

#### **Facilitator**

content area coaches

#### **Participants**

teachers, tutors

#### **Schedule**

Weekly, from 8/24/2015 to 6/4/2016

**G3.** If teachers engage students in revising previous knowledge by correcting errors and misconceptions as well as adding new information, then student mastery of content will show increases of at least 2% as measured by state assessment proficiency scores.

**G3.B1** 24 new teachers to CCPS/IMS have not been provided with professional development in the Marzano Instructional Model and school-wide literacy strategies.

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

### **PD Opportunity 1**

Migrant resource teachers and tutors will push into different content areas to provide support to students who are not mastering standards. In addition 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 9/29/2015 to 5/18/2016

### **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 9/15/2015 to 5/25/2016

### **PD Opportunity 3**

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

#### **Facilitator**

Dan Boddison, District Personnel

#### **Participants**

teachers, tutors

#### **Schedule**

Monthly, from 8/17/2015 to 6/4/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Teachers will be provided professional development focused on helping them scaffold the content to ensure that DOK level 3 and 4 questions/activities are embedded.</b>				<b>\$739,423.55</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	100-Salaries	0361 - Immokalee Middle School	Title I Part A		\$79,498.02
<i>Notes: Resource Teacher</i>						
	6400	100-Salaries	0361 - Immokalee Middle School	Title I Part A		\$67,379.97
<i>Notes: Reading Coach</i>						
	6400	100-Salaries	0361 - Immokalee Middle School	Title I Part A		\$69,111.12
<i>Notes: Literacy/Staff Development TSA</i>						
	6400	100-Salaries	0361 - Immokalee Middle School	Title I Part A		\$72,573.42
<i>Notes: Math Resource Teacher</i>						
	6400	100-Salaries	0361 - Immokalee Middle School	Title I Part A		\$58,654.98
<i>Notes: Science Resource Teacher</i>						
	6400	100-Salaries	0361 - Immokalee Middle School	Title I Part A		\$81,296.84
<i>Notes: Reading Coach</i>						
	5100	100-Salaries	0361 - Immokalee Middle School	Title I Part A		\$67,795.45
<i>Notes: Resource Teacher</i>						
	6100	100-Salaries	0361 - Immokalee Middle School	Title I Part A		\$31,048.90
<i>Notes: Parent Involvement Assistant</i>						
	5100	100-Salaries	0361 - Immokalee Middle School	Title I Part A		\$102,645.53
<i>Notes: 3 ELL Tutors</i>						
	5100	100-Salaries	0361 - Immokalee Middle School	Title I Part A		\$71,419.32
<i>Notes: Resource Teacher</i>						

### Budget Data

	5100	100-Salaries	0361 - Immokalee Middle School	Title I Part A		\$38,000.00
			<i>Notes: 0.5 ESE Resource Teacher</i>			
2	G1.B1.S1.A2	<b>Model classrooms will be identified</b>				<b>\$0.00</b>
3	G1.B1.S1.A3	<b>Teachers will be provided with the opportunity to participate in instructional rounds.</b>				<b>\$0.00</b>
4	G2.B1.S1.A1	<b>Lesson plans and classroom instruction will routinely feature differentiated content, process, product, and/or learning environment based on the specific needs of individual students within the class (the gifted endorsed teachers are responsible for documenting in lesson plans the curriculum modifications/differentiation for students who are gifted to address the EP goals).</b>				<b>\$0.00</b>
5	G3.B1.S1.A1	<b>Migrant resource teachers and tutors will push into different content areas to provide support to students who are not mastering standards. In addition 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.</b>				<b>\$343,408.76</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5900	750-Other Personal Services	0361 - Immokalee Middle School	Title I Part C (Migrant)		\$33,000.00
			<i>Notes: Earn and Learn Program</i>			
	5100	100-Salaries	0361 - Immokalee Middle School	Title I Part C (Migrant)		\$197,869.61
			<i>Notes: 3 Migrant Resource Teachers</i>			
	5100	100-Salaries	0361 - Immokalee Middle School	Title I Part C (Migrant)		\$112,539.15
			<i>Notes: 3 ELL Migrant Tutors (2 Spanish, 1 Creole)</i>			
6	G3.B1.S1.A2	<b>Provide access to a variety of instructional resources for teachers to be able to make accommodations to the curriculum to allow better student access to content area material for struggling readers.</b>				<b>\$16,878.98</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	510-Supplies	0361 - Immokalee Middle School	Title I Part C (Migrant)		\$16,878.98
			<i>Notes: To support all program initiative the following instructional supplies/materials will be needed: notebook paper, pens/pencils, calculators, folders, books, and magazines to supplement student materials needed throughout the school year. Additional resources will be needed that focus on employability skills/career awareness materials for all migrant students.</i>			

### Budget Data

<b>7</b>	<b>G3.B1.S1.A3</b>	<b>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.</b>				<b>\$80,530.43</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5900	100-Salaries	0361 - Immokalee Middle School	Title I Part A		\$41,645.07
			<i>Notes: After School Targeted Intervention Program</i>			
	5900	100-Salaries	0361 - Immokalee Middle School	Title I Part A		\$38,885.36
			<i>Notes: Instructional and After School Target Intervention Program Supplies</i>			
<b>8</b>	<b>G3.B1.S1.A4</b>	<b>Lesson plans and classroom instruction will routinely feature a variety of strategies for processing and elaborating on new information.</b>				<b>\$33,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	310-Professional and Technical Services	0361 - Immokalee Middle School	Title I Part A		\$10,000.00
			<i>Notes: Staff Development</i>			
	6400	100-Salaries	0361 - Immokalee Middle School	Title I Part A		\$20,000.00
			<i>Notes: Teacher pre-extension for school improvement planning</i>			
	6400	310-Professional and Technical Services	0361 - Immokalee Middle School	Title I Part C (Migrant)		\$3,000.00
			<i>Notes: Staff Development</i>			
					<b>Total:</b>	<b>\$1,213,241.72</b>