Immokalee High School

2022-23 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: 7/1/2017

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (49%) 2018-19: C (44%) 2017-18: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

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SIP Authority

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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. 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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Calderon, Clara	Principal	As Principal, Ms. Clara Calderon's focus is on student achievement. Through strategic delegation of responsibilities, each Assistant Principal (Dan Boddison, Christie Kolstedt, Destini Voorhees and Kristine Calcara) is assigned an instructional content area team to monitor professional learning, collaborative planning, and track student progress. In sharing the responsibility for attending designated weekly team professional learning communities (PLC) meetings, Assistant Principals ensure instructional staff follow 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. 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 Monica Medina), instructional coaches for ELA (Lyn Saunders and Athena Jackson), Science (Jessica Cook), and Math (Marilyn Sanders) to address concerns about students meeting grade-level expectations and share on the decision making for interventions and remediation. 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. 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. 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. The leadership team also facilitates the process of building consensus, increasing infrastructure, and making decisions about supportive 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 is tracked as a comparison to school-wide goals to confirm progress towards achieving set goals. As a Leader in Me School, the team regularly meets to review progress of school initiatives undertaken by Lighthouse Teams consisting of teachers and students.

Name	Position Title	Job Duties and Responsibilities
Boddison, Daniel	Assistant Principal	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, meeting with teachers to discuss student data, working with student, providing professional development, and any other current needs of the departments.
Kolstedt, Christie	Assistant Principal	As Assistant Principal with Curriculum and Instruction at Immokalee High School I work with the Math 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.
Voorhees, Destini	Assistant Principal	As Assistant Principal of Attendance and Discipline at Immokalee High School I am currently over the Biology, ESE Inclusion, and MC department. My responsibilities include all aspects of logistics, safety and security, all drills, facility issues, key and radio inventory, transportation, classroom observations, clinic supervision, attendance in general and other duties as assigned
Calcara, Kristine	Assistant Principal	As Assistant Principal with Attendance and Discipline at Immokalee High School, I am currently over the Science department. 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
Saturday 7/1/2017, Dan Boddison

Number of teachers with a 2022 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.*
2

Number of teachers with a 2022 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.*
26

Total number of teacher positions allocated to the school
83

Total number of students enrolled at the school
2,058

Identify the number of instructional staff who left the school during the 2021-22 school year.
14

Identify the number of instructional staff who joined the school during the 2022-23 school year.
17

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	582	507	575	394	2058
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	138	130	154	85	507
One or more suspensions	0	0	0	0	0	0	0	0	0	297	188	113	47	645
Course failure in ELA	0	0	0	0	0	0	0	0	0	15	96	150	43	304
Course failure in Math	0	0	0	0	0	0	0	0	0	23	125	120	25	293
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	283	219	297	123	922
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	102	107	167	47	423
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	98	154	211	64	527

Using current year data, complete the table below with the number of students identified as being "retained.":

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	39	1	40
Students retained two or more times	0	0	0	0	0	0	0	0	0	8	8	6	8	30

Date this data was collected or last updated
Friday 8/19/2022

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	536	587	506	323	1952
Attendance below 90 percent	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	2	0	0	2
Course failure in ELA	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	31	193	145	75	444
Level 1 on 2019 statewide FSA ELA assessment	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	129	237	215	78	659
Number of students with a substantial reading deficiency	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	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	1	0	14	78	93
Students retained two or more times	0	0	0	0	0	0	0	0	0	9	2	12	0	23

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	536	587	506	323	1952
Attendance below 90 percent	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	2	0	0	2
Course failure in ELA	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	31	193	145	75	444
Level 1 on 2019 statewide FSA ELA assessment	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	129	237	215	78	659
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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	
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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	1	0	14	78	93
Students retained two or more times	0	0	0	0	0	0	0	0	0	9	2	12	0	23

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	33%	54%	51%				31%	59%	56%
ELA Learning Gains	42%						36%	52%	51%
ELA Lowest 25th Percentile	30%						31%	41%	42%
Math Achievement	29%	35%	38%				28%	58%	51%
Math Learning Gains	41%						32%	44%	48%
Math Lowest 25th Percentile	55%						39%	46%	45%
Science Achievement	52%	51%	40%				42%	72%	68%
Social Studies Achievement	50%	47%	48%				59%	76%	73%

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

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
2022					
2019	40%	68%	-28%	67%	-27%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	62%	72%	-10%	70%	-8%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	21%	67%	-46%	61%	-40%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	31%	59%	-28%	57%	-26%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	12	29	27	18	37	45	27	22		84	55
ELL	10	29	24	21	36	53	27	26		79	67
BLK	24	37	23	17	39	57	46	43		91	74
HSP	35	43	31	31	41	56	53	52		89	71
WHT	42	39		41	38		65				
FRL	33	42	31	29	40	55	52	50		90	72
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

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
HSP	33	42	33	34	35	41	43	51		87	63
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	47
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	28
Total Points Earned for the Federal Index	522
Total Components for the Federal Index	11
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

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%	0

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%	0

Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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%	0

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%	0

White Students	
Federal Index - White Students	45
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Trends that emerge: Social Science and Science proficiency are trending upward with a 1% increase in Social Science and 11% increase in Science. Math proficiency is trending downward by 2% and ELA proficiency is stagnant at 33%. We are also seeing our ELL and SWD students below 41% in the federal index.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the state assessment, our biggest drops were in our lowest 25% reading gains that decreased by 8% and overall math proficiency that dropped by 2%. We also saw and overall drop in proficiency for our ELL and SWD students.

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

Low scores in overall reading and math proficiency. Lack of SWD and ELL support in Science and Social Science classrooms. Strategically schedule ELL tutors into classrooms that have a high need of ELL support. Schedule ELL students with bilingual teachers when possible.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our Science proficiency increased by 11% points and our lowest 25% Math and overall Math gains increased by 7% and 16%.

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

Science: strong common planning team, Science coach pushing in to support teachers, Science Coach working with bubble students, strong team culture. Math: introduction of common planning, Math Coach and Resource Teacher pushing into classrooms as well as working with small groups.

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

Scheduling of bubble students in Math and ELA into highly effective teachers classrooms. Scheduling of inclusion teachers and ELL tutors into Science and Social Studies classrooms. Reading Coaches working with the Science and Social Studies department. Reading Coaches working with teachers assigned bubble students and pulling out students when needed. The math department will be using spiral reviews daily, conducting individual data chats, and provide professional development to ESE inclusion teachers. Provide support and professional development to ELA and Math teachers on the new standards.

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.

Professional development for teachers, inclusion teachers, and tutors in the co-teaching model and best practices. Professional development scheduled on a bi-weekly basis on highly effective instructional practices. Common planning groups assigned as model PLC's for others to observe. New teachers are assigned a mentor and will have the opportunity to observe highly effective teachers as well as attend monthly professional development trainings.

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

Addition of new Reading Coach, Math Coach, Math resource teacher, ELL Resource teacher, and ESE Program Specialist. Continue the system and structure of math common planning, continue to utilize common formative assessments and data analysis, and to continue the daily use of spiral reviews.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on our ESSA data, students with disabilities is currently at 36%, well below the needed 42% to be at the required level.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By the end of the 2022-2023 school year, students with disabilities will increase 6% points as measured by the state assessments.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Weekly PLC meetings Weekly checking of lesson plans Classroom observations Gradebook monitoring D/F reports Progress Monitoring assessments Quarterly Benchmark assessments
Person responsible for monitoring outcome:	Clara Calderon (caldercl@collierschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	ESE inclusion teachers scheduled into Biology and US History classes PD for core teacher and inclusion teacher on the co-teaching model Monthly check-in with teachers on the co-teaching model Core teachers and inclusion teachers common planning Small group intervention One-to-one intervention Monthly data review on common assessments Data review with teachers of progress monitoring tool and quarterly benchmark assessments
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	After reviewing previous years state assessment and quarterly benchmark data, it was evident our students with disabilities struggled without the use of small group instruction and needed help in all core areas.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will identify their ESE students and know their accommodation needed
Teachers will work with their inclusion teachers to lesson plan together
Teachers will be trained in the best co-teaching models and select one that works best for them

Person Responsible	Daniel Boddison (boddisda@collierschools.com)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the SY22 EOC, our proficiency scores were at a 29%. This was a 2% decrease from the EOC in SY21.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of the 2022-2023 school year, our students will increase 3% points on the Math EOC test.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Weekly review instructional alignment of standard based lesson plans Bi-Weekly Classroom observations Quarterly D-F reports Monthly Gradebook monitoring Quarterly Benchmark assessment review Common Formative assessment review Weekly PLC meeting
Person responsible for monitoring outcome:	Christie Kolstedt (kolstc@collierschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Bubble students will be scheduled into our most highly effective teachers Professional development for best instructional strategies for bubble students Unpacking of standards professional development to know the rigor of each standard Small group instruction One-to-one instruction Math Coach pushing into classrooms
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	After reviewing last years state assessment and quarterly benchmark assessments, it was evident our students were making the necessary learning gains, however the overall proficiency in Math decreased by 2% points.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will unpack the new B.E.S.T Standards in common planning to create lessons and common formative assessments.
Teachers will attend weekly common planning sessions.
Teachers will be provided professional development opportunities in unpacking of standards.
Teachers will know their students and who are the bubble kids.
Math coach will conduct coaching cycles with teachers in need.
All math teachers will have an opportunity to participate in instructional rounds.

Person Responsible	Marilyn Sanders (sandem5@collierschools.com)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on last years FSA ELA assessment, our proficiency scores are stagnant at 33%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By the end of the 2022-2023 school year, our students will increase 3% points on the ELA state progress monitoring assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Weekly review instructional alignment of standard based lesson plans Weekly Classroom observations Quarterly D-F reports Monthly Gradebook monitoring Quarterly Benchmark assessment review Progress Monitoring assessment review Monthly Read 180 and System 44 Progress Monitoring Weekly PLC meeting
Person responsible for monitoring outcome:	Daniel Boddison (boddisda@collierschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Bubble students will be scheduled into our most highly effective teachers Professional development for best instructional strategies for bubble students Unpacking of standards professional development to know the rigor of each standard Small group instruction One-to-one instruction Reading Coach pushing into classrooms
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	After reviewing last years state assessment and quarterly benchmark assessments, it was evident our students were making the necessary learning gains to increase their overall proficiency in ELA.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will identify their bubble students
Teachers will attend professional development on best instructional strategies for bubble students
Teacher will attend professional development on the unpacking on the ELA standards
Teachers will implement small group instruction

Person Responsible	Lynn Saunders (saundl@collierschools.com)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Culture Goal-By the end of the school year 2023, 25% of Immokalee High students and staff will have participated in at least one school activity, club, or leadership day.

Student Lighthouse Team elective building leadership throughout our school

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

Lighthouse Team and Acton Teams to support school wide culture initiatives

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 and ELA classrooms

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 new Connect for Success 2.0

Pep Rallys

Themed School Days

Shout Outs in our Weekly Announcements for staff to recognize each other

"Drop in the Bucket" -Teachers recognizing each other

Character Spears

Incentives-attendance, grades, improvement

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

The Principal sets the school wide culture goal/vision and puts staff into positions to monitor its progress. Administration, staff and students form the PBIS and Leader in Me groups to celebrate accomplishments and plan on campus activities such as homecoming, Hispanic Heritage Month, Black History Month etc. Teachers participate as club sponsors for all the varying organizations on campus including athletics. To promote student leadership, Student Government Association form part of the School Advisory Council meetings and provide input as part of the voting group. On a monthly basis, parents are invited to attend workshops address concerns about attendance, bullying, college preparedness, grades, access to school information and how to become a volunteer at school. Our goal is to provide a positive environment so all feel welcomed and valued.