Collier County Public Schools

RCMA Immokalee Community School

2021-22 Schoolwide Improvement Plan

Table of Contents

RCMA Immokalee Community School

123 N 4TH ST, Immokalee, FL 34142

charterschools.rcma.org

Demographics

Principal: Zulaika Quintero

Start Date for this Principal: 7/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-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 Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: B (54%) 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.

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	Yes	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	100%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Mission: Redlands Christian Migrant Association Charter Schools are committed to excellence in education. Students will be educated to reach their potential as bilingual individuals with life choices and opportunities for success.

Provide the school's vision statement.

RCMA Charter Schools prepare our students to be bilingual, bi-literate and bi cultural life-long learners; sources of energy, hope, and leadership for themselves, families, communities, and their nation. We work with parents to provide students with an education rooted in shared values and ethical foundations necessary for responsible citizenship, a life lived with integrity, and a commitment to the higher purpose of serving and advocating for others.

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
Brown, Juana		The responsibilities of our schools executive director include the following. She helps to provide leadership opportunities, supports the school's vision while ensuring the curriculum aligns with it, assure that students are learning effectively in the classroom by meeting their personal and education goals and needs. Our charter school director, also helps to achieve financial and fundraising goals and maintaining and improving the school's overall rating, and assuring that we are in compliance with our district and state requirements.
Quintero, Zulaika		The duties and responsibilities of the principal are to oversee all school operations policies and procedures, budgets, and ensure the school remains a safe site for students. The principal hires, monitors, and evaluates all staff, as well as monitors student achievement, and encourage parent involvement.
Facundo, Amy		Our instructional coach has an important role of great value, as she helps our teachers by ensuring that they reach their highest level of success. She helps to promote the use of data to inform and drive teaching practices. She also supports by helping to reflect on their instruction, by collaborating, modeling, and giving them honest feedback. This helps to promote a supportive and connected environment.
Preciado, Manuel		Our after school manager provides a safe, nurturing, and well supervised after school program and summer program; he's the liaison with parents, collaborators, school leadership, volunteers, and visitors and displays the site and the program positively. He is responsible for planning and development of the creative learning environment, establishment of interest centers, and preparation of needed materials and supplies. In addition he is responsible for the collection of program data, providing reports for contract compliance, and assisting with administrative support. He is also responsible for recruitment and retention of after school staff, and supervision of after school staff.
Seijo, Audrey		Support teachers in using data to improve instruction on all levels. Develop coaching plans to ensure teachers and student improvement though professional development and targeted topics and designs. She works with teachers in order to establish professional learning communities that provide support and guidance for interventions for all grade levels.
Garcia, Rosmery		Provides support services to students, staff, and parents. Support services include referrals, assessment, diagnostics, and report writing. This work takes place at the school site, in other public buildings, and in private residences independent judgment and learned social work skills must be used with establishing, maintaining, and using a network of accessible community services to assist families with fulfilling their goals and becoming advocates for their children.

Demographic Information

Principal start date

Friday 7/1/2016, Zulaika Quintero

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.*

3

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.*

5

Total number of teacher positions allocated to the school

24

Total number of students enrolled at the school

291

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

2

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

4

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	39	39	37	34	33	34	35	34	0	0	0	0	0	285
Attendance below 90 percent	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	
Course failure in ELA	3	3	1	2	2	0	0	0	0	0	0	0	0	11
Course failure in Math	3	0	1	0	1	0	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	4	6	0	0	0	0	0	10
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	1	2	0	0	0	0	0	3
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	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	3	2	1	2	2	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

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	40	40	35	35	34	33	31	0	0	0	0	0	0	248
Attendance below 90 percent	11	11	5	0	4	3	5	0	0	0	0	0	0	39
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	1	0	1	0	0	1	0	0	0	0	0	0	0	3
Course failure in Math	7	0	1	0	0	1	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	6	6	0	0	0	0	0	0	12
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	2	2	0	0	0	0	0	0	4
	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	3	0	1	0	0	0	0	0	0	0	0	0	0	4

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	1	0	0	1	0	0	0	0	0	0	0	0	2
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	40	40	35	35	34	33	31	0	0	0	0	0	0	248
Attendance below 90 percent	11	11	5	0	4	3	5	0	0	0	0	0	0	39
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	1	0	1	0	0	1	0	0	0	0	0	0	0	3
Course failure in Math	7	0	1	0	0	1	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	6	6	0	0	0	0	0	0	12
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	2	2	0	0	0	0	0	0	4
	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	3	0	1	0	0	0	0	0	0	0	0	0	0	4

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	1	0	0	1	0	0	0	0	0	0	0	0	2
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				46%	59%	61%	42%	56%	60%
ELA Learning Gains				57%	61%	59%	54%	58%	57%
ELA Lowest 25th Percentile				58%	63%	54%	46%	49%	52%
Math Achievement				77%	66%	62%	72%	65%	61%
Math Learning Gains				70%	61%	59%	56%	63%	58%
Math Lowest 25th Percentile				65%	58%	52%	54%	59%	52%
Science Achievement				8%	46%	56%	52%	62%	57%
Social Studies Achievement					83%	78%		86%	77%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	40%	61%	-21%	58%	-18%
Cohort Comparison						
04	2021					
	2019	48%	58%	-10%	58%	-10%
Cohort Comparison		-40%				
05	2021					
	2019	44%	60%	-16%	56%	-12%
Cohort Comparison		-48%				
06	2021					
	2019	52%	56%	-4%	54%	-2%
Cohort Comparison		-44%				
07	2021					
	2019					
Cohort Comparison		-52%				
08	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	80%	68%	12%	62%	18%
Cohort Comparison						
04	2021					
	2019	70%	65%	5%	64%	6%
Cohort Comparison		-80%				
05	2021					
	2019	67%	67%	0%	60%	7%
Cohort Comparison		-70%				
06	2021					
	2019	94%	61%	33%	55%	39%
Cohort Comparison		-67%				
07	2021					
	2019					
Cohort Comparison		-94%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	8%	56%	-48%	53%	-45%
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		-8%				

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					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

All scholars are progress monitored three times a year through iReady in both English Language Arts and Math. We also use NWEA/MAP progress monitoring in English Language Arts and Math in Spanish. The DATA below is from the i-Ready Data.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18%	13%	10%
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	0%	0%	0%
	English Language Learners	11%	0%	6%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25%	18%	20%
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	0%	0%	0%
	English Language Learners	17%	11%	11%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	54%	40%	40%
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	67%	33%	33%
	English Language Learners	38%	19%	19%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46%	40%	43%
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	66%	33%	67%
	English Language Learners	19%	25%	19%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44%	43%	40%
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	29%	13%	14%
	English Language Learners	0%	14%	29%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	65%	69%	53%
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	43%	71%	43%
	English Language Learners	50%	71%	57%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31%	37%	38%
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	0%	20%	20%
	English Language Learners	14%	14%	14%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	44%	50%	56%
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	40%	40%	40%
	English Language Learners	20%	80%	20%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42%	39%	33%
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	0%	0%	0%
	English Language Learners	13%	31%	25%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	55%	48%	52%
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	0%	33%	0%
	English Language Learners	31%	38%	38%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45%	55%	40%
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	17%	17%	17%
	English Language Learners	20%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	61%	71%	53%
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	17%	33%	17%
	English Language Learners	20%	80%	20%

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

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	16	30		40	10						
ELL	46	56	46	55	38	33	13				
HSP	48	55	50	61	41	38	22				
FRL	47	54	53	60	39	38	23				
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	17	24	25	57	65						
ELL	37	52	55	76	70	61	12				
HSP	46	58	58	77	70	65	8				
FRL	42	52	52	75	68	65	9				

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	5	36		42	29						
ELL	28	47	47	68	44		20				
HSP	42	54	46	72	56	54	52				
FRL	43	55	44	73	57	52	50				

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	47
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	61
Total Points Earned for the Federal Index	378
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
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	44
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	

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

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

Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
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 FSA data, i-Ready and other benchmark assessment data indicate that ICA's 3rd, 4th, and 6th grade students' scores exceeded the District and State average Math scores as indicated on the 2021 FDOE FSA reports.

2021 ICA FSA math Proficiency
3rd grade 71%
4th grade 71%
6th grade 65%

This trend has been evident since 2017 and continues to be true. Although cohort data analysis shows a loss in the overall percentage of students proficiency and growth from between the 2019 FSA to 2021 FSA, comparable results with the District and State continue to show ICA students scoring the State average by 18% to 20% and 9-10% over the Collier District average. This is significant and indicate the strength of the program, particularly in a year characterized by repeated quarantines of classrooms.

ICA had also been evidencing an upward trend in Reading results as indicated in some of the data from 2016 to 2021 FSA. Cohort and grade level data indicated a strength in growth and proficiency among 6th grade students. 2021 FSA 6th grade Reading results the best in the last five years. This was a 17% cohort growth from 2019. It's important to note that this is the first dual language cohort to enter 6th grade.

Grade level growth
Reading 2016 2017 2018 2019 2021
6th grade 41% 42% 52% 52% 65%

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

ICA's analysis is based on historical data from the 2018, 2019, and 2021 FSA as well as benchmark assessment data including i-Ready (English) and NWEA-MAP (Spanish). This was done to avoid over-reliance on 2019 data that while relevant, is not timely and inclusive of the impact Covid had on student-learning during the interim months.

Reading is a focus area across all grades and subgroups.

5th grade - grade level Reading data is inconsistent with the same grade proficiency and growth evidenced in other tested grades in Reading.

Math Learning Gains 2021 2019 2018
41% 70% 56%

LOWEST 25th%tile 2021 2019 2018
ELA Learning Gains 50% 58% 46%
Math Learning Gains 38% 65% 54%

Science 2021 2019 2018
24% 8% 59%

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

Repeated quarantines and distance learning was detrimental to students who most needed classroom interaction with teachers and classmates during face-to-face instruction. 100% of ICA students are bilingual with 25% of these considered trilingual, speaking an indigenous language at home. Rich use of oral language, supported during class-based instructional activities was compromised for many students groups during this last disruptive year.

This school year there is added emphasis on creating language rich classrooms, including maximizing use of oral language while keeping students at a safe distance in the classroom. ICA is also resuming parent workshops that focus on supporting language and literacy at home, with activities all parents can implement, no matter their own level of formal education.

Some loss of both gains and momentum came as a result of a scaling down of teacher PD and coaching support using BeGlad. This program had been pivotal in helping teachers use literacy across content areas and impacted the overall quality of instructional rigor. This was particularly evident in an over-reliance by teachers on remediation activities rather than acceleration. More novice teachers required a greater amount of support in making grade level content accessible to all students, without defaulting to remediation, a focus of this year's improvement plan.

An analysis of 5th grade ELA , Math and Science shows loss of prior student gains and underperformance. There is a need to address current curriculum and instruction for 5th grade and instructional support for 5th graders who have moved to 6th grade this year.

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

6th grade Reading showed the most improvement in both achievement and gains. This was true for both same grade and cohort comparisons with grade level comparisons data being the highest in the last four years of State testing. The 2021 6th grade cohort gains were 11%. ICA's 6th grade ELA scores exceeded both District and State averages. This is significant because it was also the school's first fully dual language classroom cohort.

2021 2019 2018
65% 52% 52%

The 4th grade reading results showed the highest number of students attaining proficiency to date in a grade level analysis of FSA Reading results between 2016 and 2021.

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

There were several components that had a significantly positive impact across all content and in both languages. The first is the impact of the dual language program. The 6th grade students have been part of DL since the beginning of the program in their kindergarten year. That's eighth years rich language instructions, with students able to successfully learn, understand and apply important literacy skills across all content areas.
Next is the quality of instruction, beginning with a team who worked collaboratively and cohesively, meeting weekly to reflect on the success of instructional plans and carefully monitor student learning.

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

Focus on helping teachers with activities and strategies necessary to implement acceleration rather than intervention. Some of the instructional intervention strategies have focused on remediation strategies that failed to help students access grade level standards and learning.

ICA will implement acceleration programs and replace remedial classes during before, after school, and Saturday Program. The school will also have small targeted classes during our enrichment plus classes. The school has built in this time in the daily schedule to pull out students with the greatest needs to help build and reinforce foundational needs. Teachers will also use technology and others tools during core instruction to support students at all performance levels. Individualized programs in math such as ALEKS and IXL, as well as digital tools from i-Ready Reading will help students master grade level skills and content.

Reference
https://www.carnegielearning.com/blog/learning-acceleration-not-remediation/

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.

Coaching support is key to this work. This includes coaching support for the leadership as well as instructional team. The work will begin with aligning the standards with the curriculum, particularly given the new ELA standards and pacing the standards. This will go hand-in-hand with building teacher's ability to teach grade level content with rigor while making it accessible to students who are struggling.

Teachers will work with expert coaches contracted to provide support as well as master teacher/ coaches working in our schools.

The school will be more intentional in creating a more cohesive professional learning program with a focus on fundamentals of effective reading instruction and reading in the content area, implementation of what we call the RCMA Johnson Math program successfully used in both RCMA charter campuses, and strategies to accelerate learning. Assessment for learning and close monitoring of all students will be prioritized using data from tools such as CWTs and analyzing student work.

Professional development will be inclusive of attendance at national conferences, to facilitate access to national experts in literacy, dual language education, curriculum and assessment. Teachers will also work with content experts, including Irene Fountas and Su Pinnell, through online professional learning opportunities. ICA has also connected with the University of Florida's College of Education for literacy support, through the UF Literacy Institute (UFLI) to access literacy resources including research and training as well as connecting with UF's Maria Coady, a dual language literacy expert for support in biliteracy instruction.

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

1. Using the Understanding by Design framework to develop goals and comprehensively align standards, curriculum, instruction, and assessment and engage in continuous improvement.
2. Continue to build leadership and instructional capacity among our most effective teachers to enable them to lead some of the work within their grade level teams, as well as develop a path for those ready to move to other positions including coaching to do so with the necessary training and support.
3. Leverage partnerships to expand the school's STEM program, with greater focus on project-based learning as a means to strengthen the integration of science, math, and technology. Implement this across grade levels to ensure the curriculum is aligned and skills spiral to help students build prior knowledge
4. Accelerating learning for students in the lowest 25%tile by strengthening the school's student monitoring system.

5. Monthly school-based team meetings focused on the SIP, driven by identifying gaps between planning and implementation to ensure continuous improvement and accountability for all stakeholders.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	While there is no FSA data from 2019-2020 school year, prior years' data indicated a need to address ELA for achievement and growth in all grade-levels. Comparative data using this year's 2020-2021 FSA, and the i-Ready and NWEA/MAP diagnostic for the last two year's, indicate a continued need to close the Reading achievement gap between our students and the national norm. COVID has widened the gap in reading while at the same time impacting students' Social Emotional Learning. This directly impacts student efficacy presenting an additional challenge. In prior years, our quarterly NWEA/MAP goals were aimed at the 60th percentile. This year's results were indexed at the 50th percentile as a result of the widened reading achievement and growth gap between our students and the national norm.
Measurable Outcome:	The 2020-21 school year data indicates ICA has not closed all existing gaps in student achievement and growth. The reading objective this year for ICA school goal is improvement in both achievement and learning gains for all students. Our FSA goals include: 1. ELA School Achievement - increase from 48% to 54% 2. ELA School Learning Gains - increase from 55% to 60% 3. ELA for Lowest 25% - increase from 50% to 60% ICA's Dual Language program will be implemented from kindergarten to 7th grade this 21-22 academic school year. Students in 3rd-7th grade will be challenged to be proficient in both Spanish and English. While their bilingual-biliteracy achievement and growth will not be fully reflected on the State assessment, it is important when doing school-to-school, District, and State comparisons to note that ICA student data are required to show measurable outcomes in both languages.
Monitoring:	Collaboration and shared accountability will be a means to ensuring fidelity of implementation and the SIP's success. 1. Biweekly principal meetings with grade-level teams to provide feedback and support for grade-level goals. 2. Daily classroom walkthroughs (CWT) to observe and monitor instruction and student learning. Data gathered from these CWTs will be used along with student evidence during principal and coaching meetings with teachers. 3. Targeted PLCs with small teacher teams for data and instructional reflection using tuning and other protocols. These involve honest reflection, purpose-driven discussions, and are action driven. 4. Grade level teams meet bi-weekly to collaborate on instructional planning, monitor student learning and share ideas. 5. Collaborative leadership meetings, inclusive of teachers and instructional coaches to review the effectiveness of the improvement plan components. 6. Director of Charter Schools will support the principal and meet consistently for ensure success of the plan.
Person responsible for monitoring outcome:	Zulaika Quintero (quintz@collierschools.com)
Evidence-based Strategy:	Program improvement includes activities to be implemented with fidelity across all grade levels. 1. Align ELA standards, curriculum, instruction, and assessments at all grade levels to ensure every student can access content and achieve mastery high level of rigor.

	2. Professional development and coaching using data to inform "what's taught, when it's taught, and how it's taught." 3. Coaching on use of effective reading instruction focused on explicit, systematic and sequenced teaching of skills, building on student's prior knowledge. 4. Focused support of lowest 25%tile using acceleration strategies. Complement core instruction with implementation of After-school and Saturday Academies building foundational skills and make use of digital programs and technology to support instruction and learning. 5. Leverage dual language learning. Research indicates the value of bi-literacy and bilingualism in both Spanish and English to support student achievement in Reading and content areas. 6. Monitor and adjust plan as needed.
Rationale for Evidence-based Strategy:	ELA achievement and growth requires instructional capacity building and students armed with tools to master grade level content. Included are: 1) Goal setting and monitoring of student and classroom based goals. 2) Alignment of priority grade level standards and grade level curriculum to ensure appropriate level of rigor. 3) PD and coaching support for teachers and teacher aides on implementation of research-based reading instruction and best practices strategies - BeGLAD strategies, and acceleration vs remediation- to build instructional capacity 3) Differentiated instruction with daily small group and individualized support for all students with additional layer of support for our SWD and lowest 25% students. 4) After-school program, Saturday school and use of classroom technology for targeted support of students in the lowest 25%tile. 5) Collaborative team and PLC teacher meeting for support and shared accountability. Focus on planning, data analysis, and sharing of effective instructional practices.

Action Steps to Implement

Classroom teacher will monitor students and analyze curriculum based-assessment and benchmark data to evaluate student progress on learning growth goals.
Classroom teachers will conference with students to review their growth as well as how together they will address challenge areas indicated in the assessments and identify realistic goals students will work towards.
Data will also be used by teachers to plan student grouping and differentiation, adjust pacing, and plan learning activities.
Teachers will communicate with the after-school director to ensure the program tutors identify students who need more intensive support. Tutors will receive training in strategies for remediation working on grade-level content.
PLC meeting to review data in real time and plan support and interventions. We'll have bi-weekly teacher feedback meeting centered on students data and student work sample to determine level of student mastery and growth, along with additional prescriptive measures.

Person Responsible Zulaika Quintero (quintz@collierschools.com)

Grade level teacher teams, along with ESE and Migrant support teachers will meet quarterly to review students data. Reflection will lead to collaborative decision-making on curriculum, standards pacing, and instructional decisions for students at all levels. Meetings will help the full team identify necessary corrective actions to address learning gaps. Grade level teams will meet biweekly with the school principal and instructional coaches to review student data. Teachers will bring both data and student work as evidence of progress for the class as a whole and share disaggregated data for targeted sub-groups and L25% in these data meetings.
Additionally, grade level teams will meet with data coordinator and school principal to review benchmark quarterly assessment data three times a year mirroring this process.

Person Responsible	Audrey Seijo (audrey.seijo@rcma.org)

The ELA leadership team will provide K-2 classroom teachers with bi-weekly professional learning focused on improving student outcomes in Reading. Professional learning will be focused on B.E.S.T. Standards at grade-level rigor, curriculum alignment and equitable instructional practices. The professional learning will be followed up with classroom walkthroughs, 1:1 coaching and grade-level team conferences done as needed.

Person Responsible	Amy Facundo (amy@rcma.org)

#2. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Our Science scores have declined from previous years. Our percentage for meeting high standards in Science had increased in previous years: 2015-16 29%, 2016-17 39%, and 2017-18 52%. However, in 2018-19 our Science achievement percentage decreased to an 8%. In the 2020-2021 school year the Science score increased to a 24% which was an 18% increase but still below previous years'. This has been of great concern and an area of focus for Immokalee Community Academy.
Measurable Outcome:	As we reflect on our school improvement plan, the 2020-21 objective is to attain a 45% or higher in our 5th grade science achievement.
Monitoring:	The principal, coaches and teacher peers will engage in classroom walkthroughs to observe Science instruction on a weekly basis. This will ensure teachers are utilizing high quality texts, FOSS Kits and BeGLAD strategies for Science instruction.
Person responsible for monitoring outcome:	Zulaika Quintero (quintz@collierschools.com)
Evidence-based Strategy:	As of this year, majority of our Kinder - 5th grade classroom teachers have been trained in BeGLAD strategies and we are currently working on training our 6th grade teachers. BeGLAD (Guided Language Acquisition Design) is an instructional approach that incorporates a variety of strategies to support bilingual students in simultaneously learning content and acquiring language. BeGLAD is grounded in research related to second language acquisition and sheltered instruction. Utilizing these evidence-based strategies in all classrooms will support our vertical alignment in Science and other content area. This will also allow for cross-content and dual-language support. In-bedding high quality Science text into reading and content instruction to building Science content knowledge and incorporate explicit literacy strategies. Utilizing FOSS Kits for student engagement and hands-on experiments throughout the year.
Rationale for Evidence-based Strategy:	Some of the key BeGLAD strategies that are used for Science are the Graphic Organizer, Cognitive Content Dictionary (CCD) and Interactive Journals. These are the pivotal strategies used in making information comprehensible, and can be used across all content-areas. These focused strategies help to teach concepts and vocabulary comprehensibly, utilizing neurological imprinting and motivation. With these strategies, teachers create charts that include academic vocabulary and concepts. These charts are used in place of realia and as a visual support for the traditional lecture. The teacher uses these to front load a unit.

Action Steps to Implement

Revise curriculum with high quality text aligned to the Science standards. Classroom teachers will analyze curriculum based-assessment data and quarterly benchmark data to assess student progress towards standard mastery.

Classroom teachers will conference with students to review their growth as well as how together they will address challenge areas indicated in the assessments and identify realistic goals students will work towards. The data will also be used by teachers to plan student grouping and differentiation, adjust pacing, and plan learning activities.

Based on DATA analysis, classroom teachers will adjust curriculum to ensure they cover and target standards that scholars are not meeting proficiency.

Person Responsible Zulaika Quintero (quintz@collierschools.com)

3rd-7th grade level teacher teams will meet with Director of DATA to review MAPS/NWEA results at least three times a year. Using this DATA, adjustments will be made for planning of Science instruction and identifying patterns in Science achievement across grade-levels. This will support vertical alignment to curriculum that addresses gaps in content knowledge and skills.

Person Responsible Audrey Seijo (audrey.seijo@rcma.org)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	In prior years, all of our students were making significant gains in Math. It was an overall area of strength across the school. This year, we have seen that strength reversed with students experiencing gaps in both skills and ability to apply concepts. Comparative data using this year's 2020-2021 FSA, and the i-Ready and NWEA/MAP diagnostic for the last two year's, indicate a continued need to close the Math achievement gap between our students and the national norm. This trend is consistent with NWEA/MAP research indicating COVID related impact on Math growth and achievement. COVID has widened the gap in math while at the same time impacting student's Social Emotional Learning. This directly impacts students efficacy presenting an additional challenge. In prior years, our quarterly NWEA/MAP goals were aimed at the 60th percentile. This year's results were indexed at the 50th percentile as a result of the widened math achievement and growth gap between our students and the national norm. Using comparative data from i-Ready and NWEA/MAP in the academic year 2020-2021, this trend holds true to ICA students as well. https://www.nwea.org/content/uploads/2020/05/Collaborative-Brief_Covid19-Slide-APR20.pdf
Measurable Outcome:	As we reflect on our school improvement plan, the 2021-22 school year a gap is indicated in both student achievement and student growth. The Math objective this year for ICA school goal is improvement in both achievement and learning gains for all students. Our FSA goals include: 1. Math School Achievement - increase from 61% to 70% 2. Math School Learning Gains - increase from 41% to 55% 3. Math for Lowest 25% - increase from 38% to 50% Our i-Ready goals include: 1. K-6th Math Achievement - school growth from 41% to 65% 2. K-6th Math for Lowest 25% - school growth from 27% to 65% 3. K-6th Math SWD Achievement - school growth from 21% to 65%
Monitoring:	1. Biweekly principal meetings with grade-level teams to provide feedback and support for grade-level goals, using student data. Student growth overtime is measured with any adjustment necessary made in real time. 2. Weekly classroom walkthroughs (CWT) to observe and monitor instruction and student learning. Data gathered from these CWTs will be used along with student evidence during principal and coaching meetings with teachers. 3. Targeted PLCs with small teacher teams for data and instructional reflection using tuning and other protocols. These involve honest reflection, purpose-driven discussions, and are action driven. 4. Grade level teams meet bi-weekly to collaborate on instructional planning, monitor student learning and share ideas. 5. Data driven teacher professional developments and PLC's emphasized reflection, collaboration and growth towards implementation of Marzano yield strategies and Hattie's HITS. 6. Collaborative leadership meetings, inclusive of teachers and instructional coaches to review the effectiveness of the improvement plan components.
Person responsible for monitoring outcome:	Zulaika Quintero (quintz@collierschools.com)

Evidence-based Strategy:	1. The school will begin by aligning the new B.E.S.T standards in K-2nd and Florida's current standards for 3rd-7th, using Go Math and identifying the power standards which are foundational for grade-level mastery for students to build skills and concepts in order to achieve mastery high level of rigor. 2. Professional development and coaching using data to inform "what's taught, when it's taught, and how it's taught." 3. Coaching on use of effective math instruction focused on explicit, systematic and sequenced teaching of skills, building on student's prior knowledge. 4. Focused support of lowest 25%tile using acceleration strategies and implementation of After-school and Saturday Academies. This will help build foundational skills and make use of digital programs such as iReady Math and Aleks to support instruction and learning. 5. Monitor and adjust plan as needed. Both Dual-Language teachers will work collaboratively to ensure fidelity of application of these strategies.
Rationale for Evidence-based Strategy:	Math achievement and growth requires instructional capacity building and students armed with resources to master grade level content. So that in order to ensure growth for all students we have to assure we diagnose and identify students' needs, To identify a compliment of HITS strategies that support effective teaching and student learning of content and concepts to assure mastery. Be able to measure student proficiency and growth in real time and effectively address any impediment in real time.
Evidence-based Strategy:	One of our most successful resources is the implementations of teacher created bell work which allows and math chants teachers to monitor student learning in real time and make necessary instructional adjustments where needed. Additional support through the use of online resources through ALEKs, iReady Math, Relfex, and IXL has proven helpful as teachers assess student learning while allowing students to review and proactive new problems with correction happening in real time.

Action Steps to Implement

Classroom teacher will monitor students and analyze curriculum based-assessment and benchmark data to evaluate student progress on learning growth goals.
Classroom teachers will conference with students to review their growth as well as how together they will address challenge areas indicated in the assessments and identify realistic goals students will work towards.
Data will also be used by teachers to plan student grouping and differentiation, adjust pacing, and plan learning activities.
Teachers will communicate with the after-school director to ensure the program tutors identify students who need more intensive support. Tutors will receive training in strategies for remediation working on grade-level content.
Teachers will participate in PLC meetings to review data in real time and plan support and interventions.
We'll have bi-weekly teacher feedback meetings centered on students data and student work samples to determine level of student mastery and growth, along with additional prescriptive measures.

Person Responsible Zulaika Quintero (quintz@collierschools.com)

Grade level teacher teams, along with ESE and Migrant teams will support teachers to meet quarterly to review students data.
Reflecting in depth over the data will lead to collaborative decision-making on curriculum, standards pacing, and instructional decisions for students at all levels. Meetings will help the full team identify necessary corrective actions to address learning gaps. Grade level teams will meet biweekly with the school principal and instructional coaches to review student data. Teachers will bring both data and student work as evidence of progress for the class as a whole and share disaggregated data for targeted

sub-groups and Low 25%ile in these data meetings.
Additionally, all grade level teams will meet with data coordinator and school principal to review benchmarks and quarterly assessment data three times a year.

Person Responsible Audrey Seijo (audrey.seijo@rcma.org)

The Math leadership team will provide K-2 classroom teachers with on-going professional learning focused on improving student outcomes in Math. Professional learning will be focused on B.E.S.T. Standards for grades K-2nd and current Florida Standards for grades 3rd-7th at grade-level rigor, curriculum alignment and equitable instructional practices. The professional learning will be followed up with classroom walkthroughs, 1:1 coaching and grade-level team conferences done as needed.

Person Responsible Amy Facundo (amy@rcma.org)

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.

NA

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.

ICA has been diligent in solidifying parent partnerships to help build the school culture. The first step has been to have a school principal, teachers, social worker, teacher aides, and other staff with roots in the Immokalee community who have an understanding of the unique needs of our families. The second vehicle for relationship building is the valuing of language and culture. As a dual language program our mission is to build and support the use of Spanish - the home language of most students - as well as having deep cultural competency, each strengthened by the school-wide dual language program and having staff members who come from the farm worker community.

The school prides itself on being culturally responsive and supporting parents with workshops that help equip parents with knowledge and skills to fuel their individual growth as well as that of their students.

These workshops center on health and wellness, with the school partnering with the Aetna Foundation to bring parents self-care support, including fitness classes, weekly distribution of a bag of fresh produce, and mental health resources for families living with chronic stress. Along with these, there are yearly workshops to provide parents with easily
implemented home math and literacy activities to use with their students.

ICA has long ben invested in helping students build social emotional competencies that help students develop and strengthen community. These included self-and-social awareness, self management, responsible decision-making, building of relationships skills. Our students come from cultures where community is prized over individualism and the school builds on those assets already in practice by students and supported by their extended families.

The school has also been invested in helping students develop qualities of mindfulness, compassion, and gratitude. The school's mindfulness program builds in time each week for students to practice meditation and yoga as a means for reflection. This also allows students time to center themselves and release anxiety, stress, and anger that can be internalized manifest internally as well as externally as "acting out" behavior. This is especially valuable as a creative outlet to help the many ICA students who live with stress and trauma. This program is also shard with parents to help in their own self-care and to support their children at home.

The school has been intentional in creating physical learning spaces that nurture a positive school climate. Classrooms are bright and cheerful and have affirming messages reinforcing the school honor code. Each classroom has spaces where students can take brain breaks when they are needed and quietly read and recharge. Outdoor spaces include an organic garden with a healing garden bed filled with herbs and flowers. Students spend time in these outdoors spaces, including our new outdoor classroom, interacting with one-another, using their imagination, and breathing fresh air. Reggio Emilia research speaks about the environment being the third teacher and we endorse the value of this teaching component for our students and staff.

School policies and practices are rooted in our school honor code which students recite each morning as a community.
I will arrive at school each day on time and ready to work.
I will treat all with respect and dignity.
I will solve any conflicts that arise peacefully.
I will care for and protect our environment.

Students learn the meaning of these words and what behaviors are indicators that they are acting consistent with RCMA's expectation. Positive reinforcement and recognition of students demonstrating these behaviors is much more of a deterrent against unwanted behaviors then reactive negative consequences. Natural consequences accompany failure to honor this code, however, the school emphasizes restorative practices over "punishment" for failure to comply. More extreme behaviors breaking with the honor code is rare, but when it occurs there are consequences imposed.

Parent engagement and support is optimal and is an important and values contributing factor to making ICA a peaceful and productive environment where all are valued and respected.

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

ICA ensures that community partnerships and other stakeholders continue to collaborate in providing students and parents with much-needed support and wraparound services. The school serves as a hub for addressing a multitude of needs for students and families. This helps build a sense of community and interconnectedness and positions the school as a place where interactions are one of mutual support.

Family services include support for healthy nutrition made possible by our Brighter Bites partners who each week provide two boxes of fresh produce over the curse of the school year and summer program. Other partnerships help ICA provide a range of services including family workshops and more direct one-on-one services such as mental health support.

Stakeholders such as the Healthcare Network of Southwest Florida and Dr. Javier Rosado help bring families parenting support as well as self-care strategies to promote healthy behaviors. The Naples Children and Education Foundation (NCEF) has helped the school continue to offer both after-school programs and a summer academy, each integrating enrichment activities that help feed creativity and optimize problem solving. The Naples Botanical Gardens, Arthrex, and IFAS have been pivotal in helping the school build the garden and an outdoor classroom that invite positive interactions among students and with nature.

National partners such as Save-the-Children, Unidos US, and the Mindful Schools network have been invaluable resources in bringing resources, including family workshops, curriculum tools, and a likeminded community of practitioners. Thanks to being part of the RCMA family, the school has longstanding partnership with community organizations that share in the mission of bringing opportunities to students and parents.

Parents are one of our most valued stakeholders and the school offers multiple vehicles for active parent partnership and involvement, including the School Advisory Committee (SAC). Monthly attendance at meetings number 60 plus parents who enthusiastically advice the school and share decision-making on important school issues including how resources will be used. They also undertake support and communication with fellow school parents, sharing information and offering support, particularly to families new to the school or those experiencing hardships.

ICA values the importance of each parent's, staff's, and student's commitment and engagement to making ICA a peaceful, healthy, nurturing, collaborative, and joyful place to learn. It is a process rooted in the quality of relationships and interactions between and among those in our school community. Taking the time to build and nurture relationships creates trust and collaboration. Both are foundational to building the school's unique culture of ICA as an extended family that genuinely cares and values each member. This is evident in how the community responds to those in need and how proactively the school responds.

As a part of RCMA the school has a 55 year history on which to draw on and a mission that emphasizes authentic partnerships, practices, and policies that support opportunities to demonstrate compassion and care.

Part V: Budget

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

1	**III.A.**	**Areas of Focus: Instructional Practice: ELA**	**$0.00**
2	**III.A.**	**Areas of Focus: Instructional Practice: Science**	**$0.00**
3	**III.A.**	**Areas of Focus: Instructional Practice: Math**	**$0.00**
		Total:	**$0.00**