New Beginnings Immokalee

leadership
analysis
students
Florida
college and career
mission
school improvement
family and community involvement
striving
achievement
ambitious
teaching
relationships
success
areas of focus
instruction
strategic planning
collaboration
vision
learning
supportive environment
resources
growth
needs assessment

2021-22 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: 7/15/2012

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
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)	Hispanic Students* Economically Disadvantaged Students*
School Grades History	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
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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New Beginnings Immokalee

800 IMMOKALEE DR, Immokalee, FL 34142

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School 2-8	No	%

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

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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.

The goal of New Beginnings is to provide an alternative route for students who 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	Position Title	Job Duties and Responsibilities
Janssen, Cynthia	Principal	Dr. Janssen monitors the alternative school assistant principals and oversees all staff hiring for the two New Beginnings sites. She reports to the district and ensures that New Beginnings is in compliance with all state and district requirements. She evaluates each staff member, delegates the leadership team's duties, and manages the finances. 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 with all lead teachers and key people in leadership roles.
Burton, Eugenia	Assistant Principal	Eugenia Burton serves as the on-site leader for New Beginnings Immokalee, serving in both the curriculum and instruction role and attendance and discipline role. She completes staff evaluations, supervises the testing coordinator, monitors the data for the program, completes textbook orders, facilitates the distribution of instructional supplies and laptops, and oversees the facilities. Mrs. Burton also facilitates bi-weekly student of concern meetings and completes monthly threat assessment documentation.

Demographic Information

Principal start date
Sunday 7/15/2012, 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.*
1

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.*

1

Total number of teacher positions allocated to the school

6

Total number of students enrolled at the school

28

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

0

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

0

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	1	2	3	7	5	10	0	0	0	0	28
Attendance below 90 percent	0	0	0	1	0	2	3	4	7	0	0	0	0	17
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	1	0	0	0	3	5	0	0	0	0	9
Course failure in Math	0	0	0	1	0	0	0	1	5	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	2	4	2	6	0	0	0	0	15
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	2	6	3	5	0	0	0	0	17
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	2	4	8	0	0	0	0	16

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	0	
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

Date this data was collected or last updated

Monday 8/23/2021

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	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	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	1	3	1	5	3	0	0	0	0	13

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	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	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	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	1	3	1	5	3	0	0	0	0	13

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	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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					59%	61%		56%	60%
ELA Learning Gains					61%	59%		58%	57%
ELA Lowest 25th Percentile					63%	54%		49%	52%
Math Achievement					66%	62%		65%	61%
Math Learning Gains					61%	59%		63%	58%
Math Lowest 25th Percentile					58%	52%		59%	52%
Science Achievement					46%	56%		62%	57%
Social Studies Achievement					83%	78%		86%	77%

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
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019	0%	58%	-58%	58%	-58%
Cohort Comparison		0%				
05	2021					
	2019	0%	60%	-60%	56%	-56%
Cohort Comparison		0%				
06	2021					
	2019	0%	56%	-56%	54%	-54%
Cohort Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	6%	55%	-49%	52%	-46%
Cohort Comparison		0%				
08	2021					
	2019	0%	58%	-58%	56%	-56%
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	68%	-68%	62%	-62%
Cohort Comparison						
04	2021					
	2019	0%	65%	-65%	64%	-64%
Cohort Comparison		0%				
05	2021					
	2019	8%	67%	-59%	60%	-52%
Cohort Comparison		0%				
06	2021					
	2019	0%	61%	-61%	55%	-55%
Cohort Comparison		-8%				
07	2021					
	2019	18%	66%	-48%	54%	-36%
Cohort Comparison		0%				
08	2021					
	2019	0%	36%	-36%	46%	-46%
Cohort Comparison		-18%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	17%	56%	-39%	53%	-36%
Cohort Comparison						
08	2021					
	2019	0%	52%	-52%	48%	-48%
Cohort Comparison		-17%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	13%	72%	-59%	71%	-58%
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

District created quarterly benchmark assessments are used to monitor student progress in core content areas.

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	3/33%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	2/50%
	English Language Learners	0	0	3/33%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	3/33%	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	3/33%	0	0
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	3/67%	3/33%
	Economically Disadvantaged	0	1/100%	0
	Students With Disabilities	0	0	0
	English Language Learners	0	2/100%	2/50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	3/33%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	2/50%

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	6/33%	9/22%	14/29%
	Economically Disadvantaged	4/25%	6/33%	8/13%
	Students With Disabilities	0	0	0
	English Language Learners	6/33%	9/22%	13/31%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9/11%	11/36%	11/27%
	Economically Disadvantaged	0	7/43%	6/33%
	Students With Disabilities	0	0	0
	English Language Learners	9/11%	11/36%	11/27%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	9/44%	9/44%	14/29%
	Economically Disadvantaged	5/40%	5/40%	9/22%
	Students With Disabilities	2/50%	2/50%	3/33%
	English Language Learners	9/44%	9/44%	14/29%

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	4/75%	4/100%	4/25%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	4/75%	4/100%	4/25%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	4/25%	3/67%	3/67%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	4/25%	3/67%	3/67%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	4/25%	4/50%	4/50%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	4/25%	4/50%	4/50%

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
HSP	29	60		25	71						
FRL	33	56		29	60						
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

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	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	177
Total Components for the Federal Index	4
Percent Tested	99%

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%	
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%	
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%	
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	46
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	
White Students Subgroup Below 41% in the Current Year?	N/A
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?

With the exception of 8th grade math/Algebra, students in all grade levels and within all subgroups scored below district averages in all content areas. Every Student Succeeds Act (ESSA) data shows that two subgroups are below the 41% threshold with Hispanic at 33% and Economically Needy at 35%. The majority our total enrollment are included in these two subgroups as well (Hispanic 76%, Economically Needy 95%). Eighth grade math scores were above the district average with all students (3/math, 1/Algebra) scoring a 3 or higher. Data shows an increase in proficiency scores from FY19 to FY21 in 7th ELA, 8th ELA, Civics, and 5th Math.

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

FSA data indicates that reading proficiency is an area of need for improvement across all grade levels, with 20% of students in grades 3 through 8 demonstrating proficiency. Math proficiency is another are for need for improvement across all grade levels, with 26% of students in grades 3 through 8 demonstrating proficiency in math. The two ESSA subgroups (Hispanic, Economically Needy) are representative of overall data with the majority of our students in both subgroups scoring at a level 1 or 2 on FSA ELA and FSA Math.

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

Student and teacher absences due to pandemic related issues contributed to the need for improvement. Another contributing factor is that our data reflects a disenfranchised population of students who have been enrolled in New Beginnings because they have not experienced success in their previous school. Instruction focused on assessed standards as well as emphasis on students' social and emotional well-being and positive behavior support will support improvement.

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

Data shows the most improvement in 7th (increase of 13% proficient) and 8th (increase of 10% proficient) grade ELA and Civics (increase of 23% proficient).

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

Consistency in staff and instructional strategies from FY19 to FY21 along with pull out and push in support from a reading resource teacher contributed to improvement in ELA. Planning and instruction focused on assessed standards combined with the use of district digital resource (PrepWorks) contributed to improvement in Civics.

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

Increased use of digital resources (Read 180/Aleks), focus on assessed standards, instructional strategy support from our literacy coach, and push in/pull out support from our reading resource teacher will need to be implemented to accelerate learning.

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 will be provided to teachers in social and emotional learning through the implementation of "Connect for Success", teacher leaders will provide PD to their peers through shared best practices during PLC meetings, our literacy coach will provide support to our teachers on the implementation of reading instructional strategies in core content areas.

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

Instructional staff will continue to participate in professional development provided through the district specific to the content area that they teach.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	FSA data indicates that reading proficiency is an area of need for improvement across all grade levels, with fewer than 20% of students in grades 3 through 8 demonstrating proficiency. Increased overall ELA performance for students at both the elementary and middle school will help New Beginnings Immokalee (NBI) students achieve greater success in all subjects and in all aspects of their education. Further, studies show that academic success impacts positively both behavior and attendance. Therefore, NBI students who improve their reading achievement have a greater opportunity of success when they transition back to their home schools after completing the NBI program.
Measurable Outcome:	New Beginnings Immokalee will increase ELA proficiency by 3%, as evidenced by FY22 Florida Standards Assessments (FSA) by implementing a school-wide intentional focus on benchmark/standard-aligned instruction.
Monitoring:	Success will be monitored continuously throughout the year by analyzing student performance on iReady (elementary) and Read 180 (middle school) assessments, as well as analyzing student performance on Quarterly Benchmark Assessments.
Person responsible for monitoring outcome:	Eugenia Burton (burtoneu@collierschools.com)
Evidence-based Strategy:	Both reading programs, iReady and Read 180, must be implemented with fidelity and used to drive differentiated instruction. The focus in all courses will be on reading for information, teaching reading strategies in content courses, and embedding response to text writing in all core classes. By the end of the school year we expect that 75% of our middle school students will meet their lexile growth goal in Read 180/iReady.
Rationale for Evidence-based Strategy:	Students who can read for information will do better in all classes and on standardized assessments due to the larger percentage of non-fiction essays and informational text found on these assessments. Further, the focus and strategy makes all content teachers active participants in each student's reading development.

Action Steps to Implement

Read 180 and iReady will be implemented by ELA teachers, used with fidelity, and monitored weekly.

Person Responsible	Eugenia Burton (burtoneu@collierschools.com)

The reading coach will provide professional development and model the use of teaching reading strategies through informational text to ELA, science, and social studies teachers.

Person Responsible	Eugenia Burton (burtoneu@collierschools.com)

Teachers will track and discuss students progress as evidenced by iReady, Read 180, and quarterly benchmark assessments and make necessary adjustments to target areas of weakness.

Person Responsible	Eugenia Burton (burtoneu@collierschools.com)

Summer reading camp will be used to extend instruction for select elementary students with reading strategies taught across curricular areas and assessed through iReady with a goal of at least 75% of students demonstrating reading gains.

Person Responsible	Eugenia Burton (burtoneu@collierschools.com)

#2. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Improved attendance is an area of focus for New Beginnings Immokalee. Attendance rates decreased due to illnesses and close contact restrictions related to Covid-19. We cannot educate students who are not present and engaged.
Measurable Outcome:	The percent of students with 10+ absences will decrease by 3%, from 89% to 86%.
Monitoring:	Attendance will be monitored quarterly through FOCUS reports.
Person responsible for monitoring outcome:	Eugenia Burton (burtoneu@collierschools.com)
Evidence-based Strategy:	New Beginnings is implementing a plan based on the population and protocols of the program. The common denominator is teacher/staff connections to students/families. Teachers contact parents when students are absent and teachers/staff build positive connections with students through our weekly Social and Emotional activities ("Connect for Success").
Rationale for Evidence-based Strategy:	When students and families understand the importance of attendance and when positive relationships are formed among students and staff, attendance will increase.

Action Steps to Implement

Teachers/staff will contact parents of students who are absent.

Person Responsible	Eugenia Burton (burtoneu@collierschools.com)

Teachers/staff will receive professional development on the implementation of our district's SEL program, "Connect for Success".

Person Responsible	Eugenia Burton (burtoneu@collierschools.com)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Twenty-six percent of students in grades 3 through 8 demonstrated proficiency in math as evidenced by FSA Math.
Measurable Outcome:	Overall student achievement in math will increase by 3% on Math FSA (from 26% to 29%).
Monitoring:	Student achievement will be monitored on a weekly basis through HMH Into Math Assessments, Waggle Assessments, and ALEKS Assessments. On a quarterly basis, student achievement and progress will be monitored on district created, state standard aligned Quarterly Benchmark Exams.
Person responsible for monitoring outcome:	Eugenia Burton (burtoneu@collierschools.com)
Evidence-based Strategy:	Increase the use and monitoring of Waggle for 3rd and 4th graders and ALEKS for 5th-8th graders.
Rationale for Evidence-based Strategy:	Annual district data supports the increased use of both of these programs to increase grade level achievement and gains on the Math FSA.

Action Steps to Implement

Math teachers will monitor student use of ALEKS/Waggle.

Person Responsible	Eugenia Burton (burtoneu@collierschools.com)

ALEKS/Waggle implementation will be reviewed with math teachers during bi-weekly PLC meetings and additional professional development scheduled if necessary/requested.

Person Responsible	Eugenia Burton (burtoneu@collierschools.com)

Math teachers will use ALEKS data to identify areas of weakness and provide individual or small group differentiated instruction to improve student mastery in these areas.

Person Responsible	Eugenia Burton (burtoneu@collierschools.com)

Additional Schoolwide Improvement Priorities

Using the 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.

No data is available on SafeSchoolsforAlex.org for New Beginnings Immokalee

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.

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 require them to come to an orientation so that they will walk the building and 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 to publicly celebrate student accomplishments and the ceremonies are attended by parents, the Marine Corps league, and staff members. We are in regular communication with parents to share positive behavior improvements and academic achievement. Our teachers and staff work with our students to help them achieve success, earn passing grades, modify their behavior, and become responsible citizens.

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

Input from representatives from a variety of stakeholder groups is used to increase involvement in school wide decision making and building a positive culture. Students and staff complete a Panorama survey in the fall and the spring to determine areas of strength and areas of concern with regard to student equity and social and emotional well-being. Instructional and non-instructional staff participate in social emotional learning sessions ("Connect for Success") with students twice weekly in an effort to build positive relationships among students and staff. Students and staff are recognized for their achievements during class and at staff meetings. Parents are invited to provide input through district surveys and to attend our Annual Title 1 Parent/Curriculum Night.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Culture & Environment: Student Attendance	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
		Total:	$0.00