

Collier County Public Schools

East Naples Middle School



2021-22 Schoolwide Improvement Plan

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East Naples Middle School

4100 ESTEY AVE, Naples, FL 34104

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

Demographics

Principal: Mary Ann Gallegos

Start Date for this Principal: 7/12/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (52%) 2017-18: B (61%) 2016-17: A (62%)
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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East Naples Middle School

4100 ESTEY AVE, Naples, FL 34104

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

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)
Middle School 6-8	Yes	86%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

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

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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.

East Naples Middle School will provide a secure, positive environment that engages and encourages students to achieve their greatest potential.

Provide the school's vision statement.

With the support of all stakeholders, every student will be successful at East Naples Middle School.

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
Gallegos, Maryann	Principal	<p>The school-based leadership Team meets weekly (Principal, APC, AP, Intervention Support Specialist, Reading Coach, Math Intervention Specialist, and Lead School Counselor). The meeting focuses on the areas of concern identified by student data and other informal data. The grade-level data teams meet monthly with an assigned administrator and coach to discuss student progress and best instructional practices. The instructional coaches and the Instructional Support Specialist (INSS) meet biweekly to discuss student data and assist in forming instructional hypotheses within the problem-solving process as to effective instructional practices that will meet student needs. All meeting notes are entered into the local data warehouse. The Multi-Tiered Systems of Support (MTSS) Team (INSS, APC, AP, Reading Coach, Math Intervention Specialist, Lead School Counselor, Building Technology Coordinator) meet weekly to focus on strategies to assist students of concern. All Professional Learning Committees (PLCs) teams interface with each other to incorporate the whole child. Classroom teachers implement effective instructional strategies based on data and with guidance from academic coaches. School counselors are included in the grade level data teams to ensure social/emotional issues, as well as scheduling issues, are addressed to encourage student success. The school-based leadership team provides leadership and monitors the data teams through active participation in the problem-solving process. This includes follow-up through the monitoring of student data. In addition, the coaches will model, mentor and co-teach to ensure that the instructional staff is maintaining fidelity with the strategy implementation.</p>
Miller, David	Assistant Principal	<p>The assistant principal; serves on the school leadership. The leadership team creates opportunities for all stakeholders to promote a positive school culture. The responsibility of the APC is to support curriculum & instruction and provide feedback to instructional staff. The APC also assists with school operations and implementing interdisciplinary teams. See below for specifics.</p> <ol style="list-style-type: none"> 1. Manages school operations in the absence of the Principal. 2. Assists the Principal in maintaining a positive school climate and culture within the school. 3. Provides leadership for teachers and department chairperson/team leader concerning instructional programs. 4. Assists the Principal in planning and implementing interdisciplinary teams, student advisory programs, exploratory programs, extended day programs, and transition programs with

Name	Position Title	Job Duties and Responsibilities
		<p>elementary schools and high schools.</p> <ol style="list-style-type: none"> 5. Develops and implements the school's master schedule and related staff assignments. 6. Works in conjunction with the Principal to ensure there is a data-driven focus on student achievement. 7. Oversees the testing program and aggregates, analyzes, interprets, and communicates data in order to improve the instructional program. 8. Assists the Principal in working with community groups and utilizing community resources. 9. Assists in the development of the School Improvement Plan. 10. Coordinates the evaluation, selection, and distribution of instructional materials. 11. Assists the Principal in the selection, supervision, and evaluation of staff. 12. Supervises extra-curricular activities as assigned. 13. Assists the Principal in the preparation of Title I (if applicable), locational, and internal school budgets. 14. Assists the Principal in the preparation of county, state, and federal reports originating at the school level. 15. Coordinates and conducts appropriate parent/teacher conferences related to the curriculum. 16. Secures substitute teachers as needed. 17. Works in conjunction with the Principal to maintain a healthy and safe environment for students and staff (fire drills, code yellow, code red). 18. Works in conjunction with the Principal to maintain fair, reasonable, and consistent discipline within the school. 19. Works in conjunction with the Principal to provide professional development opportunities for all staff. 20. Participates/facilitates in workshops, conferences, parent-teacher meetings. 21. Serves as liaison between school and community to utilize community resources. 22. Works in conjunction with the Principal to supervise all aspects of the student day (i.e. student arrival, class transition, lunch, dismissal). 23. Performs such other duties, tasks, and responsibilities as assigned by the Principal
Odato, Diana	Reading Coach	<ol style="list-style-type: none"> 1. Provides workshops and designs professional development plans. 2. Mentors and coaches teachers. 3. Models instruction for teachers. 4. Gives information and develops resources for a variety of staff, teachers, parents, students, and/or administrators. 5. Attends school, district, and county meetings, as related to assignment. 6. Represents the district in assigned areas.

Name	Position Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> 7. Attends professional development activities. 8. Makes presentations as needed. 9. Conducts program evaluation.
Osborne, Katelyn	Math Coach	<ol style="list-style-type: none"> 1. Provides workshops and designs professional development plans. 2. Mentors and coaches teachers. 3. Models instruction for teachers. 4. Gives information and develops resources for a variety of staff, teachers, parents, students, and/or administrators. 5. Attends school, district, and county meetings, as related to assignment. 6. Represents the district in assigned areas. 7. Attends professional development activities. 8. Makes presentations as needed. 9. Conducts program evaluation.
Pounds, Nataleigh	School Counselor	<ol style="list-style-type: none"> 1. Provides counseling services for students, and advisement to parents, teachers, staff, and outside agencies. Counseling services may include, but are not restricted to, individual counseling, group counseling, classroom presentations, and crisis intervention. Counseling services may include a review of psychological evaluations and standardized test scores. 2. Serves as a member of Multi-tier System of Support (MTSS)/Positive Behavior Support System (PBS) to support the referral process to include pre-referral screening and conferences, student progression, school level articulation, and staffing for ESE. Assists with the coordination of student placement, agency referrals, student records, and student recognition programs. 3. Serves as a member of the school's ELL (English Language Learners) Committee. 4. Plans, implements, and delivers the district adopted school counseling curriculum, based upon Florida's School Counseling Frameworks through the coordination of school-wide programs and grade-specific classroom presentations, requiring articulation with the administration and classroom teachers. 5. Consults with teachers, teams, administrators, families, and/or students regarding the progress of students.
Kutz, Tim	Assistant Principal	<ol style="list-style-type: none"> 1. Manages school operations as directed by the Principal. 2. Monitors daily student attendance and administers attendance policies. 3. Administers appropriate discipline to all students as outlined by Code of Student Conduct. 4. Coordinates and supervises detention, in-school suspension, and intramural programs (i.e. clubs, tutoring).

Name	Position Title	Job Duties and Responsibilities
Kasetaita, Ramune	Teacher, ESE	<ol style="list-style-type: none"> 5. Works in conjunction with the Principal to supervise all aspects of the student day (i.e. student arrival, class transition, lunch, dismissal). 6. Monitors the accurate compilation of daily attendance reports and records. 7. Coordinates and conducts appropriate parent/teacher conferences related to attendance and discipline. 8. Communicates as needed with students, parents, and staff regarding attendance and discipline matters. 9. Supervises the assignment and distribution of student locks and lockers. 10. Coordinates with outside support agencies for children's services. 11. Works in conjunction with school and District staff, Youth Relations Bureau Deputy (YRB), and support agencies to address attendance and discipline issues. 12. Researches, develops, and implements programs to improve student attendance and discipline. 13. Assists staff in the development of Behavior Agreements for students with chronic discipline issues. 14. Assists the Principal in the selection, supervision, and evaluation of staff. 15. Works in conjunction with the Principal to ensure there is a data-driven focus on student achievement. 16. Works in conjunction with the Principal to maintain fair, reasonable, and consistent discipline within the school. 17. Works in conjunction with the Principal to maintain a healthy and safe environment for students and staff (fire drills, code yellow, code red). 18. Works in conjunction with the Principal to provide professional development opportunities for all staff. 19. Participates/facilitates in workshops, conferences, parent-teacher meetings, and extracurricular activities. 20. Serves as liaison between school and community to utilize community resources. 21. Performs other tasks, duties, and responsibilities as assigned by the Principal.
		<ol style="list-style-type: none"> 1. Works collaboratively with district and school-based leadership teams including academic coaches, to review the fidelity of Tier 3 intervention implementation prior to referral for evaluation. 2. Maintains a working knowledge of local, state, and federal laws and regulations related to compliance with the Individuals with Disabilities Education Act (IDEA), ESEA, and English Language Learners (ELLs), as well as guidelines pertaining to eligibility, delivery of services, and individualized plan development, 3. Attends all district required professional development activities aligned with a specific position requirements, and demonstrates active participation and follow-through at the school(s) of assignment. 4. Provides training and technical assistance in the use of the Enrich system,

Name	Position Title	Job Duties and Responsibilities
		<p>and consultation in the development of the Educational Plans (EP). Individual Educational Plans (IEP) and 504 plans according to individual student needs.</p> <p>5. Prepares, reviews and monitors the correct completion of educational documentation in student records pertaining to exceptional student (EP, IEP, 504) services to ensure compliance with federal, state, and local requirements.</p> <p>6. Participates in annual self-assessment monitoring of student records in compliance with all requirements of IDEA and its regulations; Florida Statutes related to Special programs for Exceptional students; and Exceptional Student Education/Florida Education Finance Program (ESE/FEFP). Assists district and school-based administrators with F.T.E., student projections, compliance monitoring, and federal, state and local reports.</p> <p>7. Conducts meetings using components of effective meeting facilitation assisting IEP teams in reaching agreements that lead to education programs and beneficial outcomes for students.</p> <p>8. Gives information about organizations that offer support for parents of students with disabilities, information on agencies that can assist a student with a disability in transition from school, and offers parent training about Exceptional Student Education.</p>

Demographic Information

Principal start date

Monday 7/12/2021, Mary Ann Gallegos

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.*

10

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.*

29

Total number of teacher positions allocated to the school

55

Total number of students enrolled at the school

901

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

22

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

19

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	261	300	342	0	0	0	0	903
Attendance below 90 percent	0	0	0	0	0	0	27	41	60	0	0	0	0	128
One or more suspensions	0	0	0	0	0	0	27	60	106	0	0	0	0	193
Course failure in ELA	0	0	0	0	0	0	5	54	75	0	0	0	0	134
Course failure in Math	0	0	0	0	0	0	8	65	87	0	0	0	0	160
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	52	75	98	0	0	0	0	225
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	45	59	67	0	0	0	0	171
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	0	0	0	29	80	118	0	0	0	0	227

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	1	2	3	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	1	2	1	0	0	0	0	4

Date this data was collected or last updated

Tuesday 9/14/2021

2020-21 - As Reported

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

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

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	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	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	0	0	0	0	0	0	0	0	0	0	

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				47%	59%	54%	52%	61%	53%
ELA Learning Gains				48%	55%	54%	55%	59%	54%
ELA Lowest 25th Percentile				40%	45%	47%	48%	50%	47%
Math Achievement				55%	69%	58%	67%	71%	58%
Math Learning Gains				52%	62%	57%	68%	67%	57%
Math Lowest 25th Percentile				44%	57%	51%	58%	62%	51%
Science Achievement				42%	55%	51%	52%	60%	52%
Social Studies Achievement				70%	75%	72%	64%	74%	72%

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
06	2021					
	2019	44%	56%	-12%	54%	-10%
Cohort Comparison						
07	2021					
	2019	43%	55%	-12%	52%	-9%
Cohort Comparison		-44%				
08	2021					
	2019	45%	58%	-13%	56%	-11%
Cohort Comparison		-43%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	43%	61%	-18%	55%	-12%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	58%	66%	-8%	54%	4%
Cohort Comparison		-43%				
08	2021					
	2019	19%	36%	-17%	46%	-27%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	41%	52%	-11%	48%	-7%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	66%	72%	-6%	71%	-5%
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	85%	67%	18%	61%	24%
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.

Data warehouse

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	132/ 50%	144/49%	115/39%
	Economically Disadvantaged	101/ 47%	118/ 48%	89/ 36%
	Students With Disabilities	8/ 22%	4/ 10%	1/ 2%
	English Language Learners	16/ 23%	16/ 20%	11/ 14%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	119/ 43%	145/ 49%	92/ 32%
	Economically Disadvantaged	93/ 40%	117/ 48%	71/ 29%
	Students With Disabilities	10/ 26%	11/ 27%	0/ 0%
	English Language Learners	19/ 24%	22/ 28%	11/ 13%

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	136/ 26%	152/ 48%	163/ 51%
	Economically Disadvantaged	106/ 42%	120/ 44%	130/ 47%
	Students With Disabilities	5/ 14%	6/ 16%	6/ 18%
	English Language Learners	13/ 21%	17/ 23%	21/ 28%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	173/ 57%	188/ 59%	119/ 39%
	Economically Disadvantaged	142/ 55%	154/ 57%	91/ 34%
	Students With Disabilities	11/ 31%	10/ 27%	5/ 16%
	English Language Learners	29/ 44%	37/ 49%	15/ 21%
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	191/ 65%	210/ 66%	224/ 73%
	Economically Disadvantaged	162/ 64%	176/ 65%	189/ 72%
	Students With Disabilities	16/ 46%	19/ 51%	23/ 74%
	English Language Learners	28/ 43%	35/ 47%	38/ 54%

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	123/ 44%	141/ 47%	118/ 40%
	Economically Disadvantaged	95/ 42%	102/ 42%	89/ 37%
	Students With Disabilities	9/ 24%	7/ 16%	7/ 18%
	English Language Learners	10/ 21%	9/ 18%	7/ 15%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	132/ 47%	143/ 48%	135/ 46%
	Economically Disadvantaged	100/ 45%	107/ 44%	101/ 42%
	Students With Disabilities	11/ 28%	9/ 22%	9/ 21%
	English Language Learners	12/ 26%	13/ 25%	8/ 18%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	114/ 42%	155/ 52%	148/ 52%
	Economically Disadvantaged	85/ 39%	117/ 49%	112/ 48%
	Students With Disabilities	3/ 8%	11/ 26%	8/ 20%
	English Language Learners	9/ 21%	14/ 29%	13/ 29%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	9	35	39	19	34	38	8	42			
ELL	32	56	55	48	60	66	19	53	58		
ASN	88	81		100	94						
BLK	43	53	52	46	52	50	17	83			
HSP	41	54	47	55	60	63	38	59	77		
MUL	50	53		55	68						
WHT	57	59	40	67	57	36	46	71	84		
FRL	41	53	46	53	57	58	33	63	78		
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	32	35	27	40	31	17	41	81		
ELL	21	36	36	34	42	44	14	51	57		

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
ASN	93	86		93	79						
BLK	38	47	46	46	44	34	30	64	84		
HSP	40	46	37	51	50	45	38	65	68		
MUL	63	61		74	78						
WHT	65	52	41	68	58	56	62	83	76		
FRL	42	46	40	52	50	45	37	65	70		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	40	39	35	49	42	13	44	55		
ELL	22	52	57	42	65	60	26	29	89		
ASN	79	71		86	79						
BLK	45	56	45	60	65	56	48	66	90		
HSP	44	52	51	63	68	60	42	57	84		
MUL	71	53		76	75						
WHT	72	64	33	79	70	52	73	79	90		
FRL	47	53	48	63	67	58	47	60	86		

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	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	563
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	91
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	55
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	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
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?

Data from state assessment has shown a steady decline in ELA proficiency across all grade levels. Students have struggled with

- Math has typically been consistent in proficiency (aside from 2019) across all grade levels
- ELL students in both math and ELA are consistent in making gains

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

Science and civics are needing the most improvement, however, those improvements can be made when students are proficient in ELA (their reading and writing skills) in a corporation with specific content vocabulary.

In science, students making proficiency is a need for improvement, with student scores declining YOY for the past 5 years. Science scores decreased 4 percentage points from FY19.

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

These three content areas showed the largest decrease in overall proficiency from FY19 to FY21.

Specific tracking of student progress is essential in increasing our gains in these subject areas. We have added 2 full-time resource teachers for ELA and Civics to track specific data throughout the school year. Progress monitoring will be used throughout the year to support the data and ensure improvement in these subject areas.

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

The lowest 25% in Math and ELA show the most improvement in learning gains across all grade levels. Pre-algebra proficiency increased by 21%.

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

Academic coach support and purposeful common planning to address the needs of the students. Aleks lab at lunch to support student progress. Student data chats for students to track their progress throughout the year.

Use of district curriculum and resources in planning lessons.

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

Teachers will participate in weekly collaborative planning sessions in each subject area. During these meetings, teachers will create purposeful lesson plans with strategic strategies and assessments to improve overall student proficiency.

Professional development will focus on standards and strategies. Targeted small group instruction with our resource teachers based on progress monitoring.

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.

Math professional development will address the correct use of our district Academic Levels document (ALD). Math will model learning stations to ensure all students are making progress.

ELA professional development will concentrate on the lowest subskills by grade level; implementing new strategies and lessons using district resources.

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

Push in support by resource teachers

Collaborative planning with Inclusion teachers

Aleks lab during lunch

Read 180/ ELA intervention lab

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Our ELA proficiency scores are below district and state averages as measured by FSA. As a school, we continue to be below district by 9% on average. Our greatest area of need is subskill three, integration of knowledge. Students are having difficulty integrating and evaluating content in various formats.
Measurable Outcome:	Students will demonstrate a 3% increase in proficiency in English Language Arts in all grade levels by May 2022 as evidenced by the ELA FSA.
Monitoring:	Teachers will analyze data and target subskills that are low-performing. The Literacy Coach and Reading Resource will provide push-in support and provide weekly professional development. The literacy Coach will also review the Read 180 data and provide small-group instruction to students that are in the low-performing range.
Person responsible for monitoring outcome:	David Miller (millerd2@collierschools.com)
Evidence-based Strategy:	<ul style="list-style-type: none"> *Common practice of vocabulary strategies *Instructional adjustments based on formative and summative assessments *Quarterly benchmark data analysis by teachers and administrators
Rationale for Evidence-based Strategy:	Teachers will implement graphic organizers to analyze and break apart the content in a given text for a deeper understanding of the content. Students will evaluate arguments for claims, validity, relevance, and sufficient evidence to help students examining the reasoning.

Action Steps to Implement

Literacy Coach will model best practices strategies and higher-order questioning for teachers.

Person Responsible Diana Odatodi (odatodi@collierschools.com)

Professional development will be provided by a literacy coach on integration of knowledge.

Person Responsible Diana Odatodi (odatodi@collierschools.com)

Ensure the resource teacher has a schedule that will support our lowest 25% and level 2 students through small group instruction and push-in support.

Person Responsible Diana Odatodi (odatodi@collierschools.com)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Our math proficiency scores are below district as measured by FSA. Based off of our data, our combined math proficiency gains were an average of 7% below the district, but we are looking to close the gap between school and district proficiency levels.

Measurable Outcome: Students will demonstrate a 3% increase in proficiency in mathematics at all grade levels by May 2022 as evidenced by the math FSA.

Monitoring: Teachers will individually monitor their student's progress for each standard. Math Coach and resource will monitor each grade level as a whole, targeting specific teachers and students. Leadership team will monitor student performance data through the weekly collaborative meetings.

Person responsible for monitoring outcome: Maryann Gallegos (gallegma@collierschools.com)

Evidence-based Strategy:

- Standards-based planning and instruction
- Professional development on identifying critical content
- Quarterly benchmark data analysis
- Small group intervention for lowest 25%

Rationale for Evidence-based Strategy: A schedule for academic coaches was developed to model lessons. The plan will provide opportunities for teachers to participate in lesson studies, and lesson plan discussions during weekly administration meetings.

Action Steps to Implement

Modeling strategies for best practices in mathematics instruction.

Person Responsible Katelyn Osborne (osbork@collierschools.com)

Instructional adjustments based on formative and summative assessments through weekly collaborative planning sessions with teachers of like math courses.

Person Responsible Katelyn Osborne (osbork@collierschools.com)

Differentiate professional development for teachers based on progress monitoring data.

Person Responsible Maryann Gallegos (gallegma@collierschools.com)

Weekly meetings will be used to identify L25 students and implement small group interventions for L25.

Person Responsible Katelyn Osborne (osbork@collierschools.com)

#3. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale:	Based off of the FSA 2021, our percent proficiency in civics was 7% below district average and had dropped 4% from our FSA 2019.
Measurable Outcome:	Students will increase the percent proficient by 3% in Civics (66%) by May 2022 as evidenced by Civics EOC.
Monitoring:	<ul style="list-style-type: none"> - Civics resource teacher will provide professional development - Weekly collaborative planning - Quarterly benchmark data analysis - Lesson planning to target standards
Person responsible for monitoring outcome:	Tim Kutz (kutzt1@collierschools.com)
Evidence-based Strategy:	Students will collaborate to share new concepts and ideas and analyze two images to make comparisons.
Rationale for Evidence-based Strategy:	Resource teacher will provide push-in support and provide small group instruction. Resource teacher meets with teachers weekly to review student data and make adjustments (small group) based on the data.

Action Steps to Implement

Cross-curricular professional development for consistency of reading, writing, and vocabulary strategies.

Person Responsible Diana Odatodi (odatodi@collierschools.com)

Utilizing resource teacher for push-in, pulling small groups, and modeling strategies for best practices

Person Responsible Tim Kutz (kutzt1@collierschools.com)

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	Based off of FSA 2021, our percentage proficient was 15% below district average and we were down 4% from our 2019 FSA scores.
Measurable Outcome:	Students will increase the percent proficient by 3% in Science (42%) by May 2022 as evidenced by Science NGSSS.
Monitoring:	<ul style="list-style-type: none"> - weekly collaborative planning - analyzing data from quarterly benchmarks -Spiral review through mastery Monday's to concentrate on subskill 2 (Earth & Space) and subskill 3 (Life Science)
Person responsible for monitoring outcome:	David Miller (millerd2@collierschools.com)
Evidence-based Strategy:	5E model of instruction (engage, explore, explain, elaborate, evaluate) Interactive notebooks Hand's on labs and inquiry-based learning promoted
Rationale for Evidence-based Strategy:	<ul style="list-style-type: none"> - assists the students in organization skills needed for science standards - spiral review of science standards weekly - Reading and vocabulary

Action Steps to Implement

District TSA will meet weekly with the department for collaborative planning and/ or professional development.

Person Responsible David Miller (millerd2@collierschools.com)

Data analysis after quarter benchmark and common assessments during weekly collaborative planning.

Person Responsible David Miller (millerd2@collierschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.floridacims.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.

East Naples Middle reported 1.3 incidents per 100 students when compared to middle schools statewide. That placed ENM in the very low category in incidents. Physical attack was reported in the discipline data as the data most reported. The Positive Behavior System that is implemented at the school will assist with positive reinforcement. Public Service announcements made at the end of the school day and on the news will ensure the culture and climate of the school be seen through a positive lens. Grade level meetings that address PBIS will be a support as well.

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.

We value the input of all stakeholders by:

- Pizza with the Principal for students to empower their voice.
- Weekly newsletter (Champ News) to communicate with parents
- Personalized messages to teachers by administration
- Celebration of student success
- Monthly celebration of faculty and staff
- Monthly parent trainings
- Team Leaders and Curriculum Council meet monthly to discuss environment and learning conditions of the school.

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

S.A.C.- Parents, community members, and staff meets monthly

Team Leaders- Two teachers per grade level to help communicate to all teachers in

Department Chairs-

Leadership Council- Administration, Academic Coaches, Facility Manager, Media Specialist, ESE Specialist, Lead Counselor, FOCUS Point of Contact

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$236,360.45
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	150-Aides	0211 - East Naples Middle School	Title, I Part A	1.62	\$114,821.25
			Notes: Salaries and benefits for 1.62 Resource teachers Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70			
	5100	150-Aides	0211 - East Naples Middle School	Title, I Part A	1.0	\$44,455.87

			<i>Notes: Salaries and benefits for 1.0 Tutor Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
	6120	130-Other Certified Instructional Personnel	0211 - East Naples Middle School	Title, I Part A	0.75	\$60,811.53
			<i>Notes: Salaries and benefits for .75 School Counselor Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
	5900	130-Other Certified Instructional Personnel	0211 - East Naples Middle School	Title, I Part A		\$5,980.28
			<i>Notes: Saturday Program</i>			
	5100	510-Supplies	0211 - East Naples Middle School	Title, I Part A		\$2,464.91
			<i>Notes: Classroom supplies</i>			
	7900	390-Other Purchased Services	0211 - East Naples Middle School	Title, I Part A		\$1,112.28
			<i>Notes: Custodians for Saturdays</i>			
	5100	519-Technology-Related Supplies	0211 - East Naples Middle School	Title, I Part A		\$2,629.55
			<i>Notes: eBooks for classroom Use</i>			
	6150	510-Supplies	0211 - East Naples Middle School	Title, I Part A		\$2,840.86
			<i>Notes: PI Supplies - Set Aside</i>			
	6150	160-Other Support Personnel	0211 - East Naples Middle School	Title, I Part A		\$743.92
			<i>Notes: Translation and childcare services for parent events - Set aside</i>			
	6150	519-Technology-Related Supplies	0211 - East Naples Middle School	Title, I Part A		\$500.00
			<i>Notes: Technology supplies - Copy paper/toner for newsletters and other print materials that will be printed.</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$147,366.89
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	130-Other Certified Instructional Personnel	0211 - East Naples Middle School	Title, I Part A	1.0	\$72,354.60
			<i>Notes: Salaries and benefits for 1.0 Math Coach Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
	5100	130-Other Certified Instructional Personnel	0211 - East Naples Middle School	Title, I Part A	1.0	\$75,012.29
			<i>Notes: Salaries and benefits for 1.0 Math Resource Teacher Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
3	III.A.	Areas of Focus: Instructional Practice: Social Studies				\$83,942.28
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	0211 - East Naples Middle School	Title, I Part A	1.0	\$83,942.28

			Notes: Salaries and benefits for 1.0 Social Science Resource Teacher Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70
4	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
Total:			\$467,669.62