Cypress Palm Middle School

2021-22 Schoolwide Improvement Plan

Table of Contents

Cypress Palm Middle School

4255 18TH AVE NE, Naples, FL 34120

https://www.collierschools.com/cpm

Demographics

Principal: Deborah Cox

Start Date for this Principal: 7/1/2019

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	No
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 (51%) 2017-18: A (64%) 2016-17: B (61%)
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.

Table of Contents

Cypress Palm Middle School

4255 18TH AVE NE, Naples, FL 34120

https://www.collierschools.com/cpm

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	No	72%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	72%

School Grades History

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

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.

Cypress Palm Middle School is committed to providing a safe academic environment for all students to achieve their potential.

Provide the school's vision statement.

Cypress Palm Middle School's vision is to develop our students' potential to make a global difference.

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
Cox, Debbie	Principal	Oversees All Elements of CPM Operations including but not limited to: All School Programs- Academic Programs, ESE Programs, ELL Program Budget, Purchasing & Inventory Facility Maintenance and Modifications Approve Field Trips & Activities and Approve Leases Oversees All CPM Handbooks, Web page, Communications, etc. FTE Issues, Personnel-Instructional & Non Instructional Oversee Parent, District & Staff issues School Improvement Plan Curriculum, Instruction & Assessment CTEM Process Oversight, Monitoring, and Evaluation Leadership Team –Chair Chair Teacher/Grade Level Data Dialogue PLC Serve as Liaison to PTA In service Programs-General Design & Subject Matter Assist with Lunch Supervision, as needed Parent Drop AM/PM Hall Duty between Classes Activity Supervision Oversee Special Events Oversee MTSS Oversee Connect with Success Oversee Awards programs with Guidance
Holderfield, Amanda	Assistant Principal	Assist Principal Overseeing All Elements of Operating CPM CPM Curriculum & Instruction/Assessment Master Schedule Development Oversee FTE Issues, Personnel-Instructional & Non Instructional CPM Test Coordinator Bell Schedules CPM Textbook Inventory Oversight Oversee Substitute teacher assignment process Oversee Report Cards/Interims – Grade reporting Design program and agenda for Open House Student –Scheduling, Academic issues, Parent /Staff Issues Serves as member of ELL committee Responsible for Parent Newsletter Serve as Liaison to SAC & PTO Co-chair New Teacher Mentor Program Chair Grade Level Data Dialogue PLC Assist with Lunch supervision as needed Atrium Duty AM/ Bus Duty PM Hall Duty between classes Activity Supervision - Sports/ weekend hosting events Chair to Dept. Leaders Coordinate MTSS Coordinate Connect with Success Coordinate Awards programs with Guidance Mentor/ Supervise/ Build at least "1" Teacher Leader

Name	Position Title	Job Duties and Responsibilities
		Assist Principal with: • CTEM – focus on ELA & ESE • Non-Instructional Staff Evaluations- *Review evaluation at beginning of school year, complete mid-year on new employees, conduct end of year meeting with assigned non-instructional and oversee all evaluations are complete • Lead the School Improvement Plan development process • Operational / Staff Issues • In-service Programs-General Design & Subject Matter
Eaton, Kriste	Assistant Principal	Assist Principal Overseeing All Elements of Operating CPM Discipline & Attendance (including alternative placement hearings) Oversee Attendance Reports (including credit denial) Oversee Truancy Reporting Oversee Bullying Reporting Campus Safety & Supervision Plans Reporting of all Incident Reports Reporting of all DCF visits Oversees & Coordinates all Safety Drills (including Bus Evacuation Drills) Works with YRD pertaining to all Safety Issues Oversees & Coordinates all Safety Drills (including Bus Evacuation Drills) Student/Student issues & conflicts Oversees all aspects of Positive Behavior School Program (PBS) Coordinate/Oversee PBS School-wide Activity Days Assist with Student/Teacher conflicts, Parent meetings, etc. Liaison to apparel purchases - (PBS/Athletics/Staff Polo's) Bus & Student Transportation Issues Design program and agenda for New Student Orientation Contributes to the Parent Newsletter Facilitate classroom/teacher technology needs with BTC Chair Grade Level Data Dialogue PLC Co-chair New Teacher Mentor Program General School Duty AM/ PM schedules Atrium Hall Duty AM/ Bus Duty PM Oversee Student Clinic Cafeteria Supervision Hall Duty between Classes Activity Supervision - Sports/ weekend hosting events coordination with Facility Manager Coordinate Lunch Detention Assist with Open House Schedule Audio (Bell/Music Programming) TV Announcements appearance Assist Principal with: • CTEM (15-20 teachers) – focus on Social Studies, IBI & Electives • Non-Instructional Staff Evaluations assigned per APC • Assist Principal with Facility Maintenance and Modifications

Name	Position Title	Job Duties and Responsibilities
		*Weekly meeting with facility manager to prepare for events, work orders and oversee facility concerns, report weekly to principal • Assist with School Improvement
Sweigart, Teri	Reading Coach	1. Provides instructional support for teachers through trainings, demonstrations, and coaching of a multi-tiered system of support, as it pertains to literacy instruction. 2. Coordinates with appropriate groups and staff including ESE and ELL personnel, for district-wide articulation regarding reading issues. 3. Assists in the implementation of the Multi-Tiered System of Supports. 4. Works collaboratively with the administrative staff, the district curriculum department, assistant principal of curriculum, and staff at assigned school to help implement the state and district curricula. 5. Participates in the selection of, training with, and implementation of district-adopted instructional materials and programs. 6. Assists teachers/schools in ordering materials to support reading and writing instruction in all content areas. 7. Provides trainings related to the General Responsibilities. 8. Collaborates with Coordinator of Literacy to ensure common vision, goals, and objectives. 9. Assumes a leadership role at the school level for the study and use of professional literature. 10. Assists in testing and diagnosing students' reading levels and needs. 11. Attends district meetings and state meetings (when possible) in support of professional learning. 12. Performs other duties as assigned by Coordinator of Literacy or Principal, when and only when such duties are literacy-related. 13. Assists content area teachers by providing and demonstrating effective strategies for content instruction to students. 14. Assists content area teachers in incorporating critical thinking, study skills, and reading skills instruction into their content area teaching. 15. Collaborates with teachers in the Lesson Study process. 16. Performs other duties as assigned.
Rivera-Scallan, Lisa	Instructional Media	1. Organizes and supervises use of the Library Media Center by all students and teachers, and supervises library personnel, media and equipment. 2. Promotes and maintains a dynamic, richly diverse, up-to-date library collection in all formats; designed and continually evaluated to best support the school curriculum and meet the reading needs of the student community. 3. Provides group and individual instruction to students in research, technology, reading selection, and information skills. 4. Develops and implements engaging lessons and designs authentic work for students, in collaboration with classroom subject-area teachers. 5. Models and provides instruction to students and staff in the ethical use of information, including teaching students how to correctly cite and use the information and intellectual property of others in their research papers and projects; and adheres to the guidelines and laws governing

Name	Position Title	Job Duties and Responsibilities
		intellectual property and fair use across all media. 6. Incorporates reading and writing strategies across all content areas, and encourages use of the Library Media. 7. Remains current and knowledgeable about evidence-based practices related to teaching and learning, and demonstrates these practices in Library Media Center instruction. 8. Integrates technology appropriately to enhance student learning and instructional delivery, and supports classroom subject area teachers in instructional technology use. 9. Maintains a positive, student-centered Library Media Center environment which assists pupils in developing positive values, attitudes and behavior patterns and personal accountability. 10. Prepares budgets, inventories, purchase orders and other records as required to support the Library Media Center's objectives of providing curriculum support and age appropriate reading materials to the school community. 11. Provides welcoming and timely accessibility to the Library Media Center and all materials and equipment to all members of the school community. 12. Processes, schedules and safeguards use of all media and equipment and provides guidance, as requested. 13. Offers in-service programs on research, technology and software use, curriculum development and information skills. 14. Analyzes and uses student performance data to inform instruction. 15. Participates in District Library Media Specialists' PLCs, in-services and meetings and other school-based meetings as assigned. 16. Performs other duties as assigned.
Iacovone, Donan	Administrative Support	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 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, and consultation in the development of the Educational Plans (EP), Individual Educational Plans (IEP) and 504 plans according to individual student needs. 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. 6. Participates in annual self-assessment monitoring of student records in compliance with all requirements of IDEA and its regulations; Florida

Name	Position Title	Job Duties and Responsibilities
		Statutes related to Special programs for Exceptional students; and school-based administrators with F.T.E., student projections, compliance monitoring, and federal, state, and local reports. 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. 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 parents training about Exceptional Student Education. 9. Performs other duties as assigned.
Williams, Brandy	School Counselor	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 administration and classroom teachers. 5. Consults with teachers, teams. administrators, families and/or students regarding the progress of students. 6. Performs other duties as assigned by the Principal.
Snider, Cindy	School Counselor	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.

Name	Position Title	Job Duties and Responsibilities
		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 administration and classroom teachers. 5. Consults with teachers, teams. administrators, families and/or students regarding the progress of students. 6. Performs other duties as assigned by the Principal.
Resemius, Elise	Math Coach	1. Provides instructional support for teachers through trainings, demonstrations, and coaching of a multi-tiered system of support, as it pertains to literacy instruction. 2. Coordinates with appropriate groups and staff including ESE and ELL personnel, for district-wide articulation regarding reading issues. 3. Assists in the implementation of the Multi-Tiered System of Supports. 4. Works collaboratively with the administrative staff, the district curriculum department, assistant principal of curriculum, and staff at assigned school to help implement the state and district curricula. 5. Participates in the selection of, training with, and implementation of district-adopted instructional materials and programs. 6. Assists teachers/schools in ordering materials to support mathematics instruction. 7. Provides trainings related to the General Responsibilities. 8. Collaborates with Coordinator of Mathematics to ensure common vision, goals, and objectives. 9. Assumes a leadership role at the school level for the study and use of professional literature. 10. Assists in testing and diagnosing students' reading levels and needs. 11. Attends district meetings and state meetings (when possible) in support of professional learning. 12. Performs other duties as assigned by Coordinator of Mathematics or Principal, when and only when such duties are literacy-related. 13. Assists content area teachers by providing and demonstrating effective strategies for content instruction to students. 14. Assists content area teachers in incorporating critical thinking, study skills, and mathematic skills instruction into their content area teaching. 15. Collaborates with teachers in the Lesson Study process. 16. Performs other duties as assigned.

Demographic Information

Principal start date

Monday 7/1/2019, Deborah Cox

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.*

14

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

728

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

11

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

9

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	42	39	36	0	0	0	0	117
Attendance below 90 percent	0	0	0	0	0	0	12	5	9	0	0	0	0	26
One or more suspensions	0	0	0	0	0	0	3	10	7	0	0	0	0	20
Course failure in ELA	0	0	0	0	0	0	0	6	8	0	0	0	0	14
Course failure in Math	0	0	0	0	0	0	1	14	2	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	13	20	18	0	0	0	0	51
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	11	21	16	0	0	0	0	48
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	6	19	14	0	0	0	0	39

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
Thursday 9/16/2021

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	224	235	242	0	0	0	0	701
Attendance below 90 percent	0	0	0	0	0	0	14	23	31	0	0	0	0	68
One or more suspensions	0	0	0	0	0	0	3	3	3	0	0	0	0	9
Course failure in ELA	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	2	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	28	27	55	0	0	0	0	110
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	27	25	47	0	0	0	0	99
	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	17	19	37	0	0	0	0	73

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

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	224	235	242	0	0	0	0	701
Attendance below 90 percent	0	0	0	0	0	0	14	23	31	0	0	0	0	68
One or more suspensions	0	0	0	0	0	0	3	3	3	0	0	0	0	9
Course failure in ELA	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	2	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	28	27	55	0	0	0	0	110
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	27	25	47	0	0	0	0	99
	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	17	19	37	0	0	0	0	73

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

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				51%	59%	54%	57%	61%	53%
ELA Learning Gains				47%	55%	54%	58%	59%	54%
ELA Lowest 25th Percentile				31%	45%	47%	39%	50%	47%
Math Achievement				56%	69%	58%	67%	71%	58%
Math Learning Gains				41%	62%	57%	69%	67%	57%
Math Lowest 25th Percentile				43%	57%	51%	66%	62%	51%
Science Achievement				47%	55%	51%	58%	60%	52%
Social Studies Achievement				69%	75%	72%	68%	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	51%	56%	-5%	54%	-3%
Cohort Comparison						
07	2021					
	2019	49%	55%	-6%	52%	-3%
Cohort Comparison		-51%				
08	2021					
	2019	51%	58%	-7%	56%	-5%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	45%	61%	-16%	55%	-10%
Cohort Comparison						
07	2021					
	2019	60%	66%	-6%	54%	6%
Cohort Comparison		-45%				
08	2021					
	2019	34%	36%	-2%	46%	-12%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	46%	52%	-6%	48%	-2%
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	69%	72%	-3%	71%	-2%
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	81%	67%	14%	61%	20%

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's Progress Monitoring under School Improvement Plan was used to compile the data below.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	54%	61%	43%
	Economically Disadvantaged	51%	57%	39%
	Students With Disabilities	25%	30%	17%
	English Language Learners	13%	26%	11%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	51%	53%	34%
	Economically Disadvantaged	49%	52%	33%
	Students With Disabilities	33%	27%	14%
	English Language Learners	41%	38%	29%

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53%	57%	58%
	Economically Disadvantaged	50%	54%	54%
	Students With Disabilities	15%	24%	21%
	English Language Learners	14%	21%	29%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	49%	55%	42%
	Economically Disadvantaged	45%	50%	37%
	Students With Disabilities	10%	24%	7%
	English Language Learners	37%	24%	13%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	66%	64%	63%
	Economically Disadvantaged	63%	59%	59%
	Students With Disabilities	31%	36%	32%
	English Language Learners	38%	30%	35%

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	48%	56%	45%
	Economically Disadvantaged	47%	55%	43%
	Students With Disabilities	14%	5%	7%
	English Language Learners	21%	53%	21%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	27%	33%	33%
	Economically Disadvantaged	29%	35%	38%
	Students With Disabilities	21%	16%	16%
	English Language Learners	14%	43%	29%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	41%	45%	44%
	Economically Disadvantaged	38%	45%	43%
	Students With Disabilities	8%	5%	7%
	English Language Learners	29%	47%	20%

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	17	27	23	28	31	27	10	32			
ELL	41	47	33	44	41	41	21	59			
ASN	91			82							
BLK	53	57		66	57		42	60			
HSP	48	49	33	52	47	38	37	59	73		
MUL	77	50		62	50						
WHT	54	57	52	57	54	46	51	70	71		
FRL	49	50	35	52	48	37	40	59	77		
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	18	32	32	24	36	34	19	50	58		
ELL	25	31	22	28	33	41	10	52			

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
BLK	68	57	55	68	49	53	28	86	75		
HSP	46	45	31	51	41	42	45	63	69		
WHT	55	45	26	61	39	40	58	74	79		
FRL	48	47	32	53	40	41	41	68	67		

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	19	30	24	31	56	57	17	32			
ELL	19	54	60	42	62	67		36			
BLK	49	57	28	63	71	60	47	64	100		
HSP	54	58	45	65	67	63	54	64	89		
MUL	67	64		58	55						
WHT	62	58	30	71	71	72	63	74	91		
FRL	51	54	38	63	66	63	54	64	91		

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	52
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	58
Total Points Earned for the Federal Index	524
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
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	43
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	87
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	56
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	50
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	60
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	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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

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

The number of students in the lowest 25% who scored a Level 1 or 2 decreased by 3% in grades 6 and 7 ELA and 2% in grade 8 ELA. The number of students in the lowest 25% who scored a Level 1 or 2 in Civics increased by 9%. The number of students in the lowest 25% who scored a Level 1 or 2 increased by 12% in both grade 6 and grade 8 math. SWD who scored a Level 1 or 2 increased by 19% in grade 7 ELA, 16% in grade 8 ELA, and 26% in Civics.

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

The data components that demonstrate the greatest need are the lowest 25% in mathematics, the lowest 25% in English Language Arts who are taking Civics, and our SWD students in English Language Arts.

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

Contributing factors to this need for improvement were mid-year hires in grade 7 ELA and a new teacher in Civics. This year we have implemented the use of common pre and post-assessments that the teachers should use in all content areas in order to monitor student progress and guide instruction to review what concepts need to be revisited and retaught. Identification of the lowest 25% in reading and math and monitoring their progress needs to be done on a regular basis.

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

Improvement can be seen in several areas. The number of students scoring a Level 1 or 2 in ELA decreased by 3% in grades 6 and 7. The number of student scoring a Level 1 or 2 in grade 8 math decreased by 12%. SWD scoring a Level 1 or 2 decreased by 18% in grade 6 ELA and by 16% in grade 6 math. Students scoring a Level 4 or 5 increased by 2% in grade 6 and 7 ELA. Students scoring a Level 4 or 5 in math saw an increase of 6% in grades 6 and 8 and an increase of 4% in grade 7. The number of LY students scoring a Level 1 or 2 in ELA decreased by 11% in grade 6 and by 4% in grade 8. In math, the number of LY students scoring a Level 1 or Level 2 decreased by 19% in grade 6 and 2% in grade 8.

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

New teachers in grade 8 ELA and math contributed to the improvement. Common planning, introduction of pre-assessments and data analysis fostered growth and communication amongst grade levels and content areas.

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

Rigor needs to be increased in ELA, science, and social studies. Focusing on Webb's Depth of Knowledge, specifically questions found in level three and four, will scaffold acceleration and promote higher level thinking. Common pre and post-assessments in all core content areas will promote common planning and self-reflection among teachers.

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.

Monthly professional development trainings are offered to teachers. Some of the topics are based on survey feedback results from teachers. The trainings being offered will include how to differentiate within the classroom for all levels, best practices for monitoring pre and post-assessment data, and best practices for monitoring for student understanding and engagement.

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

In-depth data analysis and individual data chats between the FTEM administrator and each teacher will be held in all tested areas for each benchmark administered. The purpose will be to identify areas of need and discuss supports and interventions that the teacher will put into place to help close the achievement gap. Monitoring of student progress through pre and post-assessments and support from the literacy coach and math coach will help to close the achievement gap. Incorporating supportive instructional programs, such as Read 180, System 44 and ALEKS, will help to differentiate the content and identify specific student needs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	In grade 7 ELA, SWD in L1 & L2 increased from 74% to 93%. In grade 8 ELA, SWD in L1 & L2 increased from 78% to 93%.
Measurable Outcome:	By May of 2022, the percentage of SWD in L1 & L2 in grades 7 & 8 ELA will decrease by 3% through the implementation of collaborative planning, differentiation through Read 180, instructional coaching through the Literacy Coach, and standards aligned instruction, as measured by the FSA ELA assessment.
Monitoring:	Collaborative planning weekly notes, monthly Read 180 reports from teachers will be reviewed and analyzed at the PLC level, Literacy Coach will provide specific feedback to teachers, small-group differentiation through inclusion teachers, and classroom observations of standards aligned instruction.
Person responsible for monitoring outcome:	Amanda Holderfield (holdea@collierschools.com)
Evidence-based Strategy:	The use of Read 180/System 44 programs to determine student needs, remediation and support through differentiation. Pre- and post data from literacy coach-created assessments will be documented and reviewed by teachers during PLCs. Lastly, disaggregation of data from QBA1 and QBA2 benchmarks will be shared with teachers in individual meetings.
Rationale for Evidence-based Strategy:	Based on the data, student work was not aligned to grade-level standards,. Students will be better prepared to show growth on statewide assessments with more focused support.

Action Steps to Implement

Common pre and post-assessments will be administered in all ELA classes and the data will be reviewed during common planning and monthly PLCs to identify targeted instructional practices to close the achievement gap.

Person Responsible	Amanda Holderfield (holdea@collierschools.com)

Quarterly benchmark data will be disaggregated and shared with teachers. Individual data chats will also follow to discuss necessary supports needed for student improvement.

Person Responsible	Amanda Holderfield (holdea@collierschools.com)

Monitoring of Read 180 & System 44 progress reports with monthly recognition for classes that show the greatest progress in all grade levels. This will help close the achievement gap and motivate the students to strive towards increased proficiency.

Person Responsible	Amanda Holderfield (holdea@collierschools.com)

All ELA teachers will collaboratively plan on a weekly basis to ensure standards aligned instruction is being implemented and pacing is being followed.

Person Responsible Amanda Holderfield (holdea@collierschools.com)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	The FY 21 FSA math data revealed an increase in students scoring L1 & L2 in grades 6 and 7.
Measurable Outcome:	By May of 2022, the percentage of students who score L1 & L2 in mathematics will decrease by 3% in grades 6, 7, and 8 through the implementation and monitoring of ALEKS, support and differentiation through inclusion teachers and part-time math coach, common pre- and post-assessments, and standards aligned instruction, as measured by the FSA mathematics assessment.
Monitoring:	Collaborative planning documentation through weekly notes, monthly ALEKS pie progress reports from teachers will be reviewed and analyzed at the PLC level, math coach will provide specific feedback to teachers, small-group differentiation through inclusion teachers, data analysis of quarterly benchmarks and data chats with teachers, and classroom observations of standards aligned instruction.
Person responsible for monitoring outcome:	Debbie Cox (coxde@collierschools.com)
Evidence-based Strategy:	The use of ALEKS to determine student needs, remediation and support through differentiation. Pre- and post data from literacy coach-created assessments will be documented and reviewed by teachers during PLCs. Lastly, disaggregation of data from QBA1 and QBA2 benchmarks will be shared with teachers in individual meetings.
Rationale for Evidence-based Strategy:	Overall, there was an increase in students scoring a L1 & L2 across the three grades. Grade 6 saw an increase of 1% and grade 7 saw an increase of 6%. Grade 8 saw an increase of 12% for the lowest 25% of the students. Grade 6 saw a decrease from 58% to 45% in Subskill #1 ratios and proportions and grade 7 saw a decrease from 53% to 47% in Subskill #1 ratios and proportions. The students who are in the lowest 25% in math require additional support and monitoring in order to make gains and progress towards proficiency.

Action Steps to Implement

Focus and monitoring of Aleks progress reports with monthly recognition for classes that show the greatest progress in all grade levels. This will help close the achievement gap and motivate the students to strive towards increased proficiency.

Person Responsible Elise Resemius (reseme@collierschools.com)

All math teachers will collaboratively plan on a weekly basis to ensure standards aligned instruction is being implemented and pacing is being followed.

Person Responsible Debbie Cox (coxde@collierschools.com)

Quarterly benchmark data will be disaggregated and shared with teachers. Individual data chats will also follow to discuss necessary supports needed for student improvement.

Person Responsible Debbie Cox (coxde@collierschools.com)

#3. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale:	The percentage of students in the lowest 25% in reading who scored a L1 or L2 in Civics increased from 65% to 74%.
Measurable Outcome:	By May of 2022, the percentage of students scoring L1 & L2 will decrease by 3% for the students scoring in the lowest 25% in reading through the implementation of common pre and post assessments, differentiation based on the pre-assessment data, and supportive strategies, such as summarizing, sequencing, and vocabulary development, as measured by the EOC Civics exam and FSA ELA assessment.
Monitoring:	This area of focus will be monitored through data analysis of quarterly benchmarks, pre- and post-assessments, collaborative planning weekly notes, and classroom observations of standards-aligned instruction.
Person responsible for monitoring outcome:	Kriste Eaton (eatonk@collierschools.com)
Evidence-based Strategy:	Teacher created common pre and post-assessments, standards-aligned instruction which supports skill development, such as summarizing and sequencing, continued instruction focused on vocabulary development, and disaggregation of data from quarterly benchmarks which is shared in individual data chats with teachers.
Rationale for Evidence-based Strategy:	Because the students being targeted in this area of focus are in the lowest 25% in reading, they will need literacy support in Civics to help process the content. Professional development on literacy-focused supports will be provided by the literacy coach to the Civics teachers. Guidance and strategies on how to implement targeted instruction that focuses on certain strategies, such as summarizing, sequencing, and developing their vocabulary, will also be provided by the literacy coach.

Action Steps to Implement

Quarterly benchmark data will be disaggregated and shared with teachers. Individual data chats will also follow to discuss necessary supports needed for student improvement.

Person Responsible Kriste Eaton (eatonk@collierschools.com)

All Civics teachers will collaboratively plan on a weekly basis to ensure standards aligned instruction is being implemented and pacing is being followed.

Person Responsible Kriste Eaton (eatonk@collierschools.com)

Common pre-assessments and post-assessments will be administered to all students. The teachers will analyze the data and identify areas in need of support to close the achievement gap and ensure student comprehension.

Person Responsible Kriste Eaton (eatonk@collierschools.com)

Strategies on how to implement targeted instruction that promotes literacy strategies will be shared with the teachers by the literacy coach.

Person Responsible Teri Sweigart (sweigate@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.

N/A