

Collier County Public Schools

Immokalee Middle School



2022-23 Schoolwide Improvement Plan

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Immokalee Middle School

401 N 9TH ST, Immokalee, FL 34142

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

Demographics

Principal: Jose Hernandez

Start Date for this Principal: 7/11/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (48%) 2018-19: C (50%) 2017-18: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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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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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	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	No	99%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

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SIP Authority

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<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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Hernandez, Jose	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.
Schaefer, Emily	Assistant Principal	The Assistant Principals assist the Principal in providing leadership and support to all staff and students. Monitoring and focusing on student achievement is another responsibility as an Assistant Principal of Curriculum and Instruction. The math department is the area of focus which includes attending collaborative planning, department, and PLC meetings. Additionally, collecting data from
Laudise, Edward	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.
Davis, Kristin	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.
Rodriguez, Yanet	Reading Coach	Provides instructional support to staff. Assists in lesson planning and delivery, attends PLC and collaborative planning. Assists students by providing small group support and interventions based on collected data. Provides professional development based on the needs of staff and students.
Allen, Jessica	Math Coach	Provides instructional support to staff. Assists in lesson planning and delivery, attends PLC and collaborative planning. Assists students by providing small group support and interventions based on collected data. Provides professional development based on the needs of staff and students.

Name	Position Title	Job Duties and Responsibilities
Simpson, Kaily	Instructional Coach	Provides instructional support to staff. Assists in lesson planning and delivery, attends PLC and collaborative planning. Assists students by providing small group support and interventions based on collected data. Provides professional development based on the needs of staff and students.
Villa, Melanie	Science Coach	Provides instructional support to staff. Assists in lesson planning and delivery, attends PLC and collaborative planning. Assists students by providing small group support and interventions based on collected data. Provides professional development based on the needs of staff and students.

Demographic Information

Principal start date

Monday 7/11/2022, Jose Hernandez

Number of teachers with a 2022 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.*

7

Number of teachers with a 2022 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.*

31

Total number of teacher positions allocated to the school

89

Total number of students enrolled at the school

1,468

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

14

Identify the number of instructional staff who joined the school during the 2022-23 school year.

14

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	491	463	514	0	0	0	0	1468	
Attendance below 90 percent	0	0	0	0	0	0	64	90	118	0	0	0	0	272	
One or more suspensions	0	0	0	0	0	0	13	10	18	0	0	0	0	41	
Course failure in ELA	0	0	0	0	0	0	0	9	8	0	0	0	0	17	
Course failure in Math	0	0	0	0	0	0	0	2	11	0	0	0	0	13	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	113	159	222	0	0	0	0	494	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	72	158	171	0	0	0	0	401	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level who have 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	60	125	168	0	0	0	0	353	

Using current year data, complete the table below with the number of students identified as being "retained.":

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	3	1	0	0	0	0	4	

Date this data was collected or last updated

Tuesday 8/16/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	32%	55%	50%				34%	59%	54%
ELA Learning Gains	38%						44%	55%	54%
ELA Lowest 25th Percentile	28%						40%	45%	47%
Math Achievement	51%	34%	36%				46%	69%	58%
Math Learning Gains	57%						49%	62%	57%
Math Lowest 25th Percentile	53%						55%	57%	51%
Science Achievement	30%	67%	53%				31%	55%	51%
Social Studies Achievement	54%	64%	58%				59%	75%	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	2022					
	2019	30%	56%	-26%	54%	-24%
Cohort Comparison						
07	2022					
	2019	28%	55%	-27%	52%	-24%
Cohort Comparison		-30%				
08	2022					
	2019	35%	58%	-23%	56%	-21%
Cohort Comparison		-28%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	37%	61%	-24%	55%	-18%
Cohort Comparison						
07	2022					
	2019	38%	66%	-28%	54%	-16%
Cohort Comparison		-37%				
08	2022					
	2019	26%	36%	-10%	46%	-20%
Cohort Comparison		-38%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	28%	52%	-24%	48%	-20%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	55%	72%	-17%	71%	-16%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	94%	67%	27%	61%	33%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	14	27	22	29	43	44	14	32	70		
ELL	22	32	24	43	51	51	17	46	91		
BLK	34	44	36	43	59	58	26	52	91		
HSP	31	37	26	53	57	52	30	54	88		
WHT	48	50		43	67			55			
FRL	31	37	28	51	57	53	29	53	89		
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		
WHT	43	54		50	50			69			
FRL	34	44	41	46	49	55	31	58	92		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	46
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	31
Total Points Earned for the Federal Index	462
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	46

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Across all grade levels, subgroups, and core content areas, our students tend to struggle with reading comprehension and seem to have difficulty with test-taking skills and stamina.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on progress monitoring data and the 2022 state assessments, our students demonstrate the greatest need for improvement in the English Language Arts and Science State Assessments.

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 contributing factors to this trend are foundational literacy skills, test-taking abilities, frequent absences from classes, and a high ELL, ESE, and Migrant population.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based off progress monitoring and state assessments, the ESE and ELL populations showed the most growth in student scores across all subject areas, including the ELA, Math, and Science tests from 2020-21 to 2021-22.

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

Contributing factors to the improvement across the ELL and ESE populations included a focus on student-centered learning, remediation, and small group instruction, (within group rotations).

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

In order to accelerate learning, teachers will facilitate direct instruction of reading strategies across all content areas. Teachers will focus on needs-based foundational literacy instruction based on the BEST foundational literacy standards. Teachers will use flexible grouping in order to provide targeted needs-based interventions and support with both grade-level and foundational standards. Moreover, positive behavior support will be used to improve student attendance.

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.

Weekly professional development opportunities will be offered to support teachers and leaders. Such opportunities include instruction in the B.E.S.T. standards, progress monitoring, small group instruction, remediation strategies, technology tools to assist instruction, and teaching reading skills in 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.

Additional services that will be implemented to ensure sustainability of improvement include the use of a coaching staff and teacher-leader team to share, model and teach best practices, continued progress monitoring and goal-setting, and strategic training and use of student support personnel such as tutors and ESE case managers.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Science**Area of Focus
Description and
Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

The SSA data from 2021 to 2022 showed a 3% increase from 27% to 30% proficiency. Teachers will create standards based lessons and interventions utilizing the data collected through common assessments and district created quarterly assessments. Student proficiency measured by the SSA will increase to 35% in May of 2023.

Measurable**Outcome:****State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Immokalee Middle School will increase the percentage of proficient students from 30% to 35% measured by the SSA in May of 2023.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

Administration will review common planning meetings and ensure collaborative 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 collaborate if revision in tier support is 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:

Melanie Villa (villam12@collierschools.com)

**Evidence-based
Strategy:****Describe the evidence-based strategy being implemented for this Area of Focus.**

Incorporate literacy in science content to build student reading skills, test-taking strategies, and stamina.

**Rationale for
Evidence-based
Strategy:****Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for**

Supporting student science reading stamina will increase student achievement and content knowledge. Students will be provided with opportunities to practice and master reading strategies imbedded in standards based science content.

selecting this strategy.**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional development provided by science coach, administration, and district personnel focused on improving student engagement through literacy in science will be implemented.

Person Responsible Melanie Villa (villam12@collierschools.com)

Identify student subgroup reading levels and provide small group and scaffolding instruction and lessons.

Person Responsible Melanie Villa (villam12@collierschools.com)

Modeling conducted by the science coach in facilitating scientific literacy lessons.

Person Responsible Melanie Villa (villam12@collierschools.com)

#2. Instructional Practice specifically relating to ELA**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

ELA proficiency increased by 1% from 2021 to 2022. Teachers will assess and interpret data as well as utilize and provide standards based lessons using the B.E.S.T standards. This will increase proficiency from 32% to 35% measured by the state provided ELA-FAST progress monitoring assessment.

**Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

With a focus on BEST foundational literacy standards, student literacy proficiency will increase by 3%. This would bring the proficiency to 35% measured by the FAST progress monitoring assessment.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

Foundational literacy progress will be monitored through the use of McGraw Hill, Read180, and System44, as well as needs-based literacy assessment that will be administered quarterly. Progress monitoring data obtained from the FAST assessment will be reviewed by administration and coaches and data chats with teachers will occur quarterly. Review of student progress monitoring data measures will result in quarterly adjustments to tier support as conducted by the resource team. This will include push-in and pull-out intervention.

Person responsible for monitoring outcome:

Jose Hernandez (hernanjo@collierschools.com)

**Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

Students at Immokalee Middle School struggle with foundational literacy skills, as evidenced by a consistently low rate of proficiency on the ELA FSA, which has remained around 30% to 35% since SY16. In SY22, overall proficiency was 31%. To increase the rate of proficiency, teachers will focus on needs-based foundational literacy instruction based on the BEST foundational literacy standards. Teachers will use flexible grouping in order to provide targeted needs-based interventions and support with both grade-level and foundational standards.

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for**

Students at Immokalee Middle School struggle with foundational literacy skills, as evidenced by a consistently low rate of proficiency on the ELA FSA, which has remained around 30% to 35% since SY16. In SY22, overall proficiency was 31%. Flexible grouping will allow for differentiation and collaborative learning strategies to be implemented.

selecting this strategy.**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional development relevant the new BEST standards with a specific focus on foundational literacy standards and needs-based assessment.

Person Responsible Jose Hernandez (hernanjo@collierschools.com)

Targeted scheduling of coaches, resource support, and supplemental district support

Person Responsible Jose Hernandez (hernanjo@collierschools.com)

Foster reading and writing through all content areas

Person Responsible Jose Hernandez (hernanjo@collierschools.com)

Monitoring of data during weekly coach's meetings, bi-monthly MTSS meetings.

Person Responsible Jose Hernandez (hernanjo@collierschools.com)

Quarterly adjustment to tier support based on progress monitoring data.

Person Responsible Jose Hernandez (hernanjo@collierschools.com)

#3. Instructional Practice specifically relating to Math**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

2021 FSA data showed that Immokalee Middle had a 5% increase in overall Math proficiency going from 46% in 2021 to 51% in 2022. Therefore, if teachers can assess and interpret data, as well as understand the new B.E.S.T. Math standards, then the number of students achieving proficiency will increase to 55% by May 2023 as measured by the Math-FAST assessment.

**Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

If teachers can access and interpret data, as well as understand the new B.E.S.T. Math standards, then the number of students achieving proficiency will increase to 55% as measured by the Math-FAST.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

Administration will review common planning meetings and ensure collaborative lesson plans are standards based and follow the district pacing guide. Weekly meetings with instructional coaches and progress monitoring data will be reviewed. Instructional data chats will take place every quarter with the Math coach, administration, and teachers to review data and collaborate if revision in tier support is 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:

Emily Schaefer (schae1@collierschools.com)

**Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

The Math department will utilize data to drive instruction using the new supplemental math resources.

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for**

Utilization of data to drive instruction will ensure that students are met with equitable instruction and interventions when needed based on their proficiency of the standards. Data collected and analyzed will ensure that teachers, coaches, and administration are aware of students needs and the effectiveness of lessons and needs for remediation. A more targeted approach by members of the team will assist in student proficiency. Evidence will be collected from common assessments and progress monitoring assessments.

selecting this strategy.**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Use of common assessments created by teacher, coaches, and district personnel to ensure that all students are mastering content.

Person Responsible Emily Schaefer (schae1@collierschools.com)

Professional development provided by coaches, administrators, and district personnel to support teachers in data analysis strategies.

Person Responsible Emily Schaefer (schae1@collierschools.com)

Monitoring of data during weekly team meetings and monthly data chats conducted by coaches and administrators with teachers.

Person Responsible Emily Schaefer (schae1@collierschools.com)

Modeling of data drive instruction and lessons conducted by math coach.

Person Responsible Emily Schaefer (schae1@collierschools.com)

#4. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus
Description and
Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

SY22 SWD achievement in ELA was the lowest performing of all subgroups at 14% proficiency. Utilizing the literacy coaches, ELA resource, and ESE inclusion teachers the SWD ELA proficiency will increase to 20% measured by the ELA-FAST assessment.

**Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

With a focus on B.E.S.T. foundational literacy standards, SWD literacy proficiency will increase to 20%, measured by the F.A.S.T. progress monitoring assessment.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

Foundational literacy progress will be monitored through the use of McGraw Hill, Read180, and System44, as well as needs-based literacy assessment that will be administered quarterly. Progress monitoring data obtained from the F.A.S.T. assessment will be reviewed by administration and coaches and data chats with teachers will occur quarterly. Review of student progress monitoring data measures will result in quarterly adjustments to tier support as conducted by the resource team. This will include push-in and pull-out intervention.

Person responsible for monitoring outcome:

[no one identified]

**Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

Students with disability at Immokalee Middle School struggle with foundational literacy skills, as evidenced by a consistently low rate of proficiency on the ELA FSA. To increase the rate of proficiency, teachers will focus on scaffolding needs-based foundational literacy instruction based on the B.E.S.T. foundational literacy standards. Teachers will use flexible grouping in order to provide targeted needs-based interventions and support with both grade-level and foundational standards.

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria**

Scaffolded instruction contributes toward the quality of a learner's efforts in relating to new or unfamiliar content, concepts and skills that fortify the development of language and literacy skills orally and in written form.

used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teacher uses formative assessments to identify the student's need and adjusts support based on the student's response.

Person Responsible Jose Hernandez (hernanjo@collierschools.com)

Teacher uses temporary written or verbal prompts, tools or resources to provide appropriate support (think alouds, cue cards, checklists, examples).

Person Responsible Jose Hernandez (hernanjo@collierschools.com)

Teacher engages students in interactive, content-centered learning (dialogue, exchange of ideas, opportunities to question and clarify).

Person Responsible Jose Hernandez (hernanjo@collierschools.com)

Teacher intentionally and gradually decreases support and transfers responsibility to students as self-sufficiency is developed (I-do we-do you-do).

Person Responsible Jose Hernandez (hernanjo@collierschools.com)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Relationships between all stakeholders is 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. Connect for Success takes place every Thursday for 35 minutes, allowing teachers 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 thrive and be more successful. IMS is also a Leader in Me School, we follow up the Connect 4 Success time with the 7 Habits of Highly Effective Teens, 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.

The school addresses building a positive school culture through multiple programs of support. Immokalee Middle School is a Leader in Me School which promotes positivity and student empowerment through the

implementation of the Leader in Me framework. The framework is set up to ensure that all stakeholders have an opportunity to secure a sense of belonging in the school environment. Leader in Me divides educators into "Action Teams" which assist in the development of the three main areas: leadership, culture, and academics. The teams can self-assess their progress by following the rubric that is provided for each team. Additionally, students, parents, and staff take a end-of-year environmental assessment survey known as the MRA.

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

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.

All stakeholders are involved in promoting a positive school environment. The administrative team is consistently creating and promoting incentives for students to be more effective at school. This combined with clear expectations and frequent celebrations make for a positive atmosphere. Additionally, some staff members at the school volunteer their time to be leaders of action teams, support students, and assist with school wide activities which create a better school environment. Lastly, parents in the community are invited to the school to volunteer and support extra curriculars as well. Community stakeholders include a variety of non-profit organizations that support the school and provide a positive counter to the issues that face our student body.