

Collier County Public Schools

Immokalee High School



2015-16 School Improvement Plan

Immokalee High School

701 IMMOKALEE DR, Immokalee, FL 34142

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	93%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	97%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	B	B	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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	24
Goals Summary	24
Goals Detail	24
Action Plan for Improvement	28
Appendix 1: Implementation Timeline	36
Appendix 2: Professional Development and Technical Assistance Outlines	39
Professional Development Opportunities	40
Technical Assistance Items	43
Appendix 3: Budget to Support Goals	0

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
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Mission:

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

Provide the school's vision statement

Vision:

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

School Environment

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

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

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

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

Morning and afternoon announcements in addition IHS Website, Collier County Public School student email, and school twitter account provide an opportunity for students to receive daily information about current events at IHS; offering students opportunities for involvement and tracking academics.

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

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

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

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

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

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

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

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

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

During pre-service week, data obtained from Student Pass detailing number of infractions, formal referrals, and positive referrals is reviewed with faculty. Instructional staff training is ongoing and on an as needed basis to address classroom management concerns. Staff members are provided with a flowchart describing procedural steps to take prior to the issuance of a written formal referral. New teachers attend an in-house training to learn about Student Pass in addition to receiving support from mentors in classroom management strategies.

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

To be proactive, the top 20 incoming freshman with discipline record meet with the principal to review and introduced to IHS expectations. A behavior agreement is written up and signed by student, parent, and principal. A follow up meeting is set for mid-grading period to monitor student's progress. Students who do not respond positively to the school-wide plan, are tracked and progressed monitored through a tiered level 2 support by the Assistant Principal in Attendance and Discipline. A progress monitoring plan (PMP) is implemented to track support necessary for student 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

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

During pre-service week, all faculty are given the link to access training provided by DCF as a requirement. Faculty must successfully complete and printout their certificate of completion as proof. School counseling services are provided for students and parents utilizing staff and community resources in the area of personal and social development. Counseling services may include, but are not restricted to, targeted individual counseling, small group counseling, classroom presentations to support academic success, social skills, stress and anger management. The counselor plans, implements and delivers district adopted school counseling curriculum, based upon Florida's School Counseling Framework through the coordination of school – wide programs and grade specific classroom presentations, requiring articulation and consultation with administration, teachers, teams, families and/or students to assure all students' social-emotional needs are being met.

The goal is for peer mentors to provide a continuing source of information as new challenges are

encountered and work to build class and school spirit among the new students.

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

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

Early Warning Systems

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

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

Early Warning indicators :

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

Tracking Sites:

- Data Warehouse
- Student Pass
- Grade Reports

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	54	37	37	16	144
One or more suspensions	124	91	90	47	352
Course failure in ELA or Math	9	50	55	12	126
Level 1 on statewide assessment	148	131	99	20	398

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	227	150	116	32	525

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

School Base Leadership Team (SBLT) meets weekly to analyze student academic/discipline performance utilizing information from Data Warehouse (assessments results), Student Pass

(discipline reports), and Grade Report tracking. SBLT, Guidance Department Chair, Migrant Resource Teacher, and Intervention School Specialist identify/review students not meeting grade level/graduation expectations. The team makes recommendations which includes but not limited to: student conferences, parent conferences, behavior/attendance agreements, recommendation for after-school tutoring, participation in Credit Recovery (after-school or during the school day), Co-Enrollment after school, Teacher/Staff Mentor assignment, online grade forgiveness courses and various school/district offerings to help students get back on track.

In addition, Instructional teams meet on a weekly basis to review academic data to progress monitor students and adjust weekly lessons to provide appropriate intervention as needed. Students identified as requiring interventions are assigned a progress monitoring plan identified as Tier II or Tier III. Academic coaches, resources teachers, and tutors work with students in a small group settings to make sure students have opportunities to succeed academically. Students already identified as ESE will have their prescribed interventions followed by way of their Individual Education Plan.

IHS PBS Leadership team will meet on a monthly basis to track RtI-Behavior data and work with teachers to implement a progress monitoring plan to address student discipline concerns.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

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

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

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

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

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

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

Communication is key to increase parent involvement. Through flyers, handouts, website, Twitter, student email, marquee and automatic phone messaging (in English, Spanish, and Creole), parents receive information about School Advisory Council (SAC) meetings, District Advisory meetings, Title I

Annual program meetings, Open House, Upcoming assessments, College Readiness/Financial Aid Night, and educational parent academy workshops.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Fairbanks, Ken	Principal
Calderon, Clara	Assistant Principal
Washington, Rhoderica	Assistant Principal
Monda, John	Assistant Principal
Weber, Ben	Administrative Support
Moss, Audrey	Guidance Counselor
Goodnight, April	Administrative Support
Gonzalez, Bobby	Teacher, K-12

Duties

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

As Principal, Mr. Fairbanks focus is on student achievement. Through strategic delegation of responsibilities, each Assistant Principal (Clara Calderon, Rhoderica Washington, John Monda) is assigned an instructional content area team to monitor professional learning meetings. In sharing the responsibility of attending designated weekly team meetings, Assistant Principals ensure instructional staff data-driven instruction lesson plans are meeting school-wide goals. Each is delegated to review lesson plans according to the district and school's expectations to providing rigorous and differentiated instructions. In addition, Assistant Principals are responsible in monitoring all students' grades and discipline record.

In tracking students, the Principal and Assistant Principals are in constant communication with school guidance (Audrey Moss), instructional support specialist (April Goodnight), testing coordinator (Ben Weber), instructional staff for Migrant (Bobby Gonzalez) to address concerns about students meeting grade level expectations and share on the decision making for interventions.

Principals and Assistant Principals also have the shared responsibility for evaluating instructional staff using the Marzano Instructional Framework/CTEM and non-instructional evaluation.

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

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

The team meets weekly to engage in the following activities: Review formative data and utilize results in making instructional decisions; review progress monitoring data at each grade level and content area to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for

not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team also facilitates the process of building consensus, increasing infrastructure, and making decisions about implementation. The team coordinates with other teams (PBS, PLCs, Instructional Leaders etc....) throughout the building to assist with attainment of school-wide goals. The school-based leadership team meets as a unit to evaluate and revise the Action Plan and it's effectiveness. Then, the members of the leadership team disburse into their respective teams, PLCs, instructional leaders, data teams, etc ..and provide support in reaching the goals. The primary focus of IHS Leadership team efforts is improving core instruction and the resultant increase of student achievement levels. Given the reading data in particular, we are focusing our attention upon careful intervention (through Tier I & II) to reach the lowest 25% in addition to assuring and monitoring implementation of Tier III interventions as needed. 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 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 a local eye doctor to provide eye exams and glasses at no cost to migrant students in need or at a discounted price to our students. 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 training 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 and course tuition reimbursement to ensure staff meet HQT.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Fred Rimmmler	Teacher
Marie Similien	Parent
Elda Hernandez	Business/Community
Edgerrin Washington	Student
Ken Fairbanks	Principal
Rhoderica Washington	Parent
Gloria Torres	Parent
Elssie Brock	Education Support Employee
Elizabeth Mendoza	Parent
Herminia Hernandez	Parent
Nick Jaimes, Jr.	Parent
Sandra Perez Jaimes	Parent
Alex Ruiz	Student

Duties

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

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

Immokalee High School SAC is integrally involved in the review of the SIP. SAC has approved school improvement plan at the October 2015 meeting.
 An analysis of student achievement and school performance data occurs at the September SAC meeting. The members of SAC review various aspects of school needs assessment as suggested by the priorities related to the data and gives input into the written plan for school improvement including priorities and strategies.

Preparation of the school's annual budget and plan

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

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

In school year 2014-2015, the legislatures allocated \$5.00 per student to be used for school improvement.

However at this time, additional amount has not been approved by state legislature for SY16.

At the beginning of school year 2014-2015, the school improvement budget was \$16,962.78

The following disbursement of funds were approved by SAC for SY15:

Supplies for NAF Academies (Engineering and IT) \$ 1,500

Math Department set of IT-Nspire calculators \$ 2,500

New Padding for gym \$ 1,641.51

Ink for Office Staff \$ 1,000

Biology supplies and equipment \$ 1,000

USA TEST Prep subscription for Biology \$ 350

ID Badges supplies and materials \$ 500

Subscription to 9th grade current events magazine \$2,323.75

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
Fairbanks, Ken	Principal
Calderon, Clara	Assistant Principal
Washington, Rhoderica	Assistant Principal
Monda, John	Assistant Principal
Bailey, Westley	Instructional Coach
Hache, Allison	Instructional Coach
Rainwaters, Shirley	Instructional Coach
Gonzalez, Bobby	Teacher, K-12
Schaefer, Emily	Instructional Coach
Camp, Jimmy	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

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

The LLT assists instructional staff with developing lesson plans specific to content with all required components. The LLT and instructional staff analyzes pre-test, quarterly benchmark data and common formative assessments to target areas for student growth.

In addition, the LLT will utilize classroom observation data obtained from all content areas in order to

help instructional staff use best practices and make adjustments to instruction. This data is analyzed by instructional coaches to drive the coaching support cycle by planning, modeling, and reviewing it's effectiveness.

LLT will use the aforementioned data and staff survey data to offer professional development during early releases, after schools, and teacher planning days.

To further promote school-wide literacy, the LLT post best practices, prefixes/suffixes, and vocabulary words on a weekly basis on the Immokalee High School Arrow; which is sent out daily to the faculty. The goal is to incorporate the strategies and vocabulary across all content areas.

Instructional lesson plans are monitored weekly by administration to confirm implementation of literacy strategies in all content areas.

Public and Collaborative Teaching

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

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

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

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

The school's strategies to recruit, develop and retain highly qualified, certified-in-field effective teachers to the school consists of the following:

Ongoing Professional Learning Opportunities

- Regularly scheduled professional learning occurs to enable teachers to be successful in improving student

achievement during faculty meetings; early release days, and weekly team meetings

- Embedded professional learning during collaborative planning sessions with academic coaches

- Staff Development based on: District, State and Federal initiatives, staff input, classroom observation data, student academic achievement data

Ongoing Instructional Leadership Support:

- Regularly scheduled grade level meetings to support teachers in the areas of MTSS data analysis, instructional strategies development; meaningful feedback

Ongoing New Teacher Support:

- Bi-weekly scheduled professional development specific to new teachers to IHS

- Partnering new teachers with a qualified clinical ed trained mentors

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

- Opportunities for peer-to-peer observations

Leadership Opportunities for Teachers:

- Opportunities to build a supportive and collaborative culture that recognizes faculty efforts both formally and informally

- Involve teachers in meaningful decision making process in school initiatives

- Opportunities to share best practices with colleagues

School Management and Safety:

- Continue to support and hone school wide, tier 2, and tier 3 Positive Behavior Support to support

teachers in the areas of discipline, management, and school safety

Ongoing Recruitment:

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

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

IHS continues to support and implement an ongoing induction program developed for our New Teacher Professional Learning Community. Bi-weekly meetings cover a varying topic of interest important to new teachers to IHS as well as Collier County. It includes but is not limited to: orientation, instructional staff development, discussion round-tables, data analysis, classroom management, and IHS culture specific training.

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

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

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

The Leadership team monitors the fidelity of the school's instructional programs, MTSS and SIP through collection of data based on the district's Strategic Plan and quarterly data dialogues between the Superintendent, key instructional leaders and school-based administrators. Preparatory to data dialogues, data are analyzed based on the Goals, Key Performance Indicators, and Strategies. The District Leadership team reviews, discusses, and monitors student academic and/or behavioral procedures and data while working in conjunction with schools to support identified needs. The team focuses on implementation, data collection, interventions, and supports needed by the instructional staff. Members of the district-based MTSS leadership team meet regularly to provide data and

support to the schools' problem-solving teams and review school-wide MTSS issues. School administrators and teachers from the school-based MTSS team participate in grade level PLC's to facilitate the MTSS process at each grade level. Universal screening and progress monitoring data will be analyzed. The effectiveness of the core instruction, as well as targeted and more intensive interventions, is monitored, and the team collaborates to evaluate effectiveness, problem-solve, and make instructional decisions.

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

Instructional Strategies

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

School Based Leadership Team and academic coaches meet with content area teams weekly to analyze data, common formative assessments, quarterly benchmark assessment results, and discuss adjustments to instructional strategies with small group intervention/enrichment. Based on data analysis, decisions are made on utilization of resource teachers (Migrant and Non-Migrant), ESE inclusion support, and ELL tutor services to best meet the needs of students. It is an expectation at IHS that all lesson plans include differentiation instruction and use of accommodations for students having difficulty attaining proficiency levels as well as provision for accelerated support.

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

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

Strategy: After School Program

Minutes added to school year: 22,560

Earn and Learn is a program available to migrant students to work in local after-school programs in the surrounding areas of Immokalee in order to gain employment experience. Students are also receiving academic support in the areas of reading, math, homework, and EOC/ACT prep.

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Calderon, Clara, caldercl@collierschools.com

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

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

Strategy: After School Program

Minutes added to school year: 22,560

CoEnrollment is an after-school program available to all students requiring credit recovery from failing grades in core courses. Students are assigned to a certified subject area teacher (per semester) to complete an online based curriculum with the goal of obtaining a "C" or better grade on a prior failing course.

Strategy Rationale

To narrow the gap in achievement and graduation rate that exists at IHS, support in core academic instruction is necessary to ensure all students complete requirements for their graduation cohort.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Calderon, Clara, caldercl@collierschools.com

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

To determine effectiveness of the strategy, data results from students obtaining a passing grade in course, passing EOC assessments, student graduation rate, attendance roster, college admission, scholarships, and other post-secondary indicators.

Strategy: After School Program

Minutes added to school year: 22,560

Tribal Success Academy program meets the needs of all students who are in need of academic support beyond the regular school day. Support in the areas of reading, math, and homework assistance is the focus of this program.

In addition, to narrow the achievement gap that exists at IHS for student passing ACT, SAT, and EOCs, it requires support in core academic and test taking strategies preparation. Tribal Success offers students opportunities to continue to work towards increasing academic achievement .

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Calderon, Clara, caldercl@collierschools.com

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

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

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

Student Transition and Readiness

PreK-12 Transition

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

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

Students in-transition are monitored by school based leadership team and school counselors to ensure course placements and academics needs are met. For incoming 9th graders from middle school, collaboration takes place between Immokalee High School and Immokalee Middle School. IHS counselors schedule a visit to Immokalee Middle School to talk about schedule with each 8th grader. 8th grade Middle School Teachers are advised of perimeters to utilize for students' course recommendations.

To continue with promoting NAF Academies in the areas of engineering, informational technology and finance, incoming 8th grade students currently taking algebra and or computing for college and careers are tracked to provide opportunities in the academies at the high school level. In addition, school counselors track incoming 8th grade students that have completed high school career and technical education courses ensure qualifications are met for the Bright Futures Gold Seal program. An 8th grade assembly at IHS is scheduled to provide an overview of expectations as new students to IHS and to further explain the importance for returning course selection sheets. A PowerPoint with athletics and school clubs is presented to encourage involvement and participation. Additionally, A

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

At IHS, 11th and 12th grade students continually meet with school counselors and are exposed to local colleges/universities through varying programs such as: College Reach Out Program (CROP), College Admissions Made Possible (CAMP), Financial Aid Night, and College Night. Local representatives from neighboring colleges are invited to share and present information about their schools. Students are encouraged to participate in field-trips for on-campus experiences.

College and Career Readiness

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

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

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

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

Career Education (CE) students are offered the opportunity to earn a third party industry approved certification which is designed to demonstrate to potential employers the technical skills and abilities for the students.

The purpose of both credentials is to integrate real world skills and abilities to the instructional objectives for both career and academic courses. In addition all CE programs offer the opportunity to include both On-the-Job Training and or Executive Internships to further show the relationships between high school programs and real world skills. Secondary schools offer career fairs which serve to inform students of career and training opportunities in the county and in Southwest Florida. In addition, IHS continues to increase number of Career and Technical Education (CTE) certified courses available to students. With the implementation of a NAF Finance Academy/Entrepreneurial Program, NAF Engineering Academy, NAF Information Technology and Criminal Justice Academy, students have the opportunity to obtain various industry certifications that would otherwise not be available. Counselors work closely with students to provide and encourage students selection of academies based on preferences.

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

High School Career Academies and CE program teachers encourage all students to complete or update the MYCAREERSHINES.ORG planning document each school year. Counselors are expected meet regularly with CE students and other interested students to review CE Program of Study for each career education program that is offered at the school.

Programs of Study and articulation agreements are available on line on the District website, Career guidance academic counseling provides access for students (and parents, as appropriate) to

information regarding career awareness and planning with respect to an individual's occupational and academic future. This counseling also provides information with respect to career options, financial aid, and post-secondary options including college, technical, and post secondary educational opportunities.

Counselors are specifically encouraged to work with CE students in the implementation of the approved Program of Study, and familiarize students with articulations opportunities and other post-secondary programs that are related to high school career pathways. Many CE students and all seniors are encouraged to earn a Florida Ready to Work certificate at the highest level possible. Students are also encouraged to take the appropriate industry certifications assessments that lead to career and college readiness.

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

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

- Focus on improving and maintaining reading achievement scores
- Focus on improving and maintaining math achievement scores
- Counseling to take upper level math and science courses
- Counseling to take foreign language requirements
- Counseling to more effectively use Bright Futures scholarships such as FI Academic Scholars, FI Medallion Scholars, and FL Gold Seal Vocational Scholarship
- Counseling to enroll in college dual enrollment and AP/AICE and Pre-Aice courses while in high school
- Increase the availability of college dual enrollment courses
- Increasing articulation agreements between Collier County and appropriate post secondary schools
- Counseling to inform students of benefits of articulation agreements in college enrollment
- Counseling to take college placement exams such as CPT, SAT, and ACT
- Counseling to enroll seniors in college level remedial English and mathematics courses
- Increased emphasis on career counseling and career planning for all students with specific focus on post-secondary options
- Focus on MYCAREERSHINES.ORG as planning tool for college and technical school enrollment
- Increased utilization of technical school dual enrollment as stepping stone to other post-secondary programs
- Increased focus on career academies that lead to college enrollment such as Engineering, Information Technology, and Finance Academies

IEP teams will implement with fidelity the UNIQUE Transition Curriculum and the Attainment: Aligning Life Skills to Academics Programs as a supplement to support life skill lessons aligned with math, science/health, social studies, and language. This includes on and off-campus unpaid career experience, transition curriculum and transition assessments for all SWD's, cooperative partners (e.g I-TECH), school-based enterprise in MC classroom, as well as linking with DVR and other post secondary-education. (ESE).

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.

742

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 digital learning resources are implemented with fidelity in the classrooms, then by the end of school year 2016 data reports will indicate a 5% increase in usage as compared to school year 2015.
- G2.** If research-based instructional strategies are implemented with fidelity, then by the end of school year 2016 the pass rate on standardized assessments will increase by 5% on all state standardized assessments.
- G3.** If the school-wide progressive discipline plan is implemented with fidelity, then by the end of school year 2016 student discipline referrals will decrease by 5%.

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 digital learning resources are implemented with fidelity in the classrooms, then by the end of school year 2016 data reports will indicate a 5% increase in usage as compared to school year 2015. 1a

G069520

Targets Supported 1b

Indicator	Annual Target
Instructional Minutes	60.0

Resources Available to Support the Goal 2

- Academic Coaches (Math, Science, Social Science, Reading/Literacy)
- District Digital Leaders of Collier
- Digital Resources:
- Computer Hardware (iPad, surface, laptop, desktop)
- Systems Support Technician (SST)
- BYOD Policy
- Migrant Resource Teachers
- ELL Tutors
- ESE Inclusion Teachers
- Achieve 3000
- Reading Horizons
- ALEKS
- Discovery Education Tech Resources (Math, Science, Social Science)
- USA Test Prep Resources

Targeted Barriers to Achieving the Goal 3

- Research based strategies are not implemented in the classrooms with fidelity

Plan to Monitor Progress Toward G1. 8

Digital Learning resource reports will be compared to prior school year to determine progress towards goal. Further analysis of usage will occur to determine correlation to benchmark test, grades, and overall student achievement due to increase level of usage.

Person Responsible

Ken Fairbanks

Schedule

Quarterly, from 9/21/2015 to 5/20/2016

Evidence of Completion

Digital Learning resource reports, quarterly benchmark test, student grades, meeting agendas, and notes.

G2. If research-based instructional strategies are implemented with fidelity, then by the end of school year 2016 the pass rate on standardized assessments will increase by 5% on all state standardized assessments. **1a**

G069521

Targets Supported 1b

Indicator	Annual Target
Algebra I FSA EOC Pass Rate	31.0
Algebra I EOC Pass Rate	21.0
Bio I EOC Pass	66.0
FSA English Language Arts - Achievement	44.0
Algebra II EOC Pass Rate	54.0
FAA Reading Proficiency	87.0
Geometry EOC Pass Rate	41.0
FAA Mathematics Achievement	87.0
U.S. History EOC Pass	63.0

Resources Available to Support the Goal 2

- Academic Coaches (Math, Science, Social Science, Reading/Literacy)
- Title 1 funding
- Instructional technology equipment
- Migrant Resource Teachers
- School Counselors General Ed and Migrant
- ESE inclusion Teachers
- ELL Tutors
- District Coordinators & TSA Specialist

Targeted Barriers to Achieving the Goal 3

- Difficulty implementing research-based strategies acquired in professional development

Plan to Monitor Progress Toward G2. 8

To determine progress towards meeting the goal, data demonstrating student achievement on pretests, post-tests, benchmarks, and standardized assessments will be collected and analyzed.

Person Responsible

Ken Fairbanks

Schedule

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

Evidence of Completion

Comparative data reports on all district and state assessments,

G3. If the school-wide progressive discipline plan is implemented with fidelity, then by the end of school year 2016 student discipline referrals will decrease by 5%. 1a

G069522

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	1948.0

Resources Available to Support the Goal 2

- School-level professional development on discipline flow chart.
- Technology-based professional development on Student Pass.
- Academic Coaches
- Mentors for new teachers
- District supported in-service

Targeted Barriers to Achieving the Goal 3

- Unfamiliarity with the discipline flow chart

Plan to Monitor Progress Toward G3. 8

During weekly administrative meetings, opportunities to present and discuss progress towards attendance/discipline goals and targets will be reviewed throughout the year.

Person Responsible

Ken Fairbanks

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Student pass (ODR's, ISS, OSS, and expulsions) Rtl-B data reports

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 digital learning resources are implemented with fidelity in the classrooms, then by the end of school year 2016 data reports will indicate a 5% increase in usage as compared to school year 2015. **1**

 G069520

G1.B1 Research based strategies are not implemented in the classrooms with fidelity **2**

 B180932

G1.B1.S1 Promote a culture of confidence and comfort using digital learning resources to increase usage in the classroom. **4**

 S192312

Strategy Rationale

In order to increase digital learning usage in the classroom, it is imperative to build professional capacity with district provided resources.

Action Step 1 **5**

Provide content specific job-embedded professional development modeling strategies for use with digital learning resources.

Person Responsible

Clara Calderon

Schedule

Biweekly, from 8/13/2015 to 6/2/2016

Evidence of Completion

agendas, sign in sheets, iSupport log,

Action Step 2 5

Provide additional computer devices to support use of digital learning resources.

Person Responsible

Ken Fairbanks

Schedule

On 6/2/2016

Evidence of Completion

Packing slips, digital data usage reports

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

To monitor and support the fidelity of implementation, administrative team will monitor usage during classroom walk-through, lesson plan reviews, Data Warehouse PLC Online notes, and digital data reports

Person Responsible

John Monda

Schedule

Weekly, from 8/17/2015 to 5/20/2016

Evidence of Completion

CTEM reports, lesson plans, digital data reports, C & I PLC meeting agendas and notes

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

To monitor and support the fidelity of implementation, administration and leadership team will review digital learning data reports from ALEKS, DE Math Techbook, USA Test Prep, ACHEIVE 3000, Reading Horizons, DE Science Techbook, BoardBuilder, and DE Streaming.

Person Responsible

Clara Calderon

Schedule

Biweekly, from 9/7/2015 to 6/2/2016

Evidence of Completion

Digital data report on usage by teacher, class periods, and individual students.

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

To monitor and support the effectiveness of implementation, leadership team will analyze digital learning reports for increased teacher and student usage to develop a comparative report demonstrating changes.

Person Responsible

Clara Calderon

Schedule

Biweekly, from 9/7/2015 to 6/2/2016

Evidence of Completion

Digital Learning Reports SY15 and SY16, agenda, meeting minutes, DW PLC Online notes, Excel spreadsheet

G2. If research-based instructional strategies are implemented with fidelity, then by the end of school year 2016 the pass rate on standardized assessments will increase by 5% on all state standardized assessments.

1

 G069521

G2.B1 Difficulty implementing research-based strategies acquired in professional development 2

 B180933

G2.B1.S1 Promote a positive school-wide culture of professional development capacity using researched-based instructional strategies. 4

 S192313

Strategy Rationale

When there is a positive school-wide culture of professional development, implementation of researched-based strategies acquired will increase in the classrooms impacting student achievement.

Action Step 1 5

Immokalee High School will host multiple on-site professional development opportunities that demonstrate research-proven strategies.

Person Responsible

Clara Calderon

Schedule

Quarterly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Agendas, sign in sheets, pictures of professional development in action, schedules

Action Step 2 5

Professional development will be provided by Academic coaches on research-based instructional strategies to staff, while ESE inclusion teachers and ELL tutors/Paraprofessional provide instructional support in the classrooms to meet the academic needs of all students.

Person Responsible

John Monda

Schedule

Weekly, from 8/10/2015 to 6/3/2016

Evidence of Completion

iSupport plan, attendance roster, lesson plans, CTEM reports, support schedules

Action Step 3 5

Release time will be provided for peer-to-peer modeling of researched-based instructional strategies.

Person Responsible

Rhoderica Washington

Schedule

Weekly, from 8/24/2015 to 1/27/2016

Evidence of Completion

Release time schedule, lesson plans, notes of peer-to-peer observations, iSupport coaching cycle

Action Step 4 5

Provide extended learning opportunities through after-school programs using research-based instructional strategies to serve students in need of support, credit recovery, grade forgiveness, EOC, and ACT prep.

Person Responsible

Clara Calderon

Schedule

Weekly, from 9/28/2015 to 6/3/2016

Evidence of Completion

Schedule, student roster, assignment samples

Action Step 5 5

Migrant Resource Teachers will provide research-based instructional strategies to support migrant students in the classroom. In addition, school counselors will offer supplemental support targeting migrant students.

Person Responsible

Clara Calderon

Schedule

Daily, from 8/17/2015 to 6/2/2105

Evidence of Completion

Teacher schedule, meeting agendas, and academic samples

Action Step 6 5

Provide extended learning opportunities through after-school programs to serve migrant students in need of support in college and career preparation assistance and on the job training.

Person Responsible

Bobby Gonzalez

Schedule

Weekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Analysis of of college admission, scholarship, and other post-secondary indicators.

Action Step 7 5

Migrant students educational field trip experiences

Person Responsible

Bobby Gonzalez

Schedule

Semiannually, from 10/5/2015 to 5/26/2016

Evidence of Completion

Attendance roster, agendas

Action Step 8 5

With the largest migrant population, staff members will have the opportunity to attend the National Migrant Conference to gain additional strategies that will increase migrant student academic achievement and graduation rate.

Person Responsible

Clara Calderon

Schedule

On 5/27/2016

Evidence of Completion

Agenda, attendance document

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

To monitor and support the fidelity of implementation, the administrative team will increase monitoring implementation of instructional strategies learned through professional development.

Person Responsible

Ken Fairbanks

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

CTEM walk-through and observations, Deliberate Growth Plan, lesson plans, iSupport, PLC agendas and PD attendance rosters.

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

To monitor and support the effectiveness of implementation, data from observations and lesson plans will be analyzed for classroom use of research-based strategies.

Person Responsible

John Monda

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

CTEM reports, lesson plans, iSupport reports, District and standardize assessment reports.

G3. If the school-wide progressive discipline plan is implemented with fidelity, then by the end of school year 2016 student discipline referrals will decrease by 5%. 1

G069522

G3.B1 Unfamiliarity with the discipline flow chart 2

B180938

G3.B1.S1 Increase knowledge of and fidelity with the implementation of a school-wide progressive discipline plan. 4

S192314

Strategy Rationale

In order to impact student discipline referrals rates, opportunities to professionally grow in knowledge of and fidelity with the implementation of a school-wide progressive discipline plan will result in a decrease referral rates.

Action Step 1 5

Formulation of an IHS Attendance and Discipline Committee to determine professional learning growth based on discipline trends.

Person Responsible

Rhoderica Washington

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Agendas, meeting minutes

Action Step 2 5

The PBS Leadership Team will track RtI-B (PMP) implementation of school-wide progressive discipline plan.

Person Responsible

John Monda

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Sign-in sheets, agendas, Student Pass data reports, and RtI-B data reports.

Action Step 3 5

School-wide professional development on Kagan's Win-Win Discipline Strategies will be provided.

Person Responsible

Ken Fairbanks

Schedule

On 10/20/2015

Evidence of Completion

Agendas, sign-in sheets, and pictures of Kagan strategies and routines posted in hallways and classrooms.

Action Step 4 5

The MTSS Team will meet with parents who require individualized disciplinary support.

Person Responsible

John Monda

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Parent compact, calendar of scheduled meetings, minutes of meetings.

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

IHS Attendance and Discipline Committee will meet on a monthly basis to review data of students' discipline report to track trends and identify areas for professional learning opportunities.

Person Responsible

Rhoderica Washington

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Student Pass reports (ODR's, ISS, OSS, and expulsions) Attendance roster Agenda/ minutes

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

PBS Leadership team will meet on a monthly basis to review Student Pass and Rtl-B (PMP) data reports to determine progress towards school-wide progressive discipline plan.

Person Responsible

John Monda

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Student Pass reports (ODR's, ISS, OSS, and expulsions) Rtl-B (PMP) data reports PLC meeting minutes in Data Warehouse

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

The PBS Leadership Team will monitor effectiveness of school-wide progressive discipline plan.

Person Responsible

John Monda

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Rtl-B data reports Student Pass reports (ODR's, ISS, OSS, and expulsions)

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

IHS Attendance and Discipline Committee will monitor effectiveness of implementation of strategies targeting discipline referrals.

Person Responsible

Rhoderica Washington

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Student Pass reports (ODR's, ISS, OSS, and expulsions) CTEM Observation reports.

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	Provide content specific job-embedded professional development modeling strategies for use with digital learning resources.	Calderon, Clara	8/13/2015	agendas, sign in sheets, iSupport log,	6/2/2016 biweekly
G2.B1.S1.A1	Immokalee High School will host multiple on-site professional development opportunities that demonstrate research-proven strategies.	Calderon, Clara	8/24/2015	Agendas, sign in sheets, pictures of professional development in action, schedules	6/2/2016 quarterly
G3.B1.S1.A1	Formulation of an IHS Attendance and Discipline Committee to determine professional learning growth based on discipline trends.	Washington, Rhoderica	8/17/2015	Agendas, meeting minutes	6/3/2016 monthly
G1.B1.S1.A2	Provide additional computer devices to support use of digital learning resources.	Fairbanks, Ken	8/17/2015	Packing slips, digital data usage reports	6/2/2016 one-time
G2.B1.S1.A2	Professional development will be provided by Academic coaches on research-based instructional strategies to staff, while ESE inclusion teachers and ELL tutors/Paraprofessional provide instructional support in the classrooms to meet the academic needs of all students.	Monda, John	8/10/2015	iSupport plan, attendance roster, lesson plans, CTEM reports, support schedules	6/3/2016 weekly
G3.B1.S1.A2	The PBS Leadership Team will track Rtl-B (PMP) implementation of school-wide progressive discipline plan.	Monda, John	8/17/2015	Sign-in sheets, agendas, Student Pass data reports, and Rtl-B data reports.	5/27/2016 monthly
G2.B1.S1.A3	Release time will be provided for peer-to-peer modeling of researched-based instructional strategies.	Washington, Rhoderica	8/24/2015	Release time schedule, lesson plans, notes of peer-to-peer observations, iSupport coaching cycle	1/27/2016 weekly
G3.B1.S1.A3	School-wide professional development on Kagan's Win-Win Discipline Strategies will be provided.	Fairbanks, Ken	10/20/2015	Agendas, sign-in sheets, and pictures of Kagan strategies and routines posted in hallways and classrooms.	10/20/2015 one-time
G2.B1.S1.A4	Provide extended learning opportunities through after-school programs using research-based instructional strategies to serve students in need of support, credit recovery, grade forgiveness, EOC, and ACT prep.	Calderon, Clara	9/28/2015	Schedule, student roster, assignment samples	6/3/2016 weekly
G3.B1.S1.A4	The MTSS Team will meet with parents who require individualized disciplinary support.	Monda, John	8/17/2015	Parent compact, calendar of scheduled meetings, minutes of meetings.	5/27/2016 monthly
G2.B1.S1.A5	Migrant Resource Teachers will provide research-based instructional strategies to support migrant students in the classroom. In addition, school counselors will offer supplemental support targeting migrant students.	Calderon, Clara	8/17/2015	Teacher schedule, meeting agendas, and academic samples	6/2/2105 daily
G2.B1.S1.A6	Provide extended learning opportunities through after-school programs to serve migrant students in need of support in college and career preparation assistance and on the job training.	Gonzalez, Bobby	9/7/2015	Analysis of of college admission, scholarship, and other post-secondary indicators.	5/27/2016 weekly
G2.B1.S1.A7	Migrant students educational field trip experiences	Gonzalez, Bobby	10/5/2015	Attendance roster, agendas	5/26/2016 semiannually
G2.B1.S1.A8	With the largest migrant population, staff members will have the opportunity to attend the National Migrant Conference to gain additional strategies that will increase migrant student	Calderon, Clara	9/7/2015	Agenda, attendance document	5/27/2016 one-time

Collier - 0271 - Immokalee High School - 2015-16 SIP
Immokalee High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	academic achievement and graduation rate.				
G1.MA1	Digital Learning resource reports will be compared to prior school year to determine progress towards goal. Further analysis of usage will occur to determine correlation to benchmark test, grades, and overall student achievement due to increase level of usage.	Fairbanks, Ken	9/21/2015	Digital Learning resource reports, quarterly benchmark test, student grades, meeting agendas, and notes.	5/20/2016 quarterly
G1.B1.S1.MA1	To monitor and support the effectiveness of implementation, leadership team will analyze digital learning reports for increased teacher and student usage to develop a comparative report demonstrating changes.	Calderon, Clara	9/7/2015	Digital Learning Reports SY15 and SY16, agenda, meeting minutes, DW PLC Online notes, Excel spreadsheet	6/2/2016 biweekly
G1.B1.S1.MA1	To monitor and support the fidelity of implementation, administrative team will monitor usage during classroom walk-through, lesson plan reviews, Data Warehouse PLC Online notes, and digital data reports	Monda, John	8/17/2015	CTEM reports, lesson plans, digital data reports, C & I PLC meeting agendas and notes	5/20/2016 weekly
G1.B1.S1.MA2	To monitor and support the fidelity of implementation, administration and leadership team will review digital learning data reports from ALEKS, DE Math Techbook, USA Test Prep, ACHEIVE 3000, Reading Horizons, DE Science Techbook, BoardBuilder, and DE Streaming.	Calderon, Clara	9/7/2015	Digital data report on usage by teacher, class periods, and individual students.	6/2/2016 biweekly
G2.MA1	To determined progress towards meeting the goal, data demonstrating student achievement on pretests, post-tests, benchmarks, and standardize assessments will be collected and analyzed.	Fairbanks, Ken	8/24/2015	Comparative data reports on all district and state assessments,	6/4/2016 quarterly
G2.B1.S1.MA1	To monitor and support the effectiveness of implementation, data from observations and lesson plans will be analyzed for classroom use of research-based strategies.	Monda, John	8/24/2015	CTEM reports, lesson plans, iSupport reports, District and standardize assessment reports.	5/27/2016 monthly
G2.B1.S1.MA1	To monitor and support the fidelity of implementation, the administrative team will increase monitoring implementation of instructional strategies learned through professional development.	Fairbanks, Ken	8/24/2015	CTEM walk-through and observations, Deliberate Growth Plan, lesson plans, iSupport, PLC agendas and PD attendance rosters.	5/27/2016 weekly
G3.MA1	During weekly administrative meetings, opportunities to present and discuss progress towards attendance/discipline goals and targets will be reviewed throughout the year.	Fairbanks, Ken	8/17/2015	Student pass (ODR's, ISS, OSS, and expulsions) Rti-B data reports	5/27/2016 weekly
G3.B1.S1.MA1	The PBS Leadership Team will monitor effectiveness of school-wide progressive discipline plan.	Monda, John	8/17/2015	Rti-B data reports Student Pass reports (ODR's, ISS, OSS, and expulsions)	5/27/2016 monthly
G3.B1.S1.MA4	IHS Attendance and Discipline Committee will monitor effectiveness of implementation of strategies targeting discipline referrals.	Washington, Rhoderica	8/17/2015	Student Pass reports (ODR's, ISS, OSS, and expulsions) CTEM Observation reports.	6/3/2016 monthly
G3.B1.S1.MA1	IHS Attendance and Discipline Committee will meet on a monthly basis to review data of students' discipline	Washington, Rhoderica	8/17/2015	Student Pass reports (ODR's, ISS, OSS, and expulsions) Attendance roster Agenda/minutes	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	report to track trends and identify areas for professional learning opportunities.				
G3.B1.S1.MA3	PBS Leadership team will meet on a monthly basis to review Student Pass and RtI-B (PMP) data reports to determine progress towards school-wide progressive discipline plan.	Monda, John	8/17/2015	Student Pass reports (ODR's, ISS, OSS, and expulsions) RtI-B (PMP) data reports PLC meeting minutes in Data Warehouse	6/3/2016 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 digital learning resources are implemented with fidelity in the classrooms, then by the end of school year 2016 data reports will indicate a 5% increase in usage as compared to school year 2015.

G1.B1 Research based strategies are not implemented in the classrooms with fidelity

G1.B1.S1 Promote a culture of confidence and comfort using digital learning resources to increase usage in the classroom.

PD Opportunity 1

Provide content specific job-embedded professional development modeling strategies for use with digital learning resources.

Facilitator

District Content Coordinators / Academic Coaches (Math, Reading, Science, Social Science)
/Digital Learning Coordinators, Peer Teachers / Mentors

Participants

Instructional Staff

Schedule

Biweekly, from 8/13/2015 to 6/2/2016

G2. If research-based instructional strategies are implemented with fidelity, then by the end of school year 2016 the pass rate on standardized assessments will increase by 5% on all state standardized assessments.

G2.B1 Difficulty implementing research-based strategies acquired in professional development

G2.B1.S1 Promote a positive school-wide culture of professional development capacity using researched-based instructional strategies.

PD Opportunity 1

Immokalee High School will host multiple on-site professional development opportunities that demonstrate research-proven strategies.

Facilitator

Kagan Representatives , academic coaches, District Coordinators and TSA specialist.

Participants

All faculty

Schedule

Quarterly, from 8/24/2015 to 6/2/2016

G3. If the school-wide progressive discipline plan is implemented with fidelity, then by the end of school year 2016 student discipline referrals will decrease by 5%.

G3.B1 Unfamiliarity with the discipline flow chart

G3.B1.S1 Increase knowledge of and fidelity with the implementation of a school-wide progressive discipline plan.

PD Opportunity 1

The PBS Leadership Team will track RtI-B (PMP) implementation of school-wide progressive discipline plan.

Facilitator

John Monda, AP

Participants

All instructional staff

Schedule

Monthly, from 8/17/2015 to 5/27/2016

PD Opportunity 2

School-wide professional development on Kagan's Win-Win Discipline Strategies will be provided.

Facilitator

Kagan Representative

Participants

All Instructional Staff and administration

Schedule

On 10/20/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Provide content specific job-embedded professional development modeling strategies for use with digital learning resources.				\$0.00
2	G1.B1.S1.A2	Provide additional computer devices to support use of digital learning resources.				\$35,459.52
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5400	644-Computer Hardware Non-Capitalized	0271 - Immokalee High School	Title I Part A		\$35,459.52
<i>Notes: Instructional equipment, supplemental laptops, and carts to support student instruction.</i>						
3	G2.B1.S1.A1	Immokalee High School will host multiple on-site professional development opportunities that demonstrate research-proven strategies.				\$11,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	310-Professional and Technical Services	0271 - Immokalee High School	Title I Part A		\$11,000.00
<i>Notes: Kagan Cooperative Learning Structures school-wide PD \$6,000 Reimburse teachers for attending CAR-PD \$5,000</i>						
4	G2.B1.S1.A2	Professional development will be provided by Academic coaches on research-based instructional strategies to staff, while ESE inclusion teachers and ELL tutors/Paraprofessional provide instructional support in the classrooms to meet the academic needs of all students.				\$481,665.03
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	100-Salaries	0271 - Immokalee High School	Title I Part A		\$481,665.03
<i>Notes: Academic Coaches (Reading, Literacy, Math, Science, Social Science) \$261,663.61 Resource Teachers \$113,402.51 Tutors \$106,598.91</i>						
5	G2.B1.S1.A3	Release time will be provided for peer-to-peer modeling of researched-based instructional strategies.				\$1,038.10
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	100-Salaries	0271 - Immokalee High School	Title I Part A		\$1,038.10
<i>Notes: Pre-extension of Instructional Leaders to provide opportunity for school improvement planning and school-wide PD</i>						

Budget Data

6	G2.B1.S1.A4	Provide extended learning opportunities through after-school programs using research-based instructional strategies to serve students in need of support, credit recovery, grade forgiveness, EOC, and ACT prep.				\$68,997.35
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5900	100-Salaries	0271 - Immokalee High School	Title I Part A		\$68,997.35
			<i>Notes: Extended learning time (Tribal Success, ACT PREP, Credit recovery) \$20,000 ACT and SAT Waivers \$12,000 After-school supplies \$5,000 Student Transportation \$5,000 Student School Supplies \$26,997.35</i>			
7	G2.B1.S1.A5	Migrant Resource Teachers will provide research-based instructional strategies to support migrant students in the classroom. In addition, school counselors will offer supplemental support targeting migrant students.				\$309,857.81
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	100-Salaries	0271 - Immokalee High School	Title I Part C (Migrant)		\$309,857.81
			<i>Notes: Migrant Resource Teachers \$227,328.26 School Counselors \$82,529.55</i>			
8	G2.B1.S1.A6	Provide extended learning opportunities through after-school programs to serve migrant students in need of support in college and career preparation assistance and on the job training.				\$48,090.41
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5900	750-Other Personal Services	0271 - Immokalee High School	Title I Part C (Migrant)		\$48,090.41
			<i>Notes: Target all migrant students to provide college and career preparation assistance and on the job training. \$40,000.00 Student Supplies \$8,090.41</i>			
9	G2.B1.S1.A7	Migrant students educational field trip experiences				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	7800	790-Miscellaneous Expenses	0271 - Immokalee High School	Title I Part C (Migrant)		\$3,500.00
			<i>Notes: Migrant students visit local colleges and universities to learn about various educational opportunities and gain understanding of programs and campus life</i>			
10	G2.B1.S1.A8	With the largest migrant population, staff members will have the opportunity to attend the National Migrant Conference to gain additional strategies that will increase migrant student academic achievement and graduation rate.				\$7,551.78
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	330-Travel	0271 - Immokalee High School	Title I Part C (Migrant)		\$7,551.78
11	G3.B1.S1.A1	Formulation of an IHS Attendance and Discipline Committee to determine professional learning growth based on discipline trends.				\$0.00

Budget Data						
12	G3.B1.S1.A2	The PBS Leadership Team will track RtI-B (PMP) implementation of school-wide progressive discipline plan.				\$0.00
13	G3.B1.S1.A3	School-wide professional development on Kagan's Win-Win Discipline Strategies will be provided.				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	310-Professional and Technical Services	0271 - Immokalee High School	Title I Part A		\$6,000.00
			<i>Notes: Kagan Win-Win Discipline PD</i>			
14	G3.B1.S1.A4	The MTSS Team will meet with parents who require individualized disciplinary support.				\$6,520.18
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6150	510-Supplies	0271 - Immokalee High School	Title I Part A		\$6,520.18
			<i>Notes: Parent Compact \$500 Parent Involvement Supplies \$6,020.18</i>			
					Total:	\$979,680.18