

Collier County Public Schools

Immokalee High School



2021-22 Schoolwide Improvement Plan

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Immokalee High School

701 IMMOKALEE DR, Immokalee, FL 34142

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

Demographics

Principal: Dan Boddison

Start Date for this Principal: 4/11/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (44%) 2017-18: C (48%) 2016-17: C (41%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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Immokalee High School

701 IMMOKALEE DR, Immokalee, FL 34142

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>96%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>98%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade	C	C	C	C

School Board Approval

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

To provide educational excellence that prepares students to be college, career, and life ready.

Provide the school's vision statement.

Through shared experiences, we are committed to achieving excellence by developing a sense of community among students, faculty, and parents. All will engage in supporting the school's mission through school-wide initiatives and high expectations.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Calderon, Clara	Principal	<p>As Principal, Ms. Clara Calderon's focus is on student achievement and ensuring social-emotional learning is integral to the school culture. Through strategic delegation of responsibilities, each Assistant Principal (Dan Boddison, Christie Kolstedt, Paul Ruby, and Marlene Dimas) is assigned an instructional content area team to monitor professional learning, collaborative planning, and track student progress.</p> <p>In sharing the responsibility for attending designated weekly team professional learning communities (PLC) meetings, Assistant Principals ensure instructional staff follows standard-based and data-driven lesson plans while meeting school-wide goals. Each is delegated to review lesson plans according to the district and school's expectations of providing rigorous and differentiated instructions.</p> <p>In tracking students, the Principal and Assistant Principals are in constant communication with the school counselors department chair (Dr. Kelli Gamez), instructional support specialist (April Goodnight and Christina Pezzuto), instructional coaches for ELA (Maria Benedict and Lyn Saunders), Science (Kathleen Ryan), and Math (Lisa Hicks and Marilyn Sanders) to address concerns about students meeting grade-level expectations and share on the decision making for interventions and remediation.</p> <p>Principals and Assistant Principals are responsible for monitoring all students' grades, discipline records, graduation requirements, and provide overall instructional direction. Shared responsibility for evaluating instructional staff using the Marzano Instructional Framework/FTEM and non-instructional evaluation are part of the administrative team duties.</p> <p>The Leadership Team focuses meetings around one premise: to develop and maintain a problem-solving model to bring out the best in our students, teachers and school.</p> <p>The team meets weekly to engage in the following activities: Review formative data and utilize results in making instructional decisions; review common formative data at each grade level and content area to identify students who are at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources to support instructional staff. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation and results.</p> <p>The leadership team also facilitates the process of building consensus, increasing infrastructure, and making decisions about implementation. The team coordinates with other teams (Instructional Leaders) throughout the building to assist with the attainment of school-wide goals. Data results from Marzano Instructional Framework are tracked as a comparison to school-wide goals.</p>
Boddison, Daniel	Assistant Principal	<p>As Assistant Principal of Curriculum and Instruction at Immokalee High School my focus is on student achievement. I currently work primarily with ELA, Biology, US. History, and the CTE department. This entails attending weekly PLC's,</p>

Name	Position Title	Job Duties and Responsibilities
		meeting with teachers to discuss student data, working with student, providing professional development, and any other current needs of the departments.
Ruby, Paul	Assistant Principal	As Assistant Principal of Attendance and Discipline at Immokalee High School I am currently over the Social Studies department and Physical Education. My responsibilities include cameras, all aspects of safety and security all drills, facility issues, key and radio inventory, transportation, classroom observations, clinic supervision, attendance in general and other duties as assigned.
Kolstedt, Christie	Assistant Principal	As Assistant Principal with Curriculum and Instruction at Immokalee High School I work with the Math and MC department. My primary focus is on meeting with the Math Coach and Resource Teacher to ensure teachers have all the support they need. It is also to raise student achievement in both Algebra and Geometry.
Dimas, Marlene	Assistant Principal	As Assistant Principal with Attendance and Discipline at Immokalee High School, I am currently over the ESE Inclusion teachers and World Languages. I support in the area of attendance and discipline to ensure students are in safely in attendance in school and teachers are being supported.

Demographic Information

Principal start date

Tuesday 4/11/2017, Dan Boddison

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

12

Total number of teacher positions allocated to the school

78

Total number of students enrolled at the school

1,968

Identify the number of instructional staff who left the school during the 2020-21 school year.

15

Identify the number of instructional staff who joined the school during the 2021-22 school year.

10

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	536	587	506	323	1952
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	98	158	124	46	426
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	6	145	162	39	352
Course failure in Math	0	0	0	0	0	0	0	0	0	0	31	193	145	75	444
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	237	262	240	108	847
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	129	237	215	78	659
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	237	262	240	108	847

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	77	237	215	78	607

The number of students identified as retainees:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	1	0	14	78	93
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	9	2	12	0	23

Date this data was collected or last updated

Tuesday 8/17/2021

2020-21 - As Reported

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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	610	535	454	383	1982
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	64	70	104	48	286
One or more suspensions	0	0	0	0	0	0	0	0	0	0	72	69	55	26	222
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	84	62	86	42	274
Course failure in Math	0	0	0	0	0	0	0	0	0	0	51	120	77	48	296
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	224	198	181	131	734
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	187	111	190	133	621

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	126	147	150	79	502

The number of students identified as retainees:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	25	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	126	147	150	79	502

2020-21 - Updated

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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	610	535	454	383	1982
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	64	70	104	48	286
One or more suspensions	0	0	0	0	0	0	0	0	0	0	72	69	55	26	222
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Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	25	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	126	147	150	79	502

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				31%	59%	56%	35%	62%	56%
ELA Learning Gains				36%	52%	51%	42%	57%	53%
ELA Lowest 25th Percentile				31%	41%	42%	30%	46%	44%
Math Achievement				28%	58%	51%	40%	63%	51%
Math Learning Gains				32%	44%	48%	44%	56%	48%
Math Lowest 25th Percentile				39%	46%	45%	41%	50%	45%
Science Achievement				42%	72%	68%	44%	70%	67%
Social Studies Achievement				59%	76%	73%	56%	76%	71%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	31%	56%	-25%	55%	-24%
Cohort Comparison						
10	2021					
	2019	27%	53%	-26%	53%	-26%
Cohort Comparison						
		-31%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	40%	68%	-28%	67%	-27%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	62%	72%	-10%	70%	-8%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	21%	67%	-46%	61%	-40%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	31%	59%	-28%	57%	-26%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Quarterly Benchmark Assessment (Fall/Winter/Spring)

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36	31	28
	Economically Disadvantaged	35	31	27
	Students With Disabilities	11	5	5
	English Language Learners	8	3	3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	39	41	44
	Economically Disadvantaged	39	41	44
	Students With Disabilities	16	18	22
	English Language Learners	15	17	17
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	45	44	46
	Economically Disadvantaged	45	44	46
	Students With Disabilities	9	9	8
	English Language Learners	12	10	10
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37	34	26
	Economically Disadvantaged	37	34	26
	Students With Disabilities	10	6	7
	English Language Learners	13	7	2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18	24	29
	Economically Disadvantaged	19	25	30
	Students With Disabilities	12	10	16
	English Language Learners	21	32	30
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	37	35	37
	Economically Disadvantaged	37	36	38
	Students With Disabilities	9	9	8
	English Language Learners	16	16	14
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	46	52	58
	Economically Disadvantaged	46	53	58
	Students With Disabilities	31	42	27
	English Language Learners	13	21	39

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NAN
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	14	32	27	21	33	39	12	25		81	24
ELL	11	43	54	25	35	38	17	10		78	60
AMI										64	
BLK	29	46	54	17	30	36	29	46		94	63
HSP	33	42	33	34	35	41	43	51		87	63

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
WHT	59	63		46	46						
FRL	32	43	38	32	34	38	42	49		88	62
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	11	26	23	9	29	36	15	23		85	15
ELL	6	33	35	15	29	33	12	20		89	37
BLK	27	36	33	21	24	33	28	51		96	38
HSP	32	36	30	29	34	41	44	61		93	54
WHT				20							
FRL	31	36	30	28	32	40	42	59		93	51
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	6	23	24	15	25	28	20	25		69	21
ELL	2	31	29	18	37	38	25	22		80	39
BLK	29	42	37	36	44	32	39	49		89	43
HSP	36	42	28	41	44	44	46	57		91	60
WHT	44	44		23	30					94	60
FRL	34	42	30	40	44	42	44	56		91	55

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	31
Total Points Earned for the Federal Index	489
Total Components for the Federal Index	11
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	64
Native American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The trends that emerge are: Math and Reading are trending upwards, Science and Social Studies is trending down. We continuing to show a positive trend in our overall gains in both Reading and Math. As for the lowest 25%, Reading is making gains and Math is staying steady.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is Social Studies, dropped 10%, and Science, dropped 1 %. There has also been no increase in our lowest 25% for Math gains.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors include lack of collaboration in Social Studies to due to gathering restrictions and recurring absences (staff and students). Science had a new team that consisted mostly of brand new teachers. Math team had new teachers and a lack of standard based common planning. Moving forward, the Science team has been revamped and consist of experienced teachers, Social Studies has our reading coach pushing in to work with teachers on content area literacy strategies, and the Math team has added more experienced teachers for algebra 1. Our PLC's have also been restructured to be more standard based.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The area that showed the most improvement and our highest gain was in Acceleration. We have also increased the percentage of students in both Math and ELA who have met the proficiency level, as well as, the lowest 25% gains in both content areas.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors include all teachers knowing their lowest 25% and bubble students in order to work specifically with them in small group settings. We continue to push this initiative through

common planning and PLCs. We will ensure that our connect for success teachers are aware of who those students are as well. In addition, ESE inclusion teachers will make the lowest 25% a priority and our Reading and Math coaches will focus on bubble students, along with lowest 25%.

What strategies will need to be implemented in order to accelerate learning?

The strategies that will need to be implemented include all (school/teacher/students) implementing individual quarterly goals and tracking progress, standard based focus in common planning and instruction, and making sure high expectations are present in classes along with grade level assignments and differentiation as needed.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The professional development opportunities that will be provided include how to implement and track individual academic goals (School/Teacher/Students), unpacking the standards and best practices in common planning, gradual release model, collaborative structures, ccpsedu for new teachers, and district provided professional development days.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services that will be implemented include Leader in Me, addition of a Math resource teacher along with a .5 Reading resource teacher.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Social Studies**Area of****Focus**

Social Studies was identified as a critical need because the achievement level dropped 10% points from the 2019-2020 school year to the 2020-2021 school year using the US History EOC data.

Description and**Rationale:****Measurable Outcome:**

By the end of school year 2021-2022 social studies achievement level on the US History EOC will increase 5% points (54% proficient) with consistent collaborative structures and use of reading strategies in teacher's instructional practice.

Weekly review of instructional alignment of standard based lesson plans

Weekly Classroom Look for Observations: Literacy Strategies

Monitoring:

Quarterly QBA's progress monitoring

Monthly Common Formative Assessments

Weekly Monitor PLC

Person responsible for monitoring outcome:

Daniel Boddison (boddisda@collierschools.com)

Evidence-based Strategy:

The strategy being implemented for this area of focus is vocabulary. Students will focus on academic vocabulary through a word wall and frequent use of questioning techniques during whole/small group discussions. Students will also be using primary sources and focusing on annotating and chunking the text.

Rationale for Evidence-based Strategy:

We selected this strategy because after reviewing the EOC data and meeting with the US History department, vocabulary was the area where our students struggled the most. We also came to the conclusion that our students struggled with dissecting text, especially primary sources.

Action Steps to Implement

1. Incorporating literacy strategies into all US History classes.
2. Professional development in vocabulary strategies.
3. Review of progress monitoring data.
4. Review instructional alignment of standard based lesson.
5. Grade appropriate assignments.
6. Professional development on annotating and chunking text.

Person Responsible

Maria Benedict (benedm@collierschools.com)

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Science achievement was identified as a critical need area because the achievement levels continually drop. During the 2019 school year it dropped 1% and 2% points from 2018-2019.

Measurable Outcome: By the end of the school year 2021-2022, science achievement level on Biology EOC will increase 5% points as measured by the state EOC assessment.

Monitoring: Weekly review instructional alignment of standard based lesson plans
 Weekly Classroom Look For: Vocabulary and test taking strategies
 Quarterly QBA Progress Monitoring

Person responsible for monitoring outcome: Daniel Boddison (boddisda@collierschools.com)

Evidence-based Strategy: The evidence based strategies implemented will include incorporating test taking strategies, targeting our lowest 25% through Science Coach intervention, and incorporating RIEL Project Biology with specific ELL strategies.

Rationale for Evidence-based Strategy: After reviewing the EOC data and meeting with the Science department, it was evident that our ELL students struggled the most. We also came to the conclusion that our students struggled with breaking down the questions, applying test taking, and content area vocabulary.

Action Steps to Implement

1. Teachers are attending professional development through the University of Florida that focus on ELL strategies that are specific to Biology
2. Teachers will be implementing test taking strategies by breaking down questions with students.
3. Tutors are strategically placed into Biology classes with large ELL populations to support vocabulary acquisition.

Person Responsible Kathleen Ryan (ryank3@collierschools.com)

#3. Instructional Practice specifically relating to Math**Area of Focus
Description and
Rationale:**

Our achievement levels and lowest 25% math gains are not improving over the 2019-2021 school year.

**Measurable
Outcome:**

By the end of school year 2021-2022, Math proficiency levels and lowest 25% learning gains will increase 5% points as measured by state Algebra and Geometry EOC.

Monitoring:

Weekly review instructional alignment of standard based lesson plans
Weekly Classroom observations look for
Quarterly D-F reports
Monthly Gradebook monitoring
Quarterly QBA Progress Monitoring
Monthly ALEKS Progress Monitoring
Weekly PLC meetings

**Person responsible
for monitoring
outcome:**

Christie Kolstedt (kolstc@collierschools.com)

**Evidence-based
Strategy:**

1. Academic Math Coach and Math Resource teacher will be working small group with the lowest 25% based on deficiency skills
2. ESE Inclusion teachers will be pulling out lowest 25% and working in small groups based on deficiency skills
3. Coaches modeling best practices

**Rationale for
Evidence-based
Strategy:**

After reviewing the EOC data and meeting with the Math department, our proficiency levels, overall gains and lowest 25% gains demonstrated low areas in performance for our students.

Action Steps to Implement

1. Teachers in Algebra 1 and Geometry will identify their lowest 25% students in each class period.
2. Increase use of spiral review of prior skills taught.
3. Math Resource Teacher and Academic Coach will provide small group support to lowest 25%.
4. Teachers will track student's weekly progress using ALEKS to adjust skills based learning

**Person
Responsible**

Lisa Hicks (hicksli@collierschools.com)

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Our students achievement levels in reading as measured by the FSA was 4 points below when compared to SY19 vs SY18. In learning gains there was a decrease of 6 points. Progress monitoring in SY21 QB1, QB2, QB3 also decreased. In ELA QBA3 vs QBA1 in 9th grade, students dropped 4 points while in 10th grade, ELA QBA3 vs QBA1 dropped 11 points. ELL students in 9th grade students dropped 5 points and 10th grade students dropped 11 points when comparing QBA3 vs QBA1.

Measurable Outcome: By the end of the school year 2021-2022, achievement levels in ELA will increase 5% points as measured by the state FSA assessment.

Monitoring: Weekly review instructional alignment of standard based lesson plans
 Weekly Classroom observations look for
 Quarterly D-F reports
 Monthly Gradebook monitoring
 Quarterly QBA Progress Monitoring
 Monthly Read 180 and System 44 Progress Monitoring
 Weekly PLC meetings

Person responsible for monitoring outcome: Clara Calderon (caldercl@collierschools.com)

Evidence-based Strategy: *Quarterly Targeted job embedded professional development in the use of Read 180 / System 44 / USA Test Prep
 *Monthly PD in unpacking the standards and alignment of standard based instruction
 *Quarterly Data chats and progress monitoring with teachers and students
 *Monthly Data Dialogue analysis with teachers
 *Twice a month students tracking their own data through Academic Vital Statistics (AVS) in ELA block class. *Weekly collaborative planning led by instructional coaches and administrator. *Weekly Small group intervention

Rationale for Evidence-based Strategy: After reviewing the FSA and Quarterly Benchmark data, it was evident that our students struggled the most with vocabulary and comprehension.

Action Steps to Implement

1. Teachers will identify their lowest 25% students in each class period.
- 2.Resource Teacher, ELL Tutors and Academic Coach will provide small group support to lowest 25%.
4. Teachers will track student's weekly progress using Read 180 / System 44 to adjust skills based vocabulary and comprehension acquisition.
5. Increase use of spiral review through bell work

Person Responsible Lynn Saunders (saundl@collierschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Students in in-school and out of school suspension have gone down dramatically from the 2018 school year to the 2019 school year. We will continue to monitor the violent, property, and drug related incidents through Focus reports, LearnSafe, and SESIR reports. The school culture and environment will be monitored through Connect for Success, PBIS, building relationships with students, Panorama Survey results, and conducting focus groups.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Student Lighthouse Teams decorating walls with 7 Habit Theme

Student recognition for making gains: Visualizing success

Celebrate success through PBIS during Lunch

Leadership Starts With Me banners and posters in class and around campus

Drumline and Cheerleaders Welcome Back to School performance greeting on the first day of school

Video and playing song of the Alma Mater on the morning announcements

Creation of staff Lighthouse Team to share in the decision-making process

Hired a Parent Involvement Paraprofessional to develop a yearlong plan to increase communication and parent involvement

Thankful Thursday by admin team to support staff and acknowledge weekly appreciation

Continuous infusion of 7 Habits with morning news

Correlation of PRIDE acronym and 7 Habits

Continued use of CANVAS group for seniors: IHS Road to Graduation

Development of a CANVAS group for juniors, sophomores, and first-year students to maintain one more layer of access to them

Faculty Birthday Recognition, whole school and by departments

Individual recognition by coaches and administration

Faculty of the month recognition with Bennison Center gifts

Implementation of Connect for Success

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

- Principal
- APC
- APD
- AP's
- Instructional Leadership Team (department chairs)
- Teachers
- Students
- Staff
- Parents
- Community

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Social Studies				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	369-Technology-Related Rentals	0271 - Immokalee High School	Title, I Part A		\$1,000.00
<i>Notes: USA Test Prep online subscription</i>						
2	III.A.	Areas of Focus: Instructional Practice: Science				\$266,949.46
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	130-Other Certified Instructional Personnel	0271 - Immokalee High School	Title, I Part A	0.6	\$45,770.52
<i>Notes: Science Coach Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>						
	5100	130-Other Certified Instructional Personnel	0271 - Immokalee High School	Title, I Part A	1.4	\$137,724.41
<i>Notes: Science Resource Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>						

	5100	130-Other Certified Instructional Personnel	0271 - Immokalee High School	Title, I Part C	1.0	\$83,454.53
			<i>Notes: Science Migrant Resource Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
3	III.A.	Areas of Focus: Instructional Practice: Math				\$263,681.64
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	0271 - Immokalee High School	Title, I Part A	1.4	\$124,200.09
			<i>Notes: Math Resource Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
	6400	130-Other Certified Instructional Personnel	0271 - Immokalee High School	Title, I Part A	0.6	\$64,424.60
			<i>Notes: Math Coach Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
	5100	130-Other Certified Instructional Personnel	0271 - Immokalee High School	Title, I Part C	1.0	\$75,056.95
			<i>Notes: Migrant Math Resource Teacher Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
4	III.A.	Areas of Focus: Instructional Practice: ELA				\$640,400.57
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	150-Aides	0271 - Immokalee High School	Title, I Part A	3.9	\$135,790.22
			<i>Notes: Tutors Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
	6150	150-Aides	0271 - Immokalee High School	Title, I Part A	1.0	\$40,319.92
			<i>Notes: PI Assistant Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
	5100	130-Other Certified Instructional Personnel	0271 - Immokalee High School	Title, I Part A	0.5	\$29,837.28
			<i>Notes: Resource Teacher Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
	5100	510-Supplies	0271 - Immokalee High School	Title, I Part A		\$6,291.19
			<i>Notes: Classroom supplies</i>			
	5100	622-Audio Visual Materials Non-Capitalized	0271 - Immokalee High School	Title, I Part A		\$5,113.01
			<i>Notes: Posters</i>			
	6120	130-Other Certified Instructional Personnel	0271 - Immokalee High School	Title, I Part A		\$3,675.52
			<i>Notes: Pre-extension of Inst Leaders - Counselor</i>			

	6150	510-Supplies	0271 - Immokalee High School	Title, I Part A		\$640.00
			<i>Notes: PI Supplies</i>			
	6400	130-Other Certified Instructional Personnel	0271 - Immokalee High School	Title, I Part A		\$2,205.89
			<i>Notes: Pre-extension for coaches</i>			
	6400	330-Travel	0271 - Immokalee High School	Title, I Part A		\$4,004.96
			<i>Notes: Migrant Conference for Teachers (2)</i>			
	6400	310-Professional and Technical Services	0271 - Immokalee High School	Title, I Part A		\$6,000.00
			<i>Notes: LIM Consultant</i>			
	6400	510-Supplies	0271 - Immokalee High School	Title, I Part A		\$9,594.88
			<i>Notes: LIM Supplies</i>			
	7730	330-Travel	0271 - Immokalee High School	Title, I Part A		\$4,004.96
			<i>Notes: Migrant Conference for Administrators (2)</i>			
	7730	330-Travel	0271 - Immokalee High School	Title, I Part A		\$6,169.15
			<i>Notes: FASA Conference for Administrators (5)</i>			
	7800	790-Miscellaneous Expenses	0271 - Immokalee High School	Title, I Part A		\$7,390.83
			<i>Notes: After school Transportation</i>			
	6400	130-Other Certified Instructional Personnel	0271 - Immokalee High School	Title, I Part A	0.6	\$46,644.22
			<i>Notes: Reading Coach Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
	5100	130-Other Certified Instructional Personnel	0271 - Immokalee High School	Title, I Part A	0.4	\$31,096.15
			<i>Notes: Reading Resource Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
	6400	750-Other Personal Services	0271 - Immokalee High School	Title, I Part A		\$6,250.00
			<i>Notes: Guest Teachers</i>			
	5100	130-Other Certified Instructional Personnel	0271 - Immokalee High School	Title, I Part C	3.0	\$241,045.84
			<i>Notes: Migrant ELA Resource Teachers Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
	5100	150-Aides	0271 - Immokalee High School	Title, I Part C	0.5	\$17,512.60

			<i>Notes: Migrant Tutor Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
	5900	750-Other Personal Services	0271 - Immokalee High School	Title, I Part C		\$29,517.60
			<i>Notes: Earn and Learn</i>			
	5900	390-Other Purchased Services	0271 - Immokalee High School	Title, I Part C		\$990.00
			<i>Notes: Earn and Learn Finger Printing</i>			
	6150	390-Other Purchased Services	0271 - Immokalee High School	Title, I Part A		\$4,255.00
			<i>Notes: PI Printing Services</i>			
	6150	510-Supplies	0271 - Immokalee High School	Title, I Part A		\$2,051.35
			<i>Notes: PI Supplies</i>			
					Total:	\$1,172,031.67