

Collier County Public Schools

Immokalee Middle School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	18
Positive Culture & Environment	22
Budget to Support Goals	22

Immokalee Middle School

401 N 9TH ST, Immokalee, FL 34142

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

Demographics

Principal: Jose Hernandez

Start Date for this Principal: 7/15/2021

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 White Students Economically Disadvantaged Students
School Grades History	2018-19: C (50%) 2017-18: C (51%) 2016-17: C (44%)
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

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	18
Title I Requirements	0
Budget to Support Goals	22

Immokalee Middle School

401 N 9TH ST, Immokalee, FL 34142

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

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	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

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.

Our mission for IMS Leaders is to collaboratively and relentlessly create a nurturing environment that inspires engagement, accountability, and critical thinking skills to achieve academic and personal goals.

Provide the school's vision statement.

Our vision for IMS Leaders is to develop a sense of responsibility, resiliency, and an inquisitive nature to promote life-long learning.

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
Osorio, Roniel	Principal	The principal provides the leadership and facilitates the SIP structures. He ensures that professional development is available to staff in these areas, regularly attends meetings to support these processes, identifies the needs of the team, communicates with school stakeholders regarding the SIP, and forms the school improvement team to address each core concern.
Woodward, Lauren	Assistant Principal	The Assistant Principals assist the Principal in providing leadership and support of the SIP process. They also attend meetings to support the SIP process, as well as identify needs of the team and communicates with school stakeholders about the SIP.
Wannop, Stephanie	Assistant Principal	The Assistant Principals assist the Principal in providing leadership and support of the SIP process. They also attend meetings to support the SIP process, as well as identify needs of the team and communicates with school stakeholders about the SIP.
Voorhees, Destini	Assistant Principal	The Assistant Principals assist the Principal in providing leadership and support of the SIP process. They also attend meetings to support the SIP process, as well as identify needs of the team and communicates with school stakeholders about the SIP.
Anthony, Rodelin	Assistant Principal	The Assistant Principals assist the Principal in providing leadership and support of the SIP process. They also attend meetings to support the SIP process, as well as identify needs of the team and communicates with school stakeholders about the SIP.

Demographic Information

Principal start date

Thursday 7/15/2021, Jose Hernandez

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.*

11

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.*

26

Total number of teacher positions allocated to the school

98

Total number of students enrolled at the school

1,541

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

16

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	454	516	571	0	0	0	0	1541
Attendance below 90 percent	0	0	0	0	0	0	113	136	171	0	0	0	0	420
One or more suspensions	0	0	0	0	0	0	23	103	86	0	0	0	0	212
Course failure in ELA	0	0	0	0	0	0	5	161	129	0	0	0	0	295
Course failure in Math	0	0	0	0	0	0	13	59	64	0	0	0	0	136
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	91	197	238	0	0	0	0	526
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	71	186	174	0	0	0	0	431
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	55	198	200	0	0	0	0	453	

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	3	1	8	0	0	0	0	12	

Date this data was collected or last updated

Tuesday 9/28/2021

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	571	613	522	0	0	0	0	1706	
Attendance below 90 percent	0	0	0	0	0	0	61	42	55	0	0	0	0	158	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	2	100	0	0	0	0	102	
Course failure in Math	0	0	0	0	0	0	0	0	46	0	0	0	0	46	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	137	142	181	0	0	0	0	460	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	147	103	139	0	0	0	0	389	

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	23	14	107	0	0	0	0	144	

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	10	6	0	0	0	0	16

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	571	613	522	0	0	0	0	1706
Attendance below 90 percent	0	0	0	0	0	0	61	42	55	0	0	0	0	158
One or more suspensions	0	0	0	0	0	0	23	104	86	0	0	0	0	213
Course failure in ELA	0	0	0	0	0	0	0	2	100	0	0	0	0	102
Course failure in Math	0	0	0	0	0	0	0	0	46	0	0	0	0	46
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	137	142	181	0	0	0	0	460
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	147	103	139	0	0	0	0	389

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	23	14	107	0	0	0	0	144

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	10	6	0	0	0	0	16

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				34%	59%	54%	32%	61%	53%
ELA Learning Gains				44%	55%	54%	44%	59%	54%
ELA Lowest 25th Percentile				40%	45%	47%	47%	50%	47%
Math Achievement				46%	69%	58%	43%	71%	58%
Math Learning Gains				49%	62%	57%	54%	67%	57%
Math Lowest 25th Percentile				55%	57%	51%	57%	62%	51%
Science Achievement				31%	55%	51%	31%	60%	52%
Social Studies Achievement				59%	75%	72%	55%	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	30%	56%	-26%	54%	-24%
Cohort Comparison						
07	2021					
	2019	28%	55%	-27%	52%	-24%
Cohort Comparison		-30%				
08	2021					
	2019	35%	58%	-23%	56%	-21%
Cohort Comparison		-28%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	37%	61%	-24%	55%	-18%
Cohort Comparison						
07	2021					
	2019	38%	66%	-28%	54%	-16%
Cohort Comparison		-37%				
08	2021					
	2019	26%	36%	-10%	46%	-20%
Cohort Comparison		-38%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	28%	52%	-24%	48%	-20%
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	55%	72%	-17%	71%	-16%

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	94%	67%	27%	61%	33%
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.

IMS administered CCPS Benchmark tests to all students. Benchmark tests are designed to determine if a student is on track to meet state and district standards. Benchmark tests were given at the end of Quarter 1, Quarter 2, and the end of Quarter 3. Benchmark tests were given to students in Grades 6-8 in ELA and Math. Additionally benchmark tests were also given to 8th grade science and Civics classes to gauge student proficiency in each area.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	37	33	23
	Economically Disadvantaged	36	33	23
	Students With Disabilities	24	16	5
	English Language Learners	20	17	11
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	39	37	16
	Economically Disadvantaged	39	37	16
	Students With Disabilities	21	21	3
	English Language Learners	27	26	8

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	29	33	33
	Economically Disadvantaged	29	33	33
	Students With Disabilities	13	11	13
	English Language Learners	13	19	14
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	53	55	26
	Economically Disadvantaged	53	55	26
	Students With Disabilities	32	31	5
	English Language Learners	34	36	10
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	62	62	63
	Economically Disadvantaged	63	62	63
	Students With Disabilities	36	33	39
	English Language Learners	42	39	42

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31	34	30
	Economically Disadvantaged	32	34	30
	Students With Disabilities	16	9	7
	English Language Learners	7	3	9
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30	34	26
	Economically Disadvantaged	30	34	26
	Students With Disabilities	38	45	28
	English Language Learners	24	23	14
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	29	27	25
	Economically Disadvantaged	28	27	25
	Students With Disabilities	5	6	3
	English Language Learners	9	6	6

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	12	18	15	26	34	40	9	42			
ELL	19	29	26	34	38	50	11	51	65		
BLK	27	38	31	35	43	47	16	60	86		
HSP	31	33	22	47	43	47	28	55	81		
WHT	48	37		59	44						
FRL	30	33	23	45	43	47	27	56	82		
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	8	28	30	22	42	48	13	33	88		
ELL	24	39	39	38	42	49	17	51	90		
BLK	34	52	44	38	47	49	31	64	83		
HSP	33	43	39	47	49	56	30	58	93		

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
WHT	43	54		50	50			69			
FRL	34	44	41	46	49	55	31	58	92		
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	9	28	33	22	36	40	15	24			
ELL	14	36	58	34	55	76		53			
BLK	34	50	61	44	59	52	31	63	96		
HSP	31	43	44	43	53	58	30	54	95		
MUL	45	55		36	50						
WHT	43	45		48	60						
FRL	32	44	47	43	54	56	31	55	93		

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	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	35
Total Points Earned for the Federal Index	425
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
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	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	41
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	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	47
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	42
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 largest decrease in gains was in 6th grade math, with a 6% overall decrease. 8th grade ELA had a 4% decrease, while 8th grade science had a 3% decrease in proficiency. Students with disabilities and ELL students gains were below the gains of the peers in the same grade level. Conversely 8th grade Math had the largest gains with 14% increase.

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

The largest decrease in gains was in 6th grade math, with a 6% overall decrease. 8th grade ELA had a 4% decrease, while 8th grade science had a 3% decrease in proficiency.

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

Some of the contributing factors to this data were student attendance, strategic use of coaches and resource teachers, and a need for reading throughout all content areas.

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

8th grade Math and Algebra I showed the most improvement, with a 14% increase in gains over 2019. As well as 7th grade math, showing a 3% increase over the 2019 data. Social Studies proficiency remained equal to the 2019 data, even with 7th grade reading gains decreasing by 2%.

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

There was a focus on cooperative planning and a focus on the content covered in class. The math coach oversaw the implementation of the lesson and ensured all required standards were covered. Common assessments were provided accurate data.

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

ELA has added an additional resource teacher to work with students in a push in/ pull out model. ELA Coaches will work with teachers to help created engaging standards based lessons that include scaffolding. Coaches will also model these lessons to help struggling teachers. Math has added an additional resource teacher to work with students in a push in/ pull out model. Coaches will work with teachers to help created engaging standards based lessons that include scaffolding.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development with include - better collaborative planning lessons for grade level teams. How teachers with SWD students and a co-teacher can plan together to better meet the needs of all students. Teachers with ELL students will learn better ways to incorporate ELL tutors in the class to meet the needs of students who English is a second language. Science and Social Studies will

incorporate reading in the content area with the assistance of a ELA Coach. The content area specific coach will assist with various strategies to help improve reading within the content areas.

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

Coaches in ELA and Math will work with teachers to model how to create engaging standards based lessons for their classes. When teachers understand how to create lessons based on data, they can continue to use the skills gained. The district is providing personnel to assist struggling teachers in ELA, Math and Science better use data to plan lessons. Help teachers analyze Quarter Benchmark data to determine what the next steps are for students and where they should focus targeted remediation.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	2021 FSA data showed that Immokalee Middle had a 11% decrease in overall ELA gains going from 44% gains in 2019 down to 33% gains in 2021. Therefore, if teachers can access and interpret data, as well as understand the ELA standards, rubrics, and scales then the amount of students learning gains will increase by 3%, by May of 2022, as measured by the FSA-ELA.
Measurable Outcome:	If teachers can access and interpret data, as well as understand the ELA standards, rubrics and scales then the amount of students earning learning gains will increase by 3% by May of 2022 as measured by the FSA-ELA.
Monitoring:	Administration will review common planning meetings and ensure collaborate lesson plans are standards based and follow the District pacing guide. Weekly meetings with instructional coaches and quarterly benchmark data will be reviewed. Instructional data chats between the ELA coaches, administration, and teachers will take place every quarter to review data and if revision in tier support will be needed. Teachers will use common assessments to ensure students are proficient on the standards that are being taught for that standard.
Person responsible for monitoring outcome:	Roniel Osorio (osorir@collierschools.com)
Evidence-based Strategy:	Data driven instruction through the use of Read 180, the Collection Series, as well as FSA-style writing in the content areas as measured by quarterly benchmark assessments. The Resource Team will push in and pull out groups of students who require targeted/intensive interventions, as well coach any/all classroom teachers. Teachers will use previous FSA and QB data to target the subskills students are struggling in the most (subskills 1 - Key Ideas and Details and 3- Integration of Knowledge and Ideas). Key Ideas and Details is one of the subareas that most students are struggling in, therefore teachers will incorporate summarizing into their lessons. Students will cite textual evidence to support their conclusions and summarize the key concepts. Teachers will also incorporate Integration of Knowledge and Ideas into their lessons where students can evaluate arguments for claims, validity, relevance, and sufficient evident.
Rationale for Evidence-based Strategy:	The continuous use of data driven instruction, modeled by the Resource Team (academic coaches, resource teachers, and supplemental district personnel) assisted in proficiency rate in increases. A more targeted approach by members of the team will assist in student gains in areas of deficiency. Evidence will be collected from quarterly benchmark assessments and the comparison to prior assessments, as well as data collected through Connect for Success and WinTime.

Action Steps to Implement

1. Use of academic scales to ensure all students receive rigorous instruction
2. Foster reading and writing through all content areas
3. Targeted scheduling of Coaches, Resource Support and Supplemental District Support
4. Administrators and coaches will frequently monthly review students work samples to ensure rigor
5. Monitoring of data during weekly coach's meetings and bi-monthly MTSS meetings
6. Monitoring of SWD using the Case Manager Progress Monitoring Tool

Person Responsible Roniel Osorio (osorir@collierschools.com)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	2021 FSA data showed that Immokalee Middle School had a 4% decrease in Science proficiency, with 31% proficiency in 2019 down to 27% proficiency in 2021. Therefore if we increase the teacher's knowledge, understanding, and implementation of Science standards and assessments by utilizing rigorous, data-driven instruction, then we will see a 3% increase in overall proficiency rates, by May 2022, as measured by the Science-FSA
Measurable Outcome:	If we increase teacher's knowledge, understanding, and implementation of the science standards and assessments by utilizing rigorous, data-driven instruction, then we will see a 3% increase in overall proficiency rates in May of 2022 as measured by the Science-FSA.
Monitoring:	Administration will review common planning meetings and ensure collaborate lesson plans are standards based and follow the District pacing guide. Weekly meetings with instructional coaches and quarterly benchmark data will be reviewed. Instructional data chats will take place every quarter between the Math coaches, administration, and teachers to review data and if revision in tier support will be needed. Teachers will use common assessments to ensure students are proficient on the standards that are being taught for that standard.
Person responsible for monitoring outcome:	Roniel Osorio (osorir@collierschools.com)
Evidence-based Strategy:	Data-driven instruction through the use of standards based instruction from Earth, Life and Physical Science as measured by quarterly benchmark assessment data will assist in student growth. The Science Coach will push in and pull out groups of students who require targeted interventions, as well coach all/any classroom teachers. Science teachers will also use the 5E model of science instruction (Engage, Explore, Explain, Elaborate, and Evaluate) and Hand's-on labs and inquiry based learning in the classes to engage students in their learning. A designated ELA coach will be assigned to assist all science teachers in reading strategies, specifically content area vocabulary. The reading coach will also assist teachers in helping to ensure students, who are below proficient in Reading, will be able to access the content which is at the grade level for Reading.
Rationale for Evidence-based Strategy:	The continuous use of data driven instruction, modeled by the Science Coach, designated ELA support personnel, and supplemental district support personnel will assist in the increased proficiency in all subgroups. A more targeted approach by members of the team will assist in student gains in areas of deficiency. Evidence will be collected from quarterly benchmark assessments and the comparison to prior assessments, as well as data collected through Connect for Success and WinTime.

Action Steps to Implement

1. Use of academic scales to ensure all students receive rigorous instruction
2. Foster reading and writing through all content areas - specifically incorporate vocabulary strategies in the science classes
3. Targeted scheduling of Coaches, Resource Support and Supplemental District Support
4. Administrators and coaches will frequently monthly review students work samples to ensure rigor
5. Monitoring of data during weekly coach's meetings and bi-monthly MTSS meetings
6. Monitoring of SWD using the Case Manager Progress Monitoring Tool

Person Responsible Roniel Osorio (osorir@collierschools.com)

#3. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	2021 FSA data showed that Immokalee Middle had a 6% decrease in overall Math gains going from 49% gains in 2019 to 43% in 2021. Therefore, if teachers can assess and interpret data, as well as understand Math standards, rubrics and scales, then the amount of students earning a learning gain will increase by 3% by May 2022 as measured by the Math-FSA
Measurable Outcome:	If teachers can access and interpret data, as well as understand the Math standards, rubrics and scales then the amount of students earning learning gains will increase by 3% as measured by the Math-FSA.
Monitoring:	Administration will review common planning meetings and ensure collaborate lesson plans are standards based and follow the District pacing guide. Weekly meetings with instructional coaches and quarterly benchmark data will be reviewed. Instructional data chats will take place every quarter with the Science coach, administration, and teachers to review data and if revision in tier support will be needed. Teachers will use common assessments to ensure students are proficient on the standards that are being taught for that standard.
Person responsible for monitoring outcome:	Roniel Osorio (osorir@collierschools.com)
Evidence-based Strategy:	Data driven instruction through the use of the new supplemental math resources, as well as ALEKS will increase student academic data as measured by quarterly benchmark assessments. The Math Resource Team will push in and pull out groups of students who require targeted/intensive interventions, as well coach any/all classroom teachers. Intensive Math Teachers will utilize Explicit, Systematic Instruction to teach concepts in a highly structured and carefully sequenced manner, so students can improve their performance in mathematical operations. This should help students who are struggling with the fundamentals of math, which is hindering progress.
Rationale for Evidence-based Strategy:	The continuous use of data driven instruction, modeled by the Resource Team (academic coaches, resource teachers, and supplemental district personnel) assisted in proficiency rate in increases. A more targeted approach by members of the team will assist in student gains in areas of deficiency. Evidence will be collected from quarterly benchmark assessments and the comparison to prior assessments, as well as data collected through Connect for Success and WinTime.

Action Steps to Implement

1. Use of academic scales to ensure all students receive rigorous instruction
2. Foster reading and writing through all content areas
3. Targeted scheduling of Coaches, Resource Support and Supplemental District Support
4. Administrators and coaches will frequently monthly review students work samples to ensure rigor
5. Monitoring of data during weekly coach's meetings and bi-monthly MTSS meetings
6. Monitoring of SWD using the Case Manager Progress Monitoring Tool

Person Responsible Roniel Osorio (osorir@collierschools.com)

Additional Schoolwide Improvement Priorities

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

IMS ranked very low in the Violent incidents, property incidents, and low in the drug/public order incidents with only 1.3 incidents per 100 students, where the statewide average is 4.3 incidents per 100 students. IMS did rank high in the total reported suspensions with 22.4 per 100 students. IMS is increasing school-wide and teacher lead PBIS systems as well as implementing Leading in Me to help reduce the number of total suspensions.

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.

Relationships between all stakeholders are the cornerstone of a successful school environment. At IMS the overriding goal is to foster positive relationships between the staff and students using Connect 4 Success. 35 minutes twice a week teachers work with selected students to foster relationships with students and between students. When students feel a connection to the school and with the other students in the school, they will be more successful. IMS is also a Leader in Me School, we follow up the Connect 4 Success time with the 7 Habits and work with the teachers and students to ingrain the 7 Habits into the school culture. PBIS is also utilized with staff and students to create a positive culture.

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

Administration - create the framework for positive culture to thrive at IMS, model the elements of a positive culture to staff and students

Students - utilize skills Learned in Connect 4 Success and Leader In Me to help perpetuate the positive environment

Staff - Model positive traits to students, help provide positive learning environments in the classroom

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$1,102,356.66
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	0361 - Immokalee Middle School	Title, I Part A	3.0	\$234,573.11
			Notes: Salaries and benefits for 3.0 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	0361 - Immokalee Middle School	Title, I Part A	3.6	\$145,803.26
			Notes: Salaries and benefits for 3.60 ELL Tutors Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70			
	6120	130-Other Certified Instructional Personnel	0361 - Immokalee Middle School	Title, I Part A	1.0	\$91,534.75
			Notes: Salaries and benefits for 1.0 Guidance Counselor Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70			
	6150	160-Other Support Personnel	0361 - Immokalee Middle School	Title, I Part A	3.0	\$122,993.86
			Notes: Salaries and benefits for 3.0 Parent Involvement Assistants Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70			
	6400	130-Other Certified Instructional Personnel	0361 - Immokalee Middle School	Title, I Part A	1.12	\$86,055.96
			Notes: Salaries and benefits for 1.12 TSA Middle Coach Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70			
	6400	130-Other Certified Instructional Personnel	0361 - Immokalee Middle School	Title, I Part A		\$4,591.84
			Notes: Pre-extension of Inst Leaders - Coaches			
	6120	120-Classroom Teachers	0361 - Immokalee Middle School	Title, I Part A		\$3,255.54
			Notes: Pre-extension of Inst Leaders - Counselor			
	5100	130-Other Certified Instructional Personnel	0361 - Immokalee Middle School	Title, I Part A		\$3,317.22
			Notes: Pre-extension of Inst Leaders- Resource Teachers			
	5100	120-Classroom Teachers	0361 - Immokalee Middle School	Title, I Part A		\$1,760.74
			Notes: Pre-extension of Inst Leaders- Teachers			
	5100	510-Supplies	0361 - Immokalee Middle School	Title, I Part A		\$1,433.67
			Notes: Instructional Supplies			
	5900	130-Other Certified Instructional Personnel	0361 - Immokalee Middle School	Title, I Part A		\$44,541.41

			<i>Notes: After School Program - Instructional</i>			
	5900	150-Aides	0361 - Immokalee Middle School	Title, I Part A		\$8,134.63
			<i>Notes: After School Program - Tutors</i>			
	7300	160-Other Support Personnel	0361 - Immokalee Middle School	Title, I Part A		\$6,220.60
			<i>Notes: After School Program - Clerical</i>			
	7800	790-Miscellaneous Expenses	0361 - Immokalee Middle School	Title, I Part A		\$6,586.12
			<i>Notes: Student Transportation</i>			
	7900	390-Other Purchased Services	0361 - Immokalee Middle School	Title, I Part A		\$2,053.44
			<i>Notes: Custodians Saturday Program</i>			
	6400	310-Professional and Technical Services	0361 - Immokalee Middle School	Title, I Part A		\$15,000.00
			<i>Notes: Leader in Me Professional Development</i>			
	6400	510-Supplies	0361 - Immokalee Middle School	Title, I Part A		\$4,944.82
			<i>Notes: Leader in Me Supplies</i>			
	6150	390-Other Purchased Services	0361 - Immokalee Middle School	Title, I Part A		\$8,890.42
			<i>Notes: PI Printing services</i>			
	5100	130-Other Certified Instructional Personnel	0361 - Immokalee Middle School	Title, I Part C	2.0	\$196,538.30
			<i>Notes: Salaries and benefits for 2.0 Migrant Resource teachers Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
	5100	150-Aides	0361 - Immokalee Middle School	Title, I Part C	2.4	\$100,131.38
			<i>Notes: Salaries and benefits for 2.4 ELL Tutors Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
	5100	350-Repairs and Maintenance	0361 - Immokalee Middle School	Title, I Part C		\$2,465.00
			<i>Notes: Repair and Maintenance</i>			
	5900	390-Other Purchased Services	0361 - Immokalee Middle School	Title, I Part C		\$1,080.00
			<i>Notes: Fingerprinting - Earn & Learn</i>			
	5900	750-Other Personal Services	0361 - Immokalee Middle School	Title, I Part C		\$10,450.59
			<i>Notes: Salaries: Earn and Learn Salaries</i>			
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$153,226.79
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

	6400	130-Other Certified Instructional Personnel	0361 - Immokalee Middle School	Title, I Part A	1.79	\$153,226.79
			<i>Notes: Salaries and benefits for 1.79 Science Coach 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: Standards-aligned Instruction				\$157,737.11
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	130-Other Certified Instructional Personnel	0361 - Immokalee Middle School	Title, I Part A	1.0	\$76,385.48
			<i>Notes: Salaries and benefits for 1.0 TSA 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	0361 - Immokalee Middle School	Title, I Part C		\$81,351.63
			<i>Notes: Salaries and benefits for 1.0 Math Resource teachers Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
Total:						\$1,413,320.56