East Naples Middle School

2022-23 Schoolwide Improvement Plan

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East Naples Middle School

4100 ESTEY AVE, Naples, FL 34104

https://www.collierschools.com/enm

Demographics

Principal: Mary Ann Gallegos

Start Date for this Principal: 7/12/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (53%) 2018-19: C (52%) 2017-18: B (61%)
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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East Naples Middle School

4100 ESTEY AVE, Naples, FL 34104

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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	84%

School Grades History

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

School Board Approval

This plan is pending approval by the Collier County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission at ENMS is to provide an inclusive and innovative learning community in which we empower students to develop into productive members of society that demonstrate integrity and perseverance in all aspects of their lives.

Provide the school's vision statement.

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

School Leadership Team

Membership
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
Gallegos, Maryann	Principal	Implement the District's philosophy of education and instructional program in accordance with District policies and administrative guidelines, Florida Department of Education requirements, and provisions of State and Federal law. Directs all school administrative operations. Provides instructional leadership for all school programs Provides leadership for all school operations consistent with existing collective bargaining contracts, school law, Board Policies, and Administrative Procedures. Provides leadership in developing, coordinating, implementing, and evaluating school instructional and extra-curricular programs. Ensures there is a data-driven focus on student achievement. Creates a positive school climate and culture within the school. Maintains fair, reasonable, and consistent discipline within the school. Facilitates the School Advisory Committee and develops the School Improvement Plan. Maintains a healthy and safe environment for students and staff (fire drills, code yellow, code red, etc.). Ensures the proper maintenance and custodial care of school facility and grounds. Supervises the creation and adjustment of the master schedule and related staff assignments. Provides/facilitates professional development opportunities for all staff. Evaluates instructional and non-instructional staff. Assists as needed with the District accreditation process. Facilitates parent involvement in the school community. Serves as liaison between school and community to utilize community resources. Maintains and properly disposes of administrative and student records. Serves as liaison between the school and District Support Services (Nutrition, Transportation, and Custodial). Ensures compliance with state and district assessment requirements. Ensures fiscal responsibility in the development and maintenance of locational and internal school budgets. Supervises the preparation of county, state, and federal reports originating at the school level. Maintains inventory of supplies, equipment, and furniture within the school. Recruits and interviews prospective staff members. Participates/facilitates in workshops, conferences, parent-teacher meetings, and extracurricular activities. Performs other tasks, duties and responsibilities as assigned.

Name	Position Title	Job Duties and Responsibilities
Miller, David	Assistant Principal	The assistant principal; serves on the school leadership. The leadership team creates opportunities for all stakeholders to promote a positive school culture. The responsibility of the APC is to support curriculum & instruction and provide feedback to instructional staff. The APC also assists with school operations and implementing interdisciplinary teams. See below for specifics. 1. Manages school operations in the absence of the Principal. 2. Assists the Principal in maintaining a positive school climate and culture within the school. 3. Provides leadership for teachers and department chairperson/team leader concerning instructional programs. 4. Assists the Principal in planning and implementing interdisciplinary teams, student advisory programs, exploratory programs, extended day programs, and transition programs with elementary schools and high schools. 5. Develops and implements the school's master schedule and related staff assignments. 6. Works in conjunction with the Principal to ensure there is a data-driven focus on student achievement. 7. Oversees the testing program and aggregates, analyzes, interprets, and communicates data in order to improve the instructional program. 8. Assists the Principal in working with community groups and utilizing community resources. 9. Assists in the development of the School Improvement Plan. 10. Coordinates the evaluation, selection, and distribution of instructional materials. 11. Assists the Principal in the selection, supervision, and evaluation of staff. 12. Supervises extra-curricular activities as assigned. 13. Assists the Principal in the preparation of Title I (if applicable), locational, and internal school budgets. 14. Assists the Principal in the preparation of county, state, and federal reports originating at the school level. 15. Coordinates and conducts appropriate parent/teacher conferences related to the curriculum. 16. Secures substitute teachers as needed. 17. Works in conjunction with the Principal to maintain a healthy and safe environment for students and staff (fire drills, code yellow, code red). 18. Works in conjunction with the Principal to maintain fair, reasonable, and consistent discipline within the school. 19. Works in conjunction with the Principal to provide professional development opportunities for all staff. 20. Participates/facilitates in workshops, conferences,

Name	Position Title	Job Duties and Responsibilities
		parent-teacher meetings. 21. Serves as liaison between school and community to utilize community resources. 22. Works in conjunction with the Principal to supervise all aspects of the student day (i.e. student arrival, class transition, lunch, dismissal). 23. Performs such other duties, tasks, and responsibilities as assigned by the Principal
Kutz, Tim	Assistant Principal	The assistant principal; serves on the school leadership. The leadership team creates opportunities for all stakeholders to promote a positive school culture. The responsibility of the APC is to support curriculum & instruction and provide feedback to instructional staff. The APC also assists with school operations and implementing interdisciplinary teams. See below for specifics. 1. Manages school operations in the absence of the Principal. 2. Assists the Principal in maintaining a positive school climate and culture within the school. 3. Provides leadership for teachers and department chairperson/team leader concerning instructional programs. 4. Assists the Principal in planning and implementing interdisciplinary teams, student advisory programs, exploratory programs, extended day programs, and transition programs with elementary schools and high schools. 5. Develops and implements the school's master schedule and related staff assignments. 6. Works in conjunction with the Principal to ensure there is a data-driven focus on student achievement. 7. Oversees the testing program and aggregates, analyzes, interprets, and communicates data in order to improve the instructional program. 8. Assists the Principal in working with community groups and utilizing community resources. 9. Assists in the development of the School Improvement Plan. 10. Coordinates the evaluation, selection, and distribution of instructional materials. 11. Assists the Principal in the selection, supervision, and evaluation of staff. 12. Supervises extra-curricular activities as assigned. 13. Assists the Principal in the preparation of Title I (if applicable), locational, and internal school budgets. 14. Assists the Principal in the preparation of county, state, and federal reports originating at the school level. 15. Coordinates and conducts appropriate parent/teacher conferences related to the curriculum.

Name	Position Title	Job Duties and Responsibilities
		16. Secures substitute teachers as needed. 17. Works in conjunction with the Principal to maintain a healthy and safe environment for students and staff (fire drills, code yellow, code red). 18. Works in conjunction with the Principal to maintain fair, reasonable, and consistent discipline within the school. 19. Works in conjunction with the Principal to provide professional development opportunities for all staff. 20. Participates/facilitates in workshops, conferences, parent-teacher meetings. 21. Serves as liaison between school and community to utilize community resources. 22. Works in conjunction with the Principal to supervise all aspects of the student day (i.e. student arrival, class transition, lunch, dismissal). 23. Performs such other duties, tasks, and responsibilities as assigned by the Principal
Odato, Diana	Instructional Coach	1. Provides workshops and designs professional development plans. 2. Mentors and coaches teachers. 3. Models instruction for teachers. 4. Gives information and develops resources for a variety of staff, teachers, parents, students, and/or administrators. 5. Attends school, district, and county meetings, as related to assignment. 6. Represents the district in assigned areas. 7. Attends professional development activities. 8. Makes presentations as needed. 9. Conducts program evaluation.
Pounds, Nataleigh	School Counselor	1. Provides counseling services for students, and advisement to parents, teachers, staff, and outside agencies. Counseling services may include, but are not restricted to, individual counseling, group counseling, classroom presentations, and crisis intervention. Counseling services may include a review of psychological evaluations and standardized test scores. 2. Serves as a member of Multi-tier System of Support (MTSS)/Positive Behavior Support System (PBS) to support the referral process to include pre-referral screening and conferences, student progression, school level articulation, and staffing for ESE. Assists with the coordination of student placement, agency referrals, student records, and student recognition programs. 3. Serves as a member of the school's ELL (English Language Learners) Committee.

Name	Position Title	Job Duties and Responsibilities
		4. Plans, implements, and delivers the district adopted school counseling curriculum, based upon Florida's School Counseling Frameworks through the coordination of school-wide programs and grade-specific
Balasco, Marissa	Curriculum Resource Teacher	Utilizes the coaching model to support planning and implementation of high quality science instruction. Provides teacher training and support in science content and instructional strategies; differentiating science instruction to meet the needs of the students; student assessment techniques and strategies; and reading strategies for the content area of science. Promotes improved science proficiency for all students in the building. Assists in the implementation of the initiatives of the Department of Education for the State of Florida and Collier County, including the state science standards, curriculum guides and pacing maps and multi-tiered systems of support. Demonstrates teaching and modeling in the area of science. Provides leadership for staff development in science. Supports grade level planning and Professional Learning Community discussions. Collaborates with individual teachers and teams through co-planning, co-teaching, coaching and modeling. Works collaboratively with the administrative team, the district Curriculum department, assistant principal for curriculum, and staff at assigned school to help implement the state and district curricula. Provides instructional support for teachers through intentional planning, job-embedded professional learning, modeling and co-teaching and coaching cycles. Plans and implements professional learning opportunities that are based on analysis of student performance indicators and aligned with current research. Demonstrate and model best practices through large group, small group, or one-on-one activities. Maintain a schedule approved by the Principal and a log of coaching activities. Coach instructional staff, which includes pre-conferencing with teachers, observation of instruction, structured activities to enhance instructional delivery and post-conferencing. Assist teachers in analyzing student data and developing action plans for differentiated instruction, including supports for ESE and ELL students. Assists administrative and instructional staff in interpreting data and designing approaches to improve student achievement and instruction. Promotes teachers' delivery and understanding of the curriculum

Name	Position Title	Job Duties and Responsibilities
		through long and short range planning. Assists teachers in utilizing science equipment and technologies. Facilitates teachers' use of successful, evidence-based instructional strategies, including differentiated instructions for diverse learners. Participate in monthly District Coach meetings that include professional development designed to enhance the coaching model and build pedagogical content knowledge. Assists in the implementation of the Multi-Tiered System of Supports, including Tier 2 and 3 interventions. Works directly with individual and/or small groups of students for intervention support during second semester. Informs science coordinator of activities, needs, concerns, and issues. Completes reports related to science training and instruction. Performs other duties as assigned.
Townsend, Tammy	Teacher, ESE	1. Works collaboratively with district and school-based leadership teams including academic coaches, to review the fidelity of Tier 3 intervention implementation prior to referral for evaluation. 2. Maintains a working knowledge of local, state, and federal laws and regulations related to compliance with the Individuals with Disabilities Education Act (IDEA), ESEA, and English Language Learners (ELLs), as well as guidelines pertaining to eligibility, delivery of services, and individualized plan development, 3. Attends all district required professional development activities aligned with a specific position requirements, and demonstrates active participation and follow-through at the school(s) of assignment. 4. Provides training and technical assistance in the use of the Enrich system, and consultation in the development of the Educational Plans (EP). Individual Educational Plans (IEP) and 504 plans according to individual student needs. 5. Prepares, reviews and monitors the correct completion of educational documentation in student records pertaining to exceptional student (EP, IEP, 504) services to ensure compliance with federal, state, and local requirements. 6. Participates in annual self-assessment monitoring of student records in compliance with all requirements of IDEA and its regulations; Florida Statutes related to Special programs for Exceptional students; and Exceptional Student Education/Florida Education Finance Program (ESE/FEFP). Assists district and

Name	Position Title	Job Duties and Responsibilities
		school-based administrators with F.T.E., student projections, compliance monitoring, and federal, state and local reports. 7. Conducts meetings using components of effective meeting facilitation assisting IEP teams in reaching agreements that lead to education programs and beneficial outcomes for students. 8. Gives information about organizations that offer support for parents of students with disabilities, information on agencies that can assist a student with a disability in transition from school, and offers parent training about Exceptional Student Education.
Roquett, Jose	Math Coach	1.Provides workshops and designs professional development plans. 2. Mentors and coaches teachers. 3. Models instruction for teachers. 4. Gives information and develops resources for a variety of staff, teachers, parents, students, and/or administrators. 5. Attends school, district, and county meetings, as related to assignment. 6. Represents the district in assigned areas. 7. Attends professional development activities. 8. Makes presentations as needed. 9. Conducts program evaluation.

Demographic Information

Principal start date
Monday 7/12/2021, Mary Ann Gallegos

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.*
2

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.*
40

Total number of teacher positions allocated to the school
51

Total number of students enrolled at the school
862

Identify the number of instructional staff who left the school during the 2021-22 school year.
4

Identify the number of instructional staff who joined the school during the 2022-23 school year.
1

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	307	263	291	0	0	0	0	861
Attendance below 90 percent	0	0	0	0	0	0	45	32	46	0	0	0	0	123
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	61	70	88	0	0	0	0	219
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	56	50	68	0	0	0	0	174
Number of students with a substantial reading deficiency	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	18	16	20	0	0	0	0	54

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	1	6	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	1	2	0	0	0	0	3

Date this data was collected or last updated
Sunday 8/28/2022

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	261	300	342	0	0	0	0	903
Attendance below 90 percent	0	0	0	0	0	0	27	41	60	0	0	0	0	128
One or more suspensions	0	0	0	0	0	0	27	60	106	0	0	0	0	193
Course failure in ELA	0	0	0	0	0	0	5	54	75	0	0	0	0	134
Course failure in Math	0	0	0	0	0	0	8	65	87	0	0	0	0	160
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	52	75	98	0	0	0	0	225
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	45	59	67	0	0	0	0	171
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	29	80	118	0	0	0	0	227

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	2	3	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	1	2	1	0	0	0	0	4

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	261	300	342	0	0	0	0	903
Attendance below 90 percent	0	0	0	0	0	0	27	41	60	0	0	0	0	128
One or more suspensions	0	0	0	0	0	0	27	60	106	0	0	0	0	193
Course failure in ELA	0	0	0	0	0	0	5	54	75	0	0	0	0	134
Course failure in Math	0	0	0	0	0	0	8	65	87	0	0	0	0	160
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	52	75	98	0	0	0	0	225
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	45	59	67	0	0	0	0	171
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	29	80	118	0	0	0	0	227

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	2	3	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	1	2	1	0	0	0	0	4

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	49%	55%	50%				47%	59%	54%
ELA Learning Gains	51%						48%	55%	54%
ELA Lowest 25th Percentile	37%						40%	45%	47%
Math Achievement	54%	34%	36%				55%	69%	58%
Math Learning Gains	50%						52%	62%	57%
Math Lowest 25th Percentile	54%						44%	57%	51%
Science Achievement	42%	67%	53%				42%	55%	51%
Social Studies Achievement	66%	64%	58%				70%	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	44%	56%	-12%	54%	-10%
Cohort Comparison						
07	2022					
	2019	43%	55%	-12%	52%	-9%
Cohort Comparison		-44%				
08	2022					
	2019	45%	58%	-13%	56%	-11%
Cohort Comparison		-43%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	43%	61%	-18%	55%	-12%
Cohort Comparison						
07	2022					
	2019	58%	66%	-8%	54%	4%
Cohort Comparison		-43%				
08	2022					
	2019	19%	36%	-17%	46%	-27%
Cohort Comparison		-58%				

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	41%	52%	-11%	48%	-7%
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	66%	72%	-6%	71%	-5%
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	85%	67%	18%	61%	24%
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	19	27	25	19	37	38	14	36			
ELL	34	44	36	43	42	51	21	54	46		
ASN	73	55		73	64						
BLK	48	51	49	50	55	60	37	73	74		
HSP	45	49	34	52	47	51	39	59	70		
MUL	74	53		68	67						
WHT	65	57	44	66	53	54	62	80	78		
FRL	46	49	37	52	48	53	38	62	70		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	9	35	39	19	34	38	8	42			
ELL	32	56	55	48	60	66	19	53	58		
ASN	88	81		100	94						
BLK	43	53	52	46	52	50	17	83			
HSP	41	54	47	55	60	63	38	59	77		
MUL	50	53		55	68						
WHT	57	59	40	67	57	36	46	71	84		
FRL	41	53	46	53	57	58	33	63	78		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	11	32	35	27	40	31	17	41	81		
ELL	21	36	36	34	42	44	14	51	57		
ASN	93	86		93	79						
BLK	38	47	46	46	44	34	30	64	84		
HSP	40	46	37	51	50	45	38	65	68		
MUL	63	61		74	78						
WHT	65	52	41	68	58	56	62	83	76		
FRL	42	46	40	52	50	45	37	65	70		

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	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	533
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
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	43
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	66
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	57
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	50
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	66
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	62
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	51
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?

Data from state assessment has shown a decline in ELA proficiency across all grade levels.
Algebra had been consistent in proficiency until this year.
Data from state assessments have shown a decline in science proficiency.
ELL and ESE students have been consistent in math and ELA in making gains.

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

ELA, algebra, and science are needing the most improvement. Science scores decreased 2 percentage points from FY21. The decline in proficiency can be seen over the past 3 years. Algebra declined by 9

percentage points from the previous year. ELA proficiency declined by four percentage points from the previous year.
The improvements can be made when students are proficient in ELA (reading, content vocabulary).
In algebra, the improvement can be made when they master the three subskills (functions and modeling, algebra and modeling, and statistics and number system.

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

The three content areas showed the largest decrease in overall proficiency from FY21 to FY22.
Specific tracking of student progress is essential in increasing proficiency in all three areas.
We have added four full-time resource teachers in all core subject areas to track specific data, model small group rotations, provide professional development, and model lessons to ensure proficiency.
Progress monitoring will be used throughout the year to support the data and ensure improvement in these subject areas.

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

The lowest 25% in ELA and the ESE subgroup in 7th grade showed the most improvement in learning gains.

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

Fidelity use of district materials and resources, academic coach support, and purposeful common planning to address the needs of the students. Inclusion teacher involved in common planning and data meetings.

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

Teachers will participate in weekly collaborative planning sessions in each subject area.
During these meetings, teachers will create purposeful lesson plans with strategic strategies and assessments to
improve overall student proficiency.
Professional development will focus on standards and strategies. Targeted small group instruction with our resource teachers based on progress monitoring.

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

During professional learning days, the Academic Coaches will provide training on content vocabulary, new B.E.S.T. standards, and how to implement new strategies, high-order, and critical thinking questions during learning station rotations to accelerate the learning of all students.

Math professional development will address the correct use of our district Academic Levels document (ALD). Math will model learning stations to ensure all students are making progress.
ELA professional development will concentrate on the lowest subskills by grade level; implementing new strategies and lessons using district resources.

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

The leadership team will use the multi-tiered system of support to review processes to identify and provide interventions for students. Push-in support by the resource teachers and professional development by academic coaches will also ensure acceleration of learning.

Professional development provided by Literacy and Math coach on B.E.S.T standards
Quarterly math fact competitions
Collaborative planning with Inclusion teachers
Read 180/ ELA intervention lab
Before and after supplemental school program

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 ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Our ELA proficiency scores are below district and state averages as measured by FSA. As a school, we continue to be below the district by 9% on average. Our greatest area of need is integration of knowledge. Students are having difficulty integrating and evaluating content in various formats.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	If teachers regularly employ standards aligned ELA instruction, then student proficiency on the end of year assessments will increase from 49% (SY22) to 55% in SY23.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Teachers will analyze reading strands data to identify areas that are low-performing. During collaborative planning, the literacy Coach & classroom teachers will continuously review the Read 180 data to adjust strategies and identify students for small group instruction.
Person responsible for monitoring outcome:	David Miller (millerd2@collierschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Small group instruction for differentiation based on data analysis.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Teachers create structures & routines that allow for differentiation in order to facilitate student progression towards targeted learning goals on a continuous basis.

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.

The academic coach will provide professional development on B.E.S.T. standards, vocabulary, reading/ writing strategies and differentiation in small group structures. The coach will also provide training on incorporating higher-order questioning and reasoning in the classroom.

Person Responsible	Diana Odato (odatodi@collierschools.com)

The academic coach will attend weekly collaborative planning PLC to ensure lesson plans incorporate B.E.S.T standards and small group activities.

Person Responsible	Diana Odato (odatodi@collierschools.com)

Assessment data will be analyzed by administrators, coaches & teachers during weekly collaborative planning to ensure lessons target standards.

Person Responsible	Maryann Gallegos (gallegma@collierschools.com)

Instructional walkthroughs with principal and academic coach to ensure standard aligned instruction and level of rigor meets the activity of the lesson.

Person Responsible	Maryann Gallegos (gallegma@collierschools.com)

#2. 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.	SY22 student performance in Math indicated a downward trend in proficiency, particularly in Algebra. SY22 Algebra proficiency decreased from 86%- 77%. Overall Mathematics proficiency was 54%, down from 57% in SY21.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	54% SY22 60% SY23 If teachers regularly employ standards-aligned Math instruction, then student proficiency on the end of year assessments will increase from 54% (SY22) to 60% in SY23.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	During weekly collaborative planning, the Math Coach, Administration & teachers will analyze formative assessment data to assure that students are making adequate growth towards proficiency. During these meetings the Math coach will ensure that the teachers are creating purposeful lesson plans with strategies and assessments that are aligned with B.E.S.T. Standards.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Small group push in by resource teacher & Math coach
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Teachers will be able to target specific student deficiencies by working with the resource teacher and Math coach to close the achievement gap of these students.

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.

Math Coach will provide professional development and model effective strategies for differentiation in small group structures, as well as best practices for incorporating higher-order questioning and reasoning in the classroom. The Math Coach will provide professional learning on the B.E.S.T. standards.

Person Responsible	Jose Roquett (roquej1@collierwschools.com)

The Academic Coach will attend weekly collaborative planning PLC to ensure lesson plans incorporate B.E.S.T standards and small group activities. The Math Coach will model effective strategies for differentiation in small group structures.

Person Responsible	Jose Roquett (roquej1@collierwschools.com)

Assessment data will be analyzed by administrators, coach & teachers during weekly collaborative planning and monthly curriculum council meetings. Math Coach will guide the teachers in data analysis to differentiate instruction and make necessary adjustments throughout the year.

Person Responsible   Maryann Gallegos (gallegma@collierschools.com)

Instructional walkthroughs with Principal, Assistant Principal, and Academic Coach to ensure standard aligned instruction and rigor in class.

Person Responsible   Maryann Gallegos (gallegma@collierschools.com)

#3. 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.	Our Science proficiency scores are below district and state averages as measured by NGSSS. As a school, we continue to be below the district by 10% on average.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If teachers regularly employ standards-aligned Science instruction, then student proficiency on the end of year assessments will increase from 40% (SY22) to 50% in SY23.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	During weekly collaborative planning, the Science District TSA, Science Resource teacher, Administration & teachers will analyze formative assessment data to assure that students are making adequate growth towards proficiency. During these meetings the district TSA and resource teacher will ensure that the teachers are creating purposeful lesson plans with strategies and assessments that are aligned with NGSSS.
Person responsible for monitoring outcome:	Marissa Balasco (balasm@collierschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Student collaboration; shoulder partners and small groups with targeted HOT questions.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Spiral reviews based on Earth/Space and Life Science standards. Students have struggled each year with Earth/Space and Life Science subskills.

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.

The district TSA and Resource Teacher will provide professional development on the 5E model, strategies for differentiation in small group structures, as well as best practices for incorporating higher-order questioning and reasoning in the classroom.

Person Responsible   Marissa Balasco (balasm@collierschools.com)

The district TSA and Resource Teacher will collaboratively plan with the 8th-grade science team in order to ensure that plans are aligned with the CCPS Curriculum Map and identify students for small group instruction based on formative & benchmark assessment data. The lesson plans will incorporate the Nature of Science standards, hands-on experiments, and small group activities.

Person Responsible   Marissa Balasco (balasm@collierschools.com)

Science Resource Teacher Assessment data analysis will be analyzed by administrators, coaches & teachers during weekly collaborative planning and monthly curriculum council meetings.

Person Responsible   Maryann Gallegos (gallegma@collierschools.com)

Instructional walkthroughs by the administration, district TSA and Resource Teacher to ensure standard aligned instruction and rigor in class.

Person Responsible   Maryann Gallegos (gallegma@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.**	Students with Disabilities is an underperforming subgroup. This subgroup fell below the 40% federal index.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	If teachers regularly employ standards aligned to instruction, then students with disabilites will increase to above 40% proficiency on the end of year assessments.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	ESE Specialist and general education teachers will analyze data to identify low-performing areas. During collaborative planning, the teachers will target specific students for small group instruction based on data and will have to adjust strategies to close the achievement gap.
Person responsible for monitoring outcome:	Tammy Townsend (townseta@collierschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Small group push-in provided by the teacher.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Teachers will be able to target specific student deficiencies by working with the regular education and Inclusion teacher to close the achievement gap.

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.

The ESE Specialist and case managers will provide professional development on differentiation strategies in small group structures, as well as best practices for incorporating higher-order questioning and reasoning in the classroom.

Person Responsible	Tammy Townsend (townseta@collierschools.com)

ESE Case Managers will communicate detailed learning goals as well as accommodations to classroom teachers to ensure that all individual student needs are being met in order to achieve mastery of the standards.

Person Responsible	Tammy Townsend (townseta@collierschools.com)

Assessment data analysis will be analyzed by administrators, coaches & teachers during weekly collaborative planning and monthly curriculum council meetings.

Person Responsible	Timothy Kutz (kutz1@collierschools.com)

Instructional walkthroughs with principal and academic coaches to ensure standard aligned instruction and rigor in class.

Person Responsible	Timothy Kutz (kutz1@collierschools.com)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

N/A

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.

East Naples Middle School will build a positive school culture and environment by establishing school norms
that build values and set consistent discipline. We are always working toward building positive strong relationships with our students and teachers. Throughout the year we invite our families to campus for SAC, PTO, curriculum night, and parent involvement nights. Some special events include pizza with the principal, academic recognition, and monthly celebration of teachers. During the Connect for Success period, we teach our students essential social skills needed to be productive students. Our staff are role models who serve as teachers
and coaches who encourage our students both academically and athletically.
Throughout the year, various events will be held to celebrate the various cultural and diverse student groups in our building. The diversity committee will work to ensure there is a student from each subgroup recognized and celebrated during academic and athletic performances. Most importantly all staff and students will model the positive behaviors we want to see at ENM.

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

The stakeholders are teachers, parents, and community members. Our staff serve on several committees that focus on school, team, and staff goals that will empower instruction. The committees focus on teaching leadership principles through professional learning and student learning. This creates a leadership culture that helps
students and staff find their voice to shape their school culture. Together these committees work to promote student belonging and student partnership in shared decision-making.