Collier County Public Schools

New Beginnings Immokalee

2020-21 Schoolwide Improvement Plan

Table of Contents

New Beginnings Immokalee

800 IMMOKALEE DR, Immokalee, FL 34142

[no web address on file]

Demographics

Principal: Brent Klein

Start Date for this Principal: 7/2/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 2-8
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* 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.

Table of Contents

New Beginnings Immokalee

800 IMMOKALEE DR, Immokalee, FL 34142

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School 2-8	Yes	%

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

School Grades History

Year

Grade

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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.

The goal of New Beginnings is to provide an alternative route for students that have not been successful in the traditional school setting, primarily for disciplinary reasons. They have challenging home lives and we strive to provide the support and structure that they need to be successful in their zones schools when they return. Students are encouraged to reclaim responsibility and become active participants in their educational experience.

Provide the school's vision statement.

All students will complete school prepared for ongoing learning, as well as community and global responsibilities.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Janssen, Cynthia	Principal	Dr. Janssen monitors the Assistant Principals and handles all staff hiring for the two New Beginnings sites. She delegates the leadership team's duties and manages the finances. She reports to the district and ensures that New Beginnings is in compliance with all state and district requirements. She does an evaluation on each staff member. Dr. Janssen ensures that her three assistant principals are up to date with program and district information by holding weekly debriefs, along with leadership team meetings bi-weekly will all of the lead teachers and key people in leadership roles.
Cox, Dan	Assistant Principal	Dr. Daniel Cox serves as the on site leader for New Beginnings Immokalee. He completes the evaluations, and monitors the data for this program. He serves in both the curriculum and instruction role and attendance and discipline role. He is responsible for the textbook orders, instructional supplies and laptops, and the facilities. He compiles the school improvement plan, and gathers information from the other sites. He supervises the testing coordinator for the Immokalee New Beginnings program.

Demographic Information

Principal start date
Monday 7/2/2012, Brent Klein

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.*

0

Total number of teacher positions allocated to the school

4

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 2-8
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	1	2	3	4	13	9	0	0	0	0	32
Attendance below 90 percent	0	0	0	0	1	1	1	5	1	0	0	0	0	9
One or more suspensions	0	0	0	1	1	3	1	8	4	0	0	0	0	18
Course failure in ELA	0	0	0	0	0	0	0	0	4	0	0	0	0	4
Course failure in Math	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	2	2	7	4	0	0	0	0	16
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	3	1	5	3	0	0	0	0	13

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	1	3	1	5	3	0	0	0	0	13

The number of students identified as retainees:

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

Date this data was collected or last updated

Monday 8/17/2020

Prior Year - As Reported

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	1	1	6	8	9	8	0	0	0	0	33
Attendance below 90 percent	0	0	0	1	0	2	3	5	6	0	0	0	0	17
One or more suspensions	0	0	0	1	1	5	14	16	12	0	0	0	0	49
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	1	0	2	5	0	5	0	0	0	0	13

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	1	0	2	6	5	7	0	0	0	0	21

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	1	0	2	0	0	3	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - 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	1	1	6	8	9	8	0	0	0	0	33
Attendance below 90 percent	0	0	0	1	0	2	3	5	6	0	0	0	0	17
One or more suspensions	0	0	0	1	1	5	14	16	12	0	0	0	0	49
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	1	0	2	5	0	5	0	0	0	0	13

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	1	0	2	6	5	7	0	0	0	0	21

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	1	0	2	0	0	3	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	2	1	0	0	0	0	3

Part II: Needs Assessment/Analysis

School Data
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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	59%	61%	0%	60%	57%
ELA Learning Gains	0%	61%	59%	0%	55%	57%
ELA Lowest 25th Percentile	0%	63%	54%	0%	54%	51%
Math Achievement	0%	66%	62%	0%	63%	58%
Math Learning Gains	0%	61%	59%	0%	65%	56%
Math Lowest 25th Percentile	0%	58%	52%	0%	58%	50%
Science Achievement	0%	46%	56%	0%	68%	53%
Social Studies Achievement	0%	83%	78%	0%	79%	75%

Indicator	Grade Level (prior year reported)							Total
	2	**3**	**4**	**5**	**6**	**7**	**8**	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

EWS Indicators as Input Earlier in the Survey

Grade Level Data
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**
03	2019					
	2018	0%	59%	-59%	57%	-57%
Cohort Comparison						
04	2019	0%	58%	-58%	58%	-58%
	2018	0%	60%	-60%	56%	-56%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2019	0%	60%	-60%	56%	-56%
	2018	0%	59%	-59%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2019	0%	56%	-56%	54%	-54%
	2018	7%	56%	-49%	52%	-45%
Same Grade Comparison		-7%				
Cohort Comparison		0%				
07	2019	6%	55%	-49%	52%	-46%
	2018	36%	54%	-18%	51%	-15%
Same Grade Comparison		-30%				
Cohort Comparison		-1%				
08	2019	0%	58%	-58%	56%	-56%
	2018	0%	63%	-63%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison		-36%				

MATH							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	0%	68%	-68%	62%	-62%
	2018	0%	67%	-67%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	0%	65%	-65%	64%	-64%
	2018	0%	67%	-67%	62%	-62%
Same Grade Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
05	2019	8%	67%	-59%	60%	-52%
	2018	0%	68%	-68%	61%	-61%
Same Grade Comparison		8%				
Cohort Comparison		8%				
06	2019	0%	61%	-61%	55%	-55%
	2018	0%	62%	-62%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	18%	66%	-48%	54%	-36%
	2018	30%	67%	-37%	54%	-24%
Same Grade Comparison		-12%				
Cohort Comparison		18%				
08	2019	0%	36%	-36%	46%	-46%
	2018	0%	43%	-43%	45%	-45%
Same Grade Comparison		0%				
Cohort Comparison		-30%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	17%	56%	-39%	53%	-36%
	2018	0%	58%	-58%	55%	-55%
Same Grade Comparison		17%				
Cohort Comparison						
08	2019	0%	52%	-52%	48%	-48%
	2018	0%	56%	-56%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	13%	72%	-59%	71%	-58%
2018	42%	70%	-28%	71%	-29%
Compare		-29%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

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
HSP				33							
FRL	18	40		33	50						

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

2017 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 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	31
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	157
Total Components for the Federal Index	5

ESSA Federal Index	
Percent Tested	94%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	33
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

In an examination of our grade level data our biggest concern was our 8th grade cohort which saw an five point decline in ELA scores from 63% in SY18 to 58% in SY19. Grades 3-7 showed minimal loss or gains (one point) or the same scores in ELA FSA scores. Our Hispanic Students Subgroup is currently below 41% for 2019 at 33%. Students come to New Beginnings academically behind their classes. Contributing factors include the struggles of ELA teachers adjusting to Read 180. We had a number of ELL students with no tutor support which has been remedied in 2020-2021 school year.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our seventh grade math showed the greatest decline from SY18 which was at 30% and dropped to 18% in SY19. Contributing factors include a new teacher in their first year of teaching at the Elementary level.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Seventh grade math and eighth grade reading had the greatest gap when compared to the state average, however, all grades struggle with meeting the state average. New Beginnings students have gaps in achievement that can be attributed to their disciplinary infractions. They have missed a great deal of instruction due to absences and suspensions. These missed days of instruction have led to the achievement gap in this disciplinary program.

Which data component showed the most improvement? What new actions did your school take in this area?

Third and fourth grade reading both increased minimally. The 7th
grade teacher in Civics is a veteran teacher who saw gains of 4% from SY18 to SY19. Fifth grade
math and science increased by 2% and 3%. This teacher taught both classes and is also
experienced. Most of the students have been enrolled in this structured program for two years, and
the teachers have supported the behavior modification strategies. This leads to success in the
elementary classes.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Alternative Schools falls below the 41% mark in two sub-groups areas. In EWS we had a total of 32
students. Of those 32 students 18 had one or more suspensions, 16 scored at Level one in ELA FSA,
13 at Level One for Math FSA, and a total of 13 students had two or more indicators.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Continue to improve Read 180 strategies.
2. Continue to use Aleks in Math.
3. Use Prep Works which had not been properly utilized in two previous years.
4. Continue Social Emotional Learning Initiatives
5. Improve our mentoring initiative utilizing connection coaching across all programs

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Seventh Grade Math. Scores dropped 11 points from 2018 and NBI is significantly behind district average. Increasing the math pass rate so that 41% of all sub-groups meet expectations is a focus in New Beginnings because even though we are an Alternative School Program with a rolling enrollment, last year's younger students struggled in math. This is common the first year that they are with us. They have missed a great deal of school largely because of discipline reasons, and they need some of the content gaps filled in. We individualize and differentiate to fill in those missing pieces. Our focus is to increase proficiency in mathematical practices for all sub-goups.
Measurable Outcome:	The percent of students will increase by 10% for Math FSA examinations. If 100% of the teachers adhere to the district curriculum/pacing guides while monitoring student progress and providing differentiated support, then overall proficiency on the Math FSA will meet the minimum of 41% for all sub-groups, by the end of the school year, as none of them meet that now. .
Person responsible for monitoring outcome:	Dan Cox (coxda@collierschools.com)
Evidence-based Strategy:	Use Aleks program to determine student needs and remediation. Pre and post data from chapter/unit tests and Aleks program. QB1 and QB2 will be introduced this year in Alt Schools.
Rationale for Evidence-based Strategy:	If student work is properly aligned to grade level standards, students will be better prepared to demonstrate growth on QB1, QB2, statewide assessments. Increase the use of Aleks and other district provided math programs. Utilize the new math texts issued by the district.

Action Steps to Implement

1. Pre-test the incoming 7th graders to determine what standards
they lack from the 6th grade math program.
2. Fill in the gaps where needed with each individual student.
3. Group the students and work with them on these standards.
4. Utilize the assistants as tutors to increase coverage.
5. Consistently check for gains and remediate where needed.

Person Responsible	Dan Cox (coxda@collierschools.com)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	The New Beginnings middle school students will return to their zoned middle schools in the seventh or eighth grade. In most cases they are below grade level in reading. If they experience more than one year's reading gains in New Beginnings, they will experience academic success, which will lead to a better sense of belonging upon return to their home schools. Their behaviors are what sent them to New Beginnings, which affected their attendance and missed instruction. If they are experiencing academic success, studies show that their attendance will improve and discipline issues will decrease. The goal is for each student to return to their home schools reading on grade level.
Measurable Outcome:	The percent of students will increase by 10% from in both Math and ELA FSA examinations. We are focusing on reading in both the elementary and middle grades. Our goal is to increase the outcomes in reading for those students. We can monitor this with iReady for the elementary students and Read 180 for the middle school. If 100% of the teachers adhere to the district curriculum/pacing guides while monitoring student progress and providing differentiated support, then overall proficiency on the Reading FSA will meet the minimum of 41% for all sub-groups, by the end of the school year, as none of them meet that now.
Person responsible for monitoring outcome:	Dan Cox (coxda@collierschools.com)
Evidence-based Strategy:	Use Read 180/System 44 programs to determine student needs and remediation. Examine pre and post data from chapter/unit tests and Read 180/System 44 program. QB1 and QB2 will be introduced this year in Alt Schools.
Rationale for Evidence-based Strategy:	If student work is properly aligned to grade level standards, students will be better prepared to demonstrate growth on QB1, QB2, statewide assessments. Students who can read for information will do better in all classes, and while literary study of theme and purpose are valuable, it does not carry over to other academic classes. The larger percentage of all standardized tests covers non-fiction essays and informational text. Other content area teachers should be active participants in this process. Special attention should be paid to the sub-groups so they gain cultural literacy and are able to build background knowledge that will support them in vocabulary study and comprehension.

Action Steps to Implement

Review of student data from pre-assessments and post assessments with teachers in PLC's. Remediation as needed with Read 180/System 44. The reading coach will give the science teacher and social studies teacher
specific strategies. Teachers will track reading progress on these strategies while the reading coach will remediate where needed.

Person Responsible	Dan Cox (coxda@collierschools.com)

Review of student data from pre-assessments and post assessments with teachers in PLC's. Remediation as needed with Read 180/System 44.

Person Responsible	Dan Cox (coxda@collierschools.com)

#3. ESSA Subgroup specifically relating to Hispanic	
Area of Focus Description and Rationale:	Hispanic ESSA subgroup scored at 33% on FSA ELA and Math EOC's which is below the 41% index. This was our lowest scoring subgroup.
Measurable Outcome:	The percent of Hispanic student's FSA scores will increase by 10% in both Math and ELA FSA examinations. If 100% of the teachers adhere to the district curriculum/pacing guides while monitoring student progress and providing differentiated support, then overall proficiency on the Reading FSA will meet the minimum of 41% for all sub-groups, by the end of the school year.
Person responsible for monitoring outcome:	Dan Cox (coxda@collierschools.com)
Evidence-based Strategy:	Use Aleks and Read 180/System 44 programs to determine student needs and remediation. Pre and post data from chapter/unit tests along with Aleks and Read 180/System 44 programs. Qb1 and QB2 data results.
Rationale for Evidence-based Strategy:	If student work is aligned to grade level standards students will be better prepared to demonstrate growth on FSA exams.

Action Steps to Implement

Review of student data from pre/post assessments with grade level Math and ELA teachers. Remediation as needed by Aleks, Read 180/System 44.

Person Responsible	Dan Cox (coxda@collierschools.com)

#4. ESSA Subgroup specifically relating to Economically Disadvantaged	
Area of Focus Description and Rationale:	Economically Disadvantaged ESSA subgroup scored at 35% which is below the 41% index. This was our second lowest scoring subgroup
Measurable Outcome:	The percent of Economically Disadvantaged students will increase by 10% from in both Math and ELA FSA examinations. If 100% of the teachers adhere to the district curriculum/ pacing guides while monitoring student progress and providing differentiated support, then overall proficiency on the Reading FSA will meet the minimum of 41% for all sub-groups.
Person responsible for monitoring outcome:	Dan Cox (coxda@collierschools.com)
Evidence-based Strategy:	Use Aleks and Read 180/System 44 programs to determine student needs and remediation. Pre and post data from chapter/unit tests along with Aleks and Read 180/System 44 programs. Qb1 and QB2 data results.
Rationale for Evidence-based Strategy:	If student work is aligned to grade level standards students will be better prepared to demonstrate growth on FSA exams.

Action Steps to Implement

Review of student data from pre/post assessments with grade level Math and ELA teachers. Remediation as needed by Aleks, Read 180/System 44.

Person Responsible	Dan Cox (coxda@collierschools.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Alternative schools have been given the opportunity to pilot a SEL initiative in both New Beginnings and Phoenix. We are monitoring the daily program closely to see the overall affect. We will gauge it's success by program evaluation along with Panorama data at the end of the year.

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 ensuring all stakeholders are involved.

New Beginnings students have not experienced success in school, hence why they are sent to an Alternative School Program. Their parents are not proud of them being enrolled in New Beginnings, so they are frequently as disenfranchised with school as their students. We work very hard to get them re-involved with their children's education. We required them to come to an orientation so that they will walk the building, see the many positive pictures and awards showcased on the walls. We want them to envision their child's face in those pictures. We have monthly promotion ceremonies that publicly celebrate student accomplishments, attended by parents, the Marine Corps league, and staff members. We make many phone calls home advocating for their children. In many cases, we are asking that they take their children back into their lives, as we demonstrate their academic achievements. Parents can now see their students as productive members of the family. Our teachers and staff are the reason that our students achieve success, earn passing grades, modify their behavior, and become citizens of the community. On that day, our parents are very proud of their students and their having attended New Beginnings. We work to repair the rifts in a family, and open up opportunities for students who would have had little interest in school

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math				$225.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6150	510-Supplies	9007 - New Beginnings Immokalee	Title, I Part A		$225.00
2	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$24,435.64**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		130-Other Certified Instructional Personnel	9007 - New Beginnings Immokalee	Title, I Part A	0.02	$16,301.94
	5100	120-Classroom Teachers	9007 - New Beginnings Immokalee	Title, I Part A		$5,704.42
	5100	150-Aides	9007 - New Beginnings Immokalee	Title, I Part A		$2,229.19

	7800	790-Miscellaneous Expenses	9007 - New Beginnings Immokalee	Title, I Part A		$200.09
3	**III.A.**	**Areas of Focus: ESSA Subgroup: Hispanic**				**$0.00**
4	**III.A.**	**Areas of Focus: ESSA Subgroup: Economically Disadvantaged**				**$0.00**
					Total:	**$24,660.64**