

Collier County Public Schools

Immokalee High School



2016-17 Schoolwide Improvement Plan

Immokalee High School

701 IMMOKALEE DR, Immokalee, FL 34142

<https://www.collierschools.com/ihs>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	B	B

**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 11/8/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of “Planning” or “Implementing” or a monitoring status of "Former F." These statuses are based on a school’s grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school’s improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in “Implementing” status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Immokalee High School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Mission:

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

b. 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.

2. School Environment

a. 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 foster a positive relationship, Immokalee High School's administration ensures new faculty members receive an orientation encompassing an understanding of IHS student body.

A week before school year begins, new teachers are given a mobile tour of the school's surrounding neighborhoods to get a better understanding of our student demographics and introduced to the migrant program housed at IHS.

Through daily classroom interactions, annual Saturday Open House events, Title I 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 meeting at the middle school occurs during 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 rules/procedures, and to provide an overview of school-wide expectations.

Morning and afternoon announcements in addition IHS website, Collier County Public School student email, and school Facebook and Twitter accounts provide an opportunity for students to receive daily information about current events at IHS.

b. 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.

c. 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.

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 promotes 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 records meet with the principal to review and provide an introduction 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.

d. 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 Department of Children and Families as a requirement. Faculty must successfully complete and printout their certificate of completion as proof. In addition to the above, faculty and students are also presented with Bullying video information on a yearly basis explaining what it looks like and actions necessary to address it.

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. In addition, School Psychologist are available for short term-solution focused counseling for students.

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 low SES /migrant population, Title I funds have been set aside to provide supplemental instructional support in core classrooms with certified teachers.

3. Early Warning Systems

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

a. 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 in the past year, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions in the past year, whether in school or out of school
- Course failure in English Language Arts (Reading) or Math (ALG 1)
- Level 1 score on the statewide, standardized assessments in ELA (Reading) or Math (ALG 1)
- GPA below 2.0
- Student behind on credits
- Students with 2 or more discipline referrals
- Active progress monitoring plans

Tracking Sites:

- Data Warehouse
- Student Pass
- FOCUS

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	66	39	42	25	172
One or more suspensions	0	0	0	0	0	0	0	0	0	158	100	79	59	396
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	91	111	123	56	381
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	194	258	241	141	834

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	239	248	241	157	885

c. 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 conference, parent conference, behavior/attendance agreement, 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, a student requiring grade point average as well as credit improvement will be recommended in their junior or senior year to attend temporarily an alternative program (Beacon) to get back on track with graduation requirements.

In addition, Instructional PLC 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 Multi-tiered Support Systems (MTSS) team meets on a monthly basis to track MTSS-Behavior data and work with teachers to implement a progress monitoring plan to address student discipline concerns.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/319885>.

2. Description

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

2. 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 for Kids Program, One by One sponsorship and mentoring at risk students, Guadalupe Center mentoring program, 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(in English, Spanish, and Creole) , handouts (in English, Spanish, and Creole), website, Facebook, 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 meeting, Open House, Upcoming assessments, College Readiness/Financial Aid Night, and educational parent academy workshops.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Fairbanks, Ken	Principal
Calderon, Clara	Assistant Principal
Washington, Rhoderica	Assistant Principal
Weber, Ben	Assistant Principal
Bailey, Westley	Instructional Coach
Rainwaters, Shirley	Instructional Coach
Schaefer, Emily	Instructional Coach
Hache, Allison	Instructional Coach
Gonzalez, Bobby	Teacher, K-12
Moss, Audrey	School Counselor

b. Duties

1. 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, Ben Weber) is assigned an instructional content area team to monitor professional learning meetings. In sharing the responsibility for attending designated weekly team PLC meetings, Assistant Principals ensure instructional staff data-driven 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 and provide overall instructional direction.

In tracking students, the Principal and Assistant Principals are in constant communication with school guidance department chair (Audrey Moss), instructional support specialist (April Goodnight), instructional staff for Migrant students (Bobby Gonzalez), instructional coaches for ELA (Allison Hache and Shirley Rainwaters), Science (Emily Schaefer), and Math (Westley Bailey) to address concerns about students meeting grade level expectations and share on the decision making for remediation and interventions.

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

2. 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ken Fairbanks	Principal
Marie Similien	Parent
Elda Hernandez	Business/Community
Elizabeth Mendoza	Parent
Herminia Hernandez	Parent
Falia Justima	Business/Community
Mary Martinez	Parent
Amy Facundo	Parent
Clara Calderon	Education Support Employee
Josie Means	Parent
Fred Rimmler	Teacher

b. Duties

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

a. 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.

b. Development of this school improvement plan

Immokalee High School SAC is integrally involved in the review of the school improvement plan. SAC will review school improvement plan at the October 2016 meeting.

An analysis of student achievement and school performance data occurred during the September

2016 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.

c. 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.

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

In school year 2015-2016, the legislatures allocated \$5.00 per student to be used for school improvement; at this time no additional amount has been approved by state legislature for SY17. SAC committee SY17 started with \$1,988.76

At the beginning of school year 2015-2016, the school improvement budget was \$5,008.43

The following purchases for items were approved by SAC for SY16:

Supplies for NAF Academies (Engineering, IT, and Finance) \$1,500
Calendars for Teacher Appreciation Week \$500
Ink cartridges for teacher printers \$700
Supplemental material for AICE -Marine \$1,000
Upfront Magazine subscription for 9th and 10th grade students \$2,788.59

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Fairbanks, Ken	Principal
Calderon, Clara	Assistant Principal
Washington, Rhoderica	Assistant Principal
Weber, Ben	Assistant Principal
Bailey, Westley	Instructional Coach
Hache, Allison	Instructional Coach
Rainwaters, Shirley	Instructional Coach
Gonzalez, Bobby	Teacher, K-12
Schaefer, Emily	Instructional Coach
Senecharles, Franklin	Instructional Media

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team promotes student achievement in literacy within the school by improving and increasing instructional staff use of rigor, differentiated instruction, interactive learning (Achieve 3000/RH Elevate), and content area literacy strategies.

The LLT assists instructional staff with developing lesson plans specific to content with all required components. The LLT and instructional staff analyzes prior state standardized assessments, district pre-test/post-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 adjustments to instruction. This data is analyzed by instructional coaches and administration to drive the coaching support cycle implemented with instructional staff. LLT will use the aforementioned data and staff survey data to offer professional development during weekly PLC, early releases, after school, and teacher planning days.

To further promote school-wide literacy, the LLT posts 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.

D. Public and Collaborative Teaching

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

1. 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 are encouraged to meet during 25 minutes of team meeting time every afternoon if needed.

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 and future staff development interest/needs.

2. 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 and state initiatives, staff input, classroom observation data, and 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
- Continual input through surveys to provide opportunity to reflect on administrator support

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 school-wide and classroom 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

3. 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 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 with mentee includes a proven record of improving student achievement in their content area through best practices and having had clinical educator training.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 District Improvement and Assistance Plan (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.

b. Instructional Strategies

1. 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 and followed by discussion to adjust instructional strategies with small group intervention for remediation or enrichment.

Based on data analysis, decisions are made to utilize resource teachers (Migrant and Non-Migrant), ESE inclusion support, academic coaches, and ELL tutor/Paraprofessional services to best meet the needs of student. 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, WIDA, CELLA, FAA, FAIR-FS, FSA, PERT, ACT, PSAT, and EOC's are reviewed to strategically place students in appropriate core courses; enabling placement of students in order to receive appropriate instructional support in areas of non-proficiency and rigorous instruction in areas for advanced growth levels.

2. 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

Gonzalez, Bobby, gonzalc2@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: Extended School Day

Minutes added to school year: 22,560

In an effort to ensure all IHS students graduate with industry certifications, students have the opportunity to attend Tribal Success After school Accelerated Industry Certification program.

Strategy Rationale

In providing after school industry certification opportunity, students who would otherwise not be able to acquire it during a regular school day will do so after school prior to graduating from IHS.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Weber, Ben, weberbe@collierschools.com

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

Data demonstrating an increase of students earning industry certification will be compared to prior years .

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

Bailey, Westley, baileywe@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 including grade forgiveness for classes with "D" grades.

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, EOC/ACT prep and grade forgiveness, 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 FSA 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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 course selection with each 8th grader.

An 8th grade assembly at IHS is scheduled to provide an overview of expectations and to 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, academies, sports, and clubs.

To continue with promoting NAF Academies in the areas of engineering, informational technology and

finance, incoming 8th grade students currently taking Algebra 1 and or Digital Information Technology 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.

At IHS, 11th and 12th grade students continually meet with school counselors to review grades, GPA, and credits ensuring all are on track for graduation. Both juniors and seniors 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.

b. College and Career Readiness

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

Counselors 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 provide information with respect to financial aid, and post secondary educational opportunities. Counselors specifically encouraged to work with CE students in the implementation of 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. Intervention Support Specialists assist teachers 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.

2. 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 designed to demonstrate to potential employers the technical skills and abilities of the students.

The purpose of both credentials is to integrate real world skills and abilities to the instructional objectives for both career and academic courses. In addition all CE programs offer the opportunity to include both On-the-Job Training and or Executive Internships to further show the relationships between high school programs and real world skills. Secondary schools offer career fairs which serve to inform students of career and training opportunities in the county and in Southwest Florida.

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.

3. 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.

4. 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).

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 Immokalee High School focuses on identifying critical content in all curricular areas then by the end of school year 2016-2017 student achievement rates will increase by 3% in the number of students demonstrating levels 3 and above on statewide assessments.

- G2.** If Immokalee High School progress monitors the lowest 25% with fidelity in all curricula areas then by the end of school year 2016-17, students will demonstrate a 3% increase in gain scores as measured by statewide assessments.

Strategic Goals Detail

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

G1. If Immokalee High School focuses on identifying critical content in all curricular areas then by the end of school year 2016-2017 student achievement rates will increase by 3% in the number of students demonstrating levels 3 and above on statewide assessments. **1a**

G083137

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	34.0
Geometry EOC Pass Rate	29.0
Algebra II EOC Pass Rate	21.0
Algebra I EOC Pass Rate	25.0
Bio I EOC Pass	55.0
U.S. History EOC Pass	61.0

Targeted Barriers to Achieving the Goal **3**

- Teachers are unfamiliar with critical content in core subjects that supports all curricular areas and impacts student achievement due to high turnover rate.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Migrant Resource Teachers
- ELL Tutors
- ESE Inclusion Teachers
- District TSA Support
- Marzano's Resource Materials
- Administration Team Support
- Curriculum Guides
- Growth Progress Success (GPS) documents and training
- Quarterly Benchmark Assessments
- FSA portal
- Pre-post tests aligned to courses

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

CTEM Observation reports will be collected and analyzed throughout the year to determine impact of instructional practice with student achievement.

Person Responsible

Ken Fairbanks

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

CTEM Reports, student assessment

G2. If Immokalee High School progress monitors the lowest 25% with fidelity in all curricula areas then by the end of school year 2016-17, students will demonstrate a 3% increase in gain scores as measured by statewide assessments. 1a

G083138

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	28.0
ELA/Reading Lowest 25% Gains	24.0

Targeted Barriers to Achieving the Goal 3

- Minimal knowledge of progress monitoring implementation in the classroom

Resources Available to Help Reduce or Eliminate the Barriers 2

- Academic Coaches (Math, Science, Social Science, Reading/Literacy, INSS)
- Migrant Resource Teachers
- ESE inclusion Teachers
- ELL Tutors
- District Coordinators & TSA Specialist
- Data Warehouse
- FOCUS
- Student Success Platform and program (Early Warning System)
- Data Dialogue
- Master schedule review
- Coaching cycles
- Common Formative Assessments
- Lesson Planning
- Quarterly Benchmark Assessments
- Pre-Post test aligned to courses
- District developed online assessments and platform fully aligned to the Florida Standards and FSA test item specifications
- ACHIEVE 3000
- RHElevate/Reading Horizons
- ALEKS
- USA TEST Prep
- DE Techbook (Biology and Math)

Plan to Monitor Progress Toward G2. 8

To determined progress towards meeting the goal, data demonstrating student gains standardized assessments will be collected and analyzed.

Person Responsible

Ken Fairbanks

Schedule

Semiannually, from 8/22/2016 to 6/2/2017

Evidence of Completion

Comparative data reports on state assessments

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 Immokalee High School focuses on identifying critical content in all curricular areas then by the end of school year 2016-2017 student achievement rates will increase by 3% in the number of students demonstrating levels 3 and above on statewide assessments. **1**

G083137

G1.B1 Teachers are unfamiliar with critical content in core subjects that supports all curricular areas and impacts student achievement due to high turnover rate. **2**

B220397

G1.B1.S1 Promote a culture of confidence and expertise using instructional practice identifying critical content in the classroom. **4**

S232639

Strategy Rationale

Improving instructional practice through researched based strategies will result in increased student achievement in all content areas.

Action Step 1 **5**

Provide content specific job-embedded professional development modeling strategies for implementing instructional strategy identifying critical content.

Person Responsible

Clara Calderon

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Agendas, sign in sheets, iSupport log,

Action Step 2 **5**

Federally funded positions and funds will be used to support student achievement.

Person Responsible

Ken Fairbanks

Schedule

Annually, from 7/5/2016 to 6/30/2017

Evidence of Completion

Title 1 budget,. Parent Involvement Budget, Basic Budget, Migrant Budget

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

To monitor and support fidelity of implementation, administrative team will monitor instructional practice through lesson plan reviews and classroom observation.

Person Responsible

Ken Fairbanks

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

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

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

Administrative team will monitor instructional practice by analyzing results of students quarterly benchmark assessments and common formative assessments (CFA's).

Person Responsible

Ben Weber

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

An increase assessment results with item specification

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

To monitor and support the effectiveness of implementation, leadership team will analyze Collier Teacher Evaluation Model (CTEM) reports for increased teacher demonstrating identifying critical content instructional practices in the classroom

Person Responsible

Ken Fairbanks

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

CTEM Observation reports

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

Continue use of common formative assessments to track student progress towards goals

Person Responsible

Clara Calderon

Schedule

Monthly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Meeting minutes, agenda, data analysis reviewed during common planning, Data Warehouse reports

G2. If Immokalee High School progress monitors the lowest 25% with fidelity in all curricula areas then by the end of school year 2016-17, students will demonstrate a 3% increase in gain scores as measured by statewide assessments. 1

G083138

G2.B1 Minimal knowledge of progress monitoring implementation in the classroom 2

B220398

G2.B1.S1 Provide professional development to help identify the lowest 25% of students in all curricular areas in order to provide intervention plan and progress monitor results. 4

S232640

Strategy Rationale

When instructional staff implements with fidelity identification of lowest 25% and progress monitors interventions, this will result in an increased gain scores.

Action Step 1 5

Immokalee High School will host multiple on-site professional development opportunities that will demonstrate implementation of progress monitoring with lowest 25% of students in all curricular area.

Person Responsible

Clara Calderon

Schedule

Quarterly, from 8/22/2016 to 6/2/2017

Evidence of Completion

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

Action Step 2 5

Professional development on understanding learning gains will be provided by Administration and Academic Coaches.

Person Responsible

Ken Fairbanks

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Attendance roster, agenda ,

Action Step 3 5

Quarterly tracking of graduation requirements

Person Responsible

Ken Fairbanks

Schedule

Quarterly, from 9/5/2016 to 6/2/2017

Evidence of Completion

Agenda, minute meetings, student conference documentation

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

The administrative team will provide ongoing professional development to identify Lowest 25% of students across curricular.

Person Responsible

Ken Fairbanks

Schedule

Quarterly, from 8/22/2016 to 6/2/2017

Evidence of Completion

PLC agendas and PD attendance rosters.

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

Academic Coaches will provide ongoing professional development with implementation of progress monitoring in the classroom.

Person Responsible

Rhoderica Washington

Schedule

Quarterly, from 8/22/2016 to 6/2/2017

Evidence of Completion

DataWarehouse report on PMP's, CTEM Observation reports, PLC agenda, PD attendance roster

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

To monitor and support the effectiveness of implementation, administrative team will analyze report in DataWarehouse on progress monitoring by individual teachers .

Person Responsible

Ben Weber

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

DataWarehouse reports, CTEM observation reports, Lesson plans

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA4  M301705	Continue use of common formative assessments to track student progress towards goals	Calderon, Clara	9/6/2016	Meeting minutes, agenda, data analysis reviewed during common planning, Data Warehouse reports	5/26/2017 monthly
G1.MA1  M301708	CTEM Observation reports will be collected and analyzed throughout the year to determine impact of...	Fairbanks, Ken	8/22/2016	CTEM Reports, student assessment	6/2/2017 monthly
G2.MA1  M301712	To determined progress towards meeting the goal, data demonstrating student gains standardized...	Fairbanks, Ken	8/22/2016	Comparative data reports on state assessments	6/2/2017 semiannually
G1.B1.S1.MA1  M301704	To monitor and support the effectiveness of implementation, leadership team will analyze Collier...	Fairbanks, Ken	8/22/2016	CTEM Observation reports	6/2/2017 weekly
G1.B1.S1.MA1  M301706	To monitor and support fidelity of implementation, administrative team will monitor instructional...	Fairbanks, Ken	8/22/2016	CTEM reports, lesson plans, C & I PLC meeting agendas and notes	6/2/2017 weekly
G1.B1.S1.MA2  M301707	Administrative team will monitor instructional practice by analyzing results of students quarterly...	Weber, Ben	8/22/2016	An increase assessment results with item specification	6/2/2017 monthly
G1.B1.S1.A1  A297693	Provide content specific job-embedded professional development modeling strategies for implementing...	Calderon, Clara	8/15/2016	Agendas, sign in sheets, iSupport log,	6/2/2017 weekly
G2.B1.S1.MA1  M301709	To monitor and support the effectiveness of implementation, administrative team will analyze report...	Weber, Ben	8/22/2016	DataWarehouse reports, CTEM observation reports, Lesson plans	6/2/2017 monthly
G2.B1.S1.MA1  M301710	The administrative team will provide ongoing professional development to identify Lowest 25% of...	Fairbanks, Ken	8/22/2016	PLC agendas and PD attendance rosters.	6/2/2017 quarterly
G2.B1.S1.MA3  M301711	Academic Coaches will provide ongoing professional development with implementation of progress...	Washington, Rhoderica	8/22/2016	DataWarehouse report on PMP's, CTEM Observation reports, PLC agenda, PD attendance roster	6/2/2017 quarterly
G2.B1.S1.A1  A297695	Immokalee High School will host multiple on-site professional development opportunities that will...	Calderon, Clara	8/22/2016	Agendas, sign in sheets, pictures of professional development in action, schedules	6/2/2017 quarterly
G2.B1.S1.A2  A297696	Professional development on understanding learning gains will be provided by Administration and...	Fairbanks, Ken	8/22/2016	Attendance roster, agenda ,	6/2/2017 weekly
G2.B1.S1.A3  A297697	Quarterly tracking of graduation requirements	Fairbanks, Ken	9/5/2016	Agenda, minute meetings, student conference documentation	6/2/2017 quarterly
G1.B1.S1.A2  A297694	Federally funded positions and funds will be used to support student achievement.	Fairbanks, Ken	7/5/2016	Title 1 budget, . Parent Involvement Budget, Basic Budget, Migrant Budget	6/30/2017 annually

V. Professional Development Opportunities

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

G1. If Immokalee High School focuses on identifying critical content in all curricular areas then by the end of school year 2016-2017 student achievement rates will increase by 3% in the number of students demonstrating levels 3 and above on statewide assessments.

G1.B1 Teachers are unfamiliar with critical content in core subjects that supports all curricular areas and impacts student achievement due to high turnover rate.

G1.B1.S1 Promote a culture of confidence and expertise using instructional practice identifying critical content in the classroom.

PD Opportunity 1

Provide content specific job-embedded professional development modeling strategies for implementing instructional strategy identifying critical content.

Facilitator

Academic Coaches (Westley Bailey/Math, Allison Hache & Shirley Rainwaters/Reading, Emily Schaefer/Science, Jimmy Camp/Social Science,)

Participants

Instructional Staff

Schedule

Weekly, from 8/15/2016 to 6/2/2017

G2. If Immokalee High School progress monitors the lowest 25% with fidelity in all curricula areas then by the end of school year 2016-17, students will demonstrate a 3% increase in gain scores as measured by statewide assessments.

G2.B1 Minimal knowledge of progress monitoring implementation in the classroom

G2.B1.S1 Provide professional development to help identify the lowest 25% of students in all curricular areas in order to provide intervention plan and progress monitor results.

PD Opportunity 1

Immokalee High School will host multiple on-site professional development opportunities that will demonstrate implementation of progress monitoring with lowest 25% of students in all curricular area.

Facilitator

Academic coaches, Administration Team

Participants

All faculty

Schedule

Quarterly, from 8/22/2016 to 6/2/2017

PD Opportunity 2

Professional development on understanding learning gains will be provided by Administration and Academic Coaches.

Facilitator

Administration Team

Participants

All faculty

Schedule

Weekly, from 8/22/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide content specific job-embedded professional development modeling strategies for implementing instructional strategy identifying critical content.	\$0.00
2	G1.B1.S1.A2	Federally funded positions and funds will be used to support student achievement.	\$0.00
3	G2.B1.S1.A1	Immokalee High School will host multiple on-site professional development opportunities that will demonstrate implementation of progress monitoring with lowest 25% of students in all curricular area.	\$0.00
4	G2.B1.S1.A2	Professional development on understanding learning gains will be provided by Administration and Academic Coaches.	\$0.00
5	G2.B1.S1.A3	Quarterly tracking of graduation requirements	\$0.00
Total:			\$0.00