

Collier County Public Schools

New Beginnings Immokalee



2022-23 Ungraded Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the Ungraded SIP	4
School Information	5
Needs Assessment	8
Planning for Improvement	13
R.A.I.S.E	0
Positive Culture & Environment	22

New Beginnings Immokalee

800 IMMOKALEE DR, Immokalee, FL 34142

[no web address on file]

Demographics

Principal: Brent Klein

Start Date for this Principal: 7/1/2022

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	Combination School 2-8
Primary Service Type (per MSID File)	Alternative 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)	Hispanic Students* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Maintaining 2016-17: Maintaining
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of New Beginnings is to accelerate the academic progress and develop positive social skills in students who have committed zero tolerance offenses and/or been significantly disruptive to the education of others and themselves. Students advance through ranks in a highly structured, behaviorally-based environment, similar to a JROTC program, to earn the right to return to their traditional school.

Provide the school's vision statement.

All students will complete New Beginnings with the skills necessary for success in their home school and prepared for ongoing learning, community involvement, and global responsibilities.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

New Beginnings serves students in first grade through eighth grade who have been placed in the program as an alternative to expulsion pursuant to the CCPS Code of Student Conduct. Student placement in the program requires enrollment for approximately one school year and students must meet minimum attendance, academic, and behavior requirements to exit the program. The population consists of students from diverse backgrounds and ability levels who require a myriad of supports to learn how to be successful in school. Program-specific supports include a highly structured, behaviorally-based environment, clear behavior objectives, positive consequences tied to a structured rank hierarchy, small class sizes, frequent parent communication, and targeted academic support.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Klein, Brent	Principal	Mr. Klein monitors the Assistant Principal, handles all staff hiring for New Beginnings, delegates leadership duties to the Assistant Principal and Program Leader, conducts staff evaluations, and manages the finances. He reports to the district and ensures New Beginnings meets all state and district compliance requirements. Mr. Klein leads weekly meetings with the Assistant Principals and bi-weekly meetings with the Alternative Schools Leadership Team.
Ruby, Paul	Assistant Principal	Mr. Ruby serves as the on-site Assistant Principal for New Beginnings Immokalee. He completes instructional and non-instructional evaluations, conducts professional development, and monitors program specific data. He oversees curriculum implementation, teacher instruction and development, textbook and instructional supply acquisition, and facility maintenance. He also supervises all state and district testing for New Beginnings Immokalee.
Groce, Jeff	Administrative Support	Mr. Groce serves as the Program Leader of the New Beginnings Immokalee program. He oversees all teachers and non-instructional staff on a daily basis, and he is the lead facilitator of the student behavior plan. He monitors program specific academic, behavior, and attendance data. Mr. Groce also works closely with parents to best engage them in their child's education and life.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Not applicable.

Demographic Information**Principal start date**

Friday 7/1/2022, Brent Klein

Total number of students enrolled at the school.

22

Total number of teacher positions allocated to the school.

4

Number of teachers with professional teaching certificates?

4

Number of teachers with temporary teaching certificates?

0

Number of teachers with ESE certification?

1

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

1

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

1

Demographic Data

Early Warning Systems

2022-23

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	1	3	1	2	3	12	0	0	0	0	0	22
Attendance below 90 percent	0	0	1	1	0	1	2	9	0	0	0	0	0	14
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	1	2	7	0	0	0	0	0	10
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	2	1	5	0	0	0	0	0	8
Number of students with a substantial reading deficiency	0	0	0	0	0	1	2	7	0	0	0	0	0	10

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	1	1	6	0	0	0	0	0	8

The number of students identified as retainees:

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

Date this data was collected or last updated

Sunday 8/28/2022

2021-22 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	2	2	3	6	7	17	5	0	0	0	0	42
Attendance below 90 percent	0	0	2	0	2	1	4	9	1	0	0	0	0	19
One or more suspensions	0	0	2	2	2	3	7	10	0	0	0	0	0	26
Course failure in ELA	0	0	1	0	0	0	2	3	0	0	0	0	0	6
Course failure in Math	0	0	1	0	0	0	1	5	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	3	3	3	8	1	0	0	0	0	19
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	3	5	3	6	0	0	0	0	0	18

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	2	1	3	3	4	11	1	0	0	0	0	25

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		62%	55%					59%	61%
ELA Learning Gains								61%	59%
ELA Lowest 25th Percentile								63%	54%
Math Achievement		45%	42%					66%	62%
Math Learning Gains								61%	59%
Math Lowest 25th Percentile								58%	52%
Science Achievement		59%	54%					46%	56%
Social Studies Achievement		56%	59%					83%	78%

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
02	2022					
	2019					
Cohort Comparison						
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019	0%	58%	-58%	58%	-58%
Cohort Comparison		0%				
05	2022					
	2019	0%	60%	-60%	56%	-56%
Cohort Comparison		0%				
06	2022					
	2019	0%	56%	-56%	54%	-54%
Cohort Comparison		0%				
07	2022					
	2019	6%	55%	-49%	52%	-46%
Cohort Comparison		0%				
08	2022					
	2019	0%	58%	-58%	56%	-56%
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
02	2022					
	2019					
Cohort Comparison						
03	2022					
	2019	0%	68%	-68%	62%	-62%
Cohort Comparison		0%				
04	2022					
	2019	0%	65%	-65%	64%	-64%
Cohort Comparison		0%				
05	2022					
	2019	8%	67%	-59%	60%	-52%
Cohort Comparison		0%				
06	2022					
	2019	0%	61%	-61%	55%	-55%
Cohort Comparison		-8%				
07	2022					
	2019	18%	66%	-48%	54%	-36%
Cohort Comparison		0%				
08	2022					
	2019	0%	36%	-36%	46%	-46%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-18%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	17%	56%	-39%	53%	-36%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-17%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	52%	-52%	48%	-48%
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	13%	72%	-59%	71%	-58%
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					

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											
ELL	13	31		7	62						
HSP	7	17		7	62						
FRL	17	35		18	62						
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
HSP	29	60		25	71						
FRL	33	56		29	60						
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
HSP				33							
FRL	18	40		33	50						

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	33
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	132
Total Components for the Federal Index	4
Percent Tested	95%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	0
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	28
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	23
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	1
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

The Areas of Focus for the '21-'22 SY were: 1) ELA Student Achievement; 2) Math Student Achievement; and 3) Academic Achievement of ESSA Subgroups. Progress monitoring for ELA Student Achievement consisted of weekly monitoring of iReady (elementary) and Read180 (middle) data, as well as analyzing student performance on ELA Quarterly Benchmark Assessments (Quarters 1, 2, 3) and Instructional Writing Tools (Quarters 2 & 3). Progress monitoring for Math Student Achievement included weekly monitoring of HMH Into Math & Waggle assessments (elementary), weekly monitoring of ALEKS and Reveal math assignments and assessments (middle), and analyzing student performance on Math Quarterly Benchmark Assessments (Quarters 1, 2, 3). The progress monitoring plan for the third area of focus - ESSA subgroups - included disaggregating the data from the aforementioned progress monitoring tools in ELA and Math.

Which data component showed the most improvement? What new actions did your school take in this area?

Based on 2022 state assessment and progress monitoring data, overall math gain scores are an area of strength. When compared to 2021 state assessment data, the percentage of students demonstrating learning gains increased from 50% to 53%. When disaggregated by grade level, the average scale score increased for 3rd grade (10 points), 4th grade (32 points), 5th grade (15 points), and 7th grade (7 points). Last year, an emphasis was placed on constant review of previously taught material to ensure students both master the standards and retain their acquired knowledge throughout the year. Another point of emphasis was on mathematical fact fluency.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

The data indicates that the majority of students at New Beginnings Immokalee (NBI) need to increase their overall reading achievement. This applies to students in grades 3-8, as evidenced on the 2022 state assessments where only 8 students out of 45 demonstrated grade level proficiency. ELA achievement was also considerably below the state and district average in all grades and the average scale score decreased in 6th, 7th, and 8th grades. Additionally, overall the percentage of students demonstrating

learning gains on the state ELA assessment decreased from 52% in 2021 to 24% in 2022. Looking at subgroups, the percentage of Hispanic students demonstrating proficiency on the state ELA assessment decreased from 29% in 2021 to 7% in 2022 and the percentage of Hispanic students demonstrating learning gains decreased from 60% to 17%. The most problematic area remains ELA learning gains for all students.

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

Overall, elementary students at New Beginnings Immokalee outperformed their middle school peers in both reading and math. Looking at learning gains, 85% of elementary students demonstrated learning gains in math and 75% in reading; whereas, only 58% of middle school students demonstrated learning gains in math and 29% in reading. A similar trend followed for math achievement - 44% of elementary students were proficient compared to 9% of middle school students - and for reading achievement - 44% of elementary students were proficient compared to 11% of middle school students. Disaggregated data on subgroups showed a decrease in both ELA learning gains and ELA achievement for ELL students, Hispanic students, and economically-needy students, as well as a decrease in math achievement for these same subgroups. Math learning gains, however, remained above 60% for each of these subgroups. Beyond ELA and Math achievement, students also struggled on the 5th and 8th grade science assessments (0 out of 10 students demonstrated proficiency) and the 7th grade Civics assessment (2 out of 8 students demonstrated proficiency).

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

Instructional staff, support personnel, and administrative staff need to continue to work together to maintain a targeted focus on student achievement and academic progress on attaining standard mastery in all subject areas. This will help to tailor explicit and differentiated instruction to best address specific student needs. In reading, the iReady and Read 180 programs need to be used with fidelity. This can be achieved through the aforementioned collaboration and by focusing on reading for information in all subject areas. Students who can read for information will do better in all classes and the larger percentage of standardized tests cover non-fiction and informational text. In math, students in all grades need to focus on fundamental skills and fact fluency.

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

The majority of instructional staff at New Beginnings are experienced teachers. All teachers will receive professional development from district curriculum experts on implementing the new math curriculum. The middle school reading and ELA teacher will also receive professional development from district curriculum experts to assist with implementing the new secondary ELA curriculum, as well as support from the Reading Coach. Additional staff development will focus on using data to drive instruction and using engagement strategies to improve student focus.

Areas of Focus:

#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.

Students demonstrating learning gains on the state assessment, pursuant to the FLDOE learning gain requirements, was considerably lower than the district and state average. Increasing the percentage of students demonstrating learning gains should have a positive effect on ELA achievement data for all students while helping to improve proficiency in other subject areas.

Measurable**Outcome:**

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

Elementary and middle school students demonstrating learning gains on the ELA state assessment will increase 30% from 24% to 54% as measured by comparing student scale score achievement on the 2022 FSA ELA assessment to student scale score achievement on the 2023 ELA assessment.

Monitoring:

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

Success will be monitored continuously throughout the year by analyzing student performance on iReady (elementary) and Read180 (middle), as well as by monitoring student performance on State Progress Monitoring Assessments (Quarter 1 & 2) and the district quarter benchmark assessment (quarter 3).

Person responsible for monitoring outcome:

Paul Ruby (rubypa@collierschools.com)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will use explicit, systematic instruction tied to state standards during their ELA and reading lessons. To meet the needs of individual learners and to improve areas of student weakness, teachers will use data gleaned from iReady, Read180, and classroom assessments to provide corrective feedback and to differentiate instruction. Students will also receive targeted ELA instruction beyond the school day by attending the After-School Enrichment Program implemented this year.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Explicit, systematic instruction contributes to each student's ability to clearly understand new content and to make connections to previously taught content while helping students continuously acquire knowledge that grows with complexity. Differentiated instruction with corrective feedback helps raise student awareness of errors to aid in self-correction and self-regulation while simultaneously helping the learning to improve fluency in specific areas of weakness through individual instruction. Finally, increased time on task through the After-School Enrichment program will both increase general reading ability and provide increased opportunities for targeted instruction.

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.

1) Explicit, systematic instruction will be implemented in each class through each teacher's daily use of the CCPS grade specific ELA Curriculum Guide and Pacing Calendar.

Person Responsible Paul Ruby (rubypa@collierschools.com)

2) iReady, Read180, and grade-specific adopted ELA resources will be used with fidelity and student progress will be monitored weekly. Teachers will then use this data to provide corrective feedback and to differentiate instruction.

Person Responsible Paul Ruby (rubypa@collierschools.com)

3) Students will receive additional practice and targeted instruction addressing areas of weakness during the After-School Enrichment Program. Overall student success will be tracked and monitored through student performance on iReady, Read180, State Progress Monitoring Tests, a Quarter 3 Benchmark, and through additional classroom assessments.

Person Responsible Paul Ruby (rubypa@collierschools.com)

4) The principal will meet with teachers monthly to review student data, to identify areas of weakness by class and by student, and to assist with making adjustments to target identified areas of concern.

Person Responsible Brent Klein (kleinb@collierschools.com)

Monitoring ESSA

Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Student data from all of the aforementioned progress monitoring tools will be disaggregated by ESSA subgroups - SWD, ELL students, Hispanic students, Economically Disadvantaged students - to monitor the ELA/Reading performance of students in each of these subgroups. The ESE inclusion teacher that works with students with disabilities at NBI will collaborate with the classroom teachers to aid in progress monitoring and instructional differentiation for students with disabilities. The ELL Tutor will do the same for ELL students and for Hispanic students (the majority are also ELL students). Over 95% of students at NBI make-up the economically disadvantaged subgroup; therefore, the Program Leader will monitor this subgroup as he monitors student progress at the program level. Students in all subgroups should also benefit from attending the After-School Enrichment Program.

#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.

The overall math learning gains of students at New Beginnings Immokalee fell below the district and state averages. For students at New Beginnings Immokalee, 53% demonstrated learning gains on the state math assessment, while only 16% of students demonstrated grade level proficiency on the same math assessment.

Measurable**Outcome:**

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

Students demonstrating learning gains on the state math assessment will increase 17% from 53% to 70%.

Monitoring:

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

Student achievement will be monitored on a weekly basis through student performance on Reveal & Redbird math assessments for elementary and performance on Math Nation assessments for middle school students. Performance will also be monitored for all students through the State Performance Monitoring Assessment (FAST) and by analyzing data from CCPS quarterly benchmark assessments.

Person responsible for monitoring outcome:

Paul Ruby (rubypa@collierschools.com)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will use explicit, systematic instruction tied to state standards during their math lessons. To meet the needs of individual learners and to improve areas of student weakness, elementary teachers will use data gleaned from Reveal math & McGraw Hill Redbird and the middle school math teacher will use student data from Math Nation and classroom assessments to provide corrective feedback and to differentiate instruction. Students will also receive targeted math instruction beyond the school day by attending the After-School Enrichment Program implemented this year.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Explicit, systematic instruction contributes to each student's ability to clearly understand new content and to make connections to previously taught content while helping students continuously acquire knowledge that grows with complexity. Differentiated instruction with corrective feedback helps raise student awareness of errors to aid in self-correction and self-regulation while simultaneously helping the learning to improve fluency in specific areas of weakness through individual instruction. Finally, increased time on task through the After-School Enrichment program will both increase overall mathematical fluency and general math ability while providing increased opportunities for targeted instruction.

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.

1) Explicit, systematic instruction will be implemented in each class through each teacher's daily use of the CCPS grade specific Math Curriculum Guide and Pacing Calendar.

Person Responsible Paul Ruby (rubypa@collierschools.com)

2) Math teachers will ensure all students have access to their respective, grade-specific online resources and they will facilitate pre-assessments - within each district provided online learning platform, on the State Progress Monitoring Assessment, prior to each unit through a paper assessment. The teachers will then use this data to adjust their explicit instruction, as well as to develop student specific differentiated instruction.

Person Responsible Paul Ruby (rubypa@collierschools.com)

3) Students will receive additional practice and targeted instruction addressing areas of weakness during the After-School Enrichment Program. Overall student success will be tracked and monitored through student performance on Reveal math assessments, Redbird math online performance, Math Nation online & paper assessments, the State Progress Monitoring Tests, and Quarterly Benchmark Assessments.

Person Responsible Paul Ruby (rubypa@collierschools.com)

4) The principal will meet with teachers monthly to review student data, to identify areas of weakness by class and by student, and to assist with making adjustments to target identified areas of concern.

Person Responsible Brent Klein (kleinb@collierschools.com)

Monitoring ESSA

Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Student data from all of the aforementioned progress monitoring tools will be disaggregated by ESSA subgroup - SWD, ELL, Hispanic students, Economically Disadvantaged - to monitor the math performance of students in each group. The ESE inclusion teacher that works with students with disabilities in NBI will work with each classroom teacher to aid in the progress monitoring of students on her caseload and she will differentiate lessons for those students to target areas of weakness. The ELL Tutor will do the same for ELL students, which also includes the majority of the Hispanic students at NBI. The economically disadvantaged subgroup comprises over 95% of the student population at NBI; therefore, the Program Leader and classroom teachers will be the lead progress monitors for this subgroup. Students in each subgroup should also benefit from the After-School Enrichment Program.

#3. ESSA Subgroup specifically relating to English Language Learners**Area of Focus Description and Rationale:**

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

ELL students at New Beginnings Immokalee demonstrated achievement and learning gains in ELA and achievement in math below the 41% threshold required under the ESSA. 13% of ELL students demonstrated grade level proficiency on ELA state assessment with 31% showing learning gains. In math, 7% demonstrated proficiency, while 62% showed learning gains.

Measurable Outcome:

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

ELL students demonstrating learning gains on the state ELA assessment will increase to 42% in the 2022-2023 school year.

Monitoring:

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

The PLC team will disaggregate progress monitoring data throughout the year and use the disaggregated data to differentiate instruction.

Person responsible for monitoring outcome:

Paul Ruby (rubypa@collierschools.com)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

ELL students will receive targeted ELA instruction based on performance data beyond the school day by attending the After-School Enrichment Program. ELL students will also receive in-class support from the ELL Tutor and non-instructional support staff. ELL students will also participate in monthly data chats to chart their progress and to help them self-identify areas to focus on for improvement each month.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Data-driven decision making - on a school level through PLC meetings and on a student level through individual data chats - has been shown to be an effective strategy for raising student achievement. Further, targeted instruction beyond the school day increases a student's exposure to the language and subject area material; thereby, increasing the likelihood they master it by the end of the school year.

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.

1) PLC Team comprised of classroom teachers, ELL tutor, Administrator, Lead Teacher, and support personnel will disaggregate progress monitoring data to analyze academic performance of ELL students in both ELA and math.

Person Responsible

Jeff Groce (groceje@collierschools.com)

2) Analysis will lead to instructional adjustments by the classroom teacher, including targeted differentiated instruction, and will aid the ELL tutor in supporting the students to increase academic achievement.

Person Responsible

Paul Ruby (rubypa@collierschools.com)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA

Area of Focus related to an ESSA subgroup.

subgroups not meeting the 41% threshold according to the Federal Index.

#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 at New Beginnings Immokalee demonstrated achievement and learning gains in ELA and achievement in math below the 41% threshold required under the ESSA. 0% of SWD students demonstrated grade level proficiency on the ELA state assessment and 44% demonstrated learning gains based on state criteria. In math, 12% demonstrated proficiency, while 77% demonstrated learning gains based on state criteria.

Measurable Outcome:

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

Students with disabilities demonstrating learning gains on the state ELA assessment will increase to 55% in the 2022-2023 school year.

Monitoring:

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

The PLC team will disaggregate progress monitoring data throughout the year and use the disaggregated data to differentiate instruction.

Person responsible for monitoring outcome:

Paul Ruby (rubypa@collierschools.com)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Students with disabilities will receive targeted ELA instruction based on performance data beyond the school day by attending the After-School Academic Enrichment Program. Students will also receive in-class support from the ESE Inclusion teacher. Students will also participate in monthly data chats to chart their progress and to help them self-identify areas to focus on for improvement each month.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Data-driven decision making - on a school level through PLC meetings and on a student level through individual data chats - has been shown to be an effective strategy for raising student achievement. Further, targeted instruction beyond the school day increases a student's exposure to the language and subject area material; thereby, increasing the likelihood they master it by the end of the school year.

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.

1) PLC Team comprised of classroom teachers, ESE Inclusion Teacher, Administrator, Lead Teacher, and support personnel will disaggregate progress monitoring data to analyze academic performance of students with disabilities in ELA.

Person Responsible

Jeff Groce (groceje@collierschools.com)

2) Analysis will lead to instructional adjustments by the classroom teacher, including targeted differentiated instruction, and will aid the ESE Inclusion Teacher in supporting the students to increase academic achievement.

Person Responsible

Paul Ruby (rubypa@collierschools.com)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups,

Area of Focus relates to ESSA subgroup.

please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

PBIS linked to classroom management strategies

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Individual student data related to PBIS and classroom management strategies is collected multiple times a day in student point books and analyzed weekly. Points are earned in each period throughout the day and based on the number of points a student accumulates. Each week, they are granted privileges and opportunities for earning positions of higher rank.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

Stakeholders are invited to monthly promotion ceremonies that honor students who have earned a set number of points each week and who complete additional prerequisites to qualify for a promotion in rank. Stakeholders who attend the ceremonies are able to see the joy expressed by the students that have earned a promotion and the students are able to thank all of the stakeholders who have a hand in their success.

Describe how implementation will be progress monitored.

Implementation is monitored through the detailed point system and rank hierarchy.

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.

Action Step	Person Responsible for Monitoring
1) Implement point system tied to student behavior. 2) Train teachers and non-instructional staff on the strict structure of the program and the structured behavior point system. 3) Teach students about the structure of the program and how they earn/lose points in the system. 4) Redirect students in class and work with classroom teachers to award points at the conclusion of each academic period (non-instructional staff lead this step). 5) Conduct student promotion interviews, award promotions to deserving students, and monitor for student compliance required with each rank.	Groce, Jeff, groceje@collierschools.com