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Cypress Palm Middle School

4255 18TH AVE NE, Naples, FL 34120

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

Demographics

Principal: Deborah Cox

Start Date for this Principal: 7/1/2019

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	No
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: B (56%) 2018-19: C (51%) 2017-18: A (64%)
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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Cypress Palm Middle School

4255 18TH AVE NE, Naples, FL 34120

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Middle School 6-8</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>74%</p>

School Grades History

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

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Cypress Palm Middle School is committed to providing a safe academic environment for all students to achieve their potential.

Provide the school's vision statement.

Cypress Palm Middle School's vision is to develop our students' potential to make a global difference.

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
Cox, Debbie	Principal	<p>Oversees All Elements of CPM Operations including but not limited to: All School Programs- Academic Programs, ESE Programs, ELL Program Budget, Purchasing & Inventory Facility Maintenance and Modifications Approve Field Trips & Activities and Approve Leases Oversees All CPM Handbooks, Web page, Communications, etc. FTE Issues, Personnel-Instructional & Non Instructional Oversee Parent, District & Staff issues School Improvement Plan Curriculum, Instruction & Assessment CTEM Process Oversight, Monitoring, and Evaluation Leadership Team –Chair Chair Teacher/Grade Level Data Dialogue PLC Serve as Liaison to PTA In service Programs-General Design & Subject Matter Assist with Lunch Supervision, as needed Parent Drop AM/PM Hall Duty between Classes Activity Supervision Oversee Special Events Oversee MTSS Oversee Connect with Success Oversee Awards programs with Guidance</p>
Holderfield, Amanda	Assistant Principal	<p>Assist Principal Overseeing All Elements of Operating CPM CPM Curriculum & Instruction/Assessment Master Schedule Development Oversee FTE Issues, Personnel-Instructional & Non Instructional CPM Test Coordinator Bell Schedules CPM Textbook Inventory Oversight Oversee Substitute teacher assignment process Oversee Report Cards/Interims – Grade reporting Design program and agenda for Open House Student –Scheduling, Academic issues, Parent /Staff Issues Serves as member of ELL committee Responsible for Parent Newsletter Serve as Liaison to SAC & PTO Co-chair New Teacher Mentor Program Chair Grade Level Data Dialogue PLC Assist with Lunch supervision as needed Atrium Duty AM/ Bus Duty PM Hall Duty between classes Activity Supervision - Sports/ weekend hosting events Chair to Dept. Leaders Coordinate MTSS Coordinate Connect with Success Coordinate Awards programs with Guidance Mentor/ Supervise/ Build at least “1” Teacher Leader</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Assist Principal with:</p> <ul style="list-style-type: none"> • CTEM – focus on ELA & ESE • Non-Instructional Staff Evaluations- *Review evaluation at beginning of school year, complete mid-year on new employees, conduct end of year meeting with assigned non-instructional and oversee all evaluations are complete • Lead the School Improvement Plan development process • Operational / Staff Issues • In-service Programs-General Design & Subject Matter
Eaton, Kriste	Assistant Principal	<p>Assist Principal Overseeing All Elements of Operating CPM Discipline & Attendance (including alternative placement hearings) Oversee Attendance Reports (including credit denial) Oversee Truancy Reporting Oversee Bullying Reporting Campus Safety & Supervision Plans Reporting of all Incident Reports Reporting of all DCF visits Oversees & Coordinates all Safety Drills (including Bus Evacuation Drills) Works with YRD pertaining to all Safety Issues Oversees & Coordinates all Safety Drills (including Bus Evacuation Drills) Student/Student issues & conflicts Oversees all aspects of Positive Behavior School Program (PBS) Coordinate/Oversee PBS School-wide Activity Days Assist with Student/Teacher conflicts, Parent meetings, etc. Liaison to apparel purchases - (PBS/Athletics/Staff Polo's) Bus & Student Transportation Issues Design program and agenda for New Student Orientation Contributes to the Parent Newsletter Facilitate classroom/teacher technology needs with BTC Chair Grade Level Data Dialogue PLC Co-chair New Teacher Mentor Program General School Duty AM/ PM schedules Atrium Hall Duty AM/ Bus Duty PM Oversee Student Clinic Cafeteria Supervision Hall Duty between Classes Activity Supervision - Sports/ weekend hosting events coordination with Facility Manager Coordinate Lunch Detention Assist with Open House Schedule Audio (Bell/Music Programming) TV Announcements appearance</p> <p>Assist Principal with:</p> <ul style="list-style-type: none"> • CTEM (15-20 teachers) – focus on Social Studies, IBI & Electives • Non-Instructional Staff Evaluations assigned per APC • Assist Principal with Facility Maintenance and Modifications

Name	Position Title	Job Duties and Responsibilities
		<p>*Weekly meeting with facility manager to prepare for events, work orders and oversee facility concerns, report weekly to principal</p> <ul style="list-style-type: none"> • Assist with School Improvement
Sweigart, Teri	Reading Coach	<ol style="list-style-type: none"> 1. Provides instructional support for teachers through trainings, demonstrations, and coaching of a multi-tiered system of support, as it pertains to literacy instruction. 2. Coordinates with appropriate groups and staff including ESE and ELL personnel, for district-wide articulation regarding reading issues. 3. Assists in the implementation of the Multi-Tiered System of Supports. 4. Works collaboratively with the administrative staff, the district curriculum department, assistant principal of curriculum, and staff at assigned school to help implement the state and district curricula. 5. Participates in the selection of, training with, and implementation of district-adopted instructional materials and programs. 6. Assists teachers/schools in ordering materials to support reading and writing instruction in all content areas. 7. Provides trainings related to the General Responsibilities. 8. Collaborates with Coordinator of Literacy to ensure common vision, goals, and objectives. 9. Assumes a leadership role at the school level for the study and use of professional literature. 10. Assists in testing and diagnosing students' reading levels and needs. 11. Attends district meetings and state meetings (when possible) in support of professional learning. 12. Performs other duties as assigned by Coordinator of Literacy or Principal, when and only when such duties are literacy-related. 13. Assists content area teachers by providing and demonstrating effective strategies for content instruction to students. 14. Assists content area teachers in incorporating critical thinking, study skills, and reading skills instruction into their content area teaching. 15. Collaborates with teachers in the Lesson Study process. 16. Performs other duties as assigned.
Riviera-Scallan, Lisa	Instructional Media	<ol style="list-style-type: none"> 1. Organizes and supervises use of the Library Media Center by all students and teachers, and supervises library personnel, media and equipment. 2. Promotes and maintains a dynamic, richly diverse, up-to-date library collection in all formats; designed and continually evaluated to best support the school curriculum and meet the reading needs of the student community. 3. Provides group and individual instruction to students in research, technology, reading selection, and information skills. 4. Develops and implements engaging lessons and designs authentic work for students, in collaboration with classroom subject-area teachers. 5. Models and provides instruction to students and staff in the ethical use of information, including teaching students how to correctly cite and use the information and intellectual property of others in their research papers and projects; and adheres to the guidelines and laws governing

Name	Position Title	Job Duties and Responsibilities
		<p>intellectual property and fair use across all media.</p> <ol style="list-style-type: none"> 6. Incorporates reading and writing strategies across all content areas, and encourages use of the Library Media. 7. Remains current and knowledgeable about evidence-based practices related to teaching and learning, and demonstrates these practices in Library Media Center instruction. 8. Integrates technology appropriately to enhance student learning and instructional delivery, and supports classroom subject area teachers in instructional technology use. 9. Maintains a positive, student-centered Library Media Center environment which assists pupils in developing positive values, attitudes and behavior patterns and personal accountability. 10. Prepares budgets, inventories, purchase orders and other records as required to support the Library Media Center's objectives of providing curriculum support and age appropriate reading materials to the school community. 11. Provides welcoming and timely accessibility to the Library Media Center and all materials and equipment to all members of the school community. 12. Processes, schedules and safeguards use of all media and equipment and provides guidance, as requested. 13. Offers in-service programs on research, technology and software use, curriculum development and information skills. 14. Analyzes and uses student performance data to inform instruction. 15. Participates in District Library Media Specialists' PLCs, in-services and meetings and other school-based meetings as assigned. 16. Performs other duties as assigned.
Iacovone, Donan	Administrative Support	<ol style="list-style-type: none"> 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 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

Name	Position Title	Job Duties and Responsibilities
		<p>Statutes related to Special programs for Exceptional students; and school-based administrators with F.T.E., student projections, compliance monitoring, and federal, state, and local reports.</p> <p>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.</p> <p>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 parents training about Exceptional Student Education.</p> <p>9. Performs other duties as assigned.</p>
Williams, Brandy	School Counselor	<p>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.</p> <p>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.</p> <p>3. Serves as a member of the school's ELL (English Language Learners) Committee.</p> <p>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 classroom presentations, requiring articulation with administration and classroom teachers.</p> <p>5. Consults with teachers, teams. administrators, families and/or students regarding the progress of students.</p> <p>6. Performs other duties as assigned by the Principal.</p>
Snider, Cindy	School Counselor	<p>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.</p> <p>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.</p> <p>3. Serves as a member of the school's ELL (English Language Learners) Committee.</p>

Name	Position Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> 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 classroom presentations, requiring articulation with administration and classroom teachers. 5. Consults with teachers, teams. administrators, families and/or students regarding the progress of students. 6. Performs other duties as assigned by the Principal.
	Math Coach	<ol style="list-style-type: none"> 1. Provides instructional support for teachers through trainings, demonstrations, and coaching of a multi-tiered system of support, as it pertains to literacy instruction. 2. Coordinates with appropriate groups and staff including ESE and ELL personnel, for district-wide articulation regarding reading issues. 3. Assists in the implementation of the Multi-Tiered System of Supports. 4. Works collaboratively with the administrative staff, the district curriculum department, assistant principal of curriculum, and staff at assigned school to help implement the state and district curricula. 5. Participates in the selection of, training with, and implementation of district-adopted instructional materials and programs. 6. Assists teachers/schools in ordering materials to support mathematics instruction. 7. Provides trainings related to the General Responsibilities. 8. Collaborates with Coordinator of Mathematics to ensure common vision, goals, and objectives. 9. Assumes a leadership role at the school level for the study and use of professional literature. 10. Assists in testing and diagnosing students' reading levels and needs. 11. Attends district meetings and state meetings (when possible) in support of professional learning. 12. Performs other duties as assigned by Coordinator of Mathematics or Principal, when and only when such duties are literacy-related. 13. Assists content area teachers by providing and demonstrating effective strategies for content instruction to students. 14. Assists content area teachers in incorporating critical thinking, study skills, and mathematic skills instruction into their content area teaching. 15. Collaborates with teachers in the Lesson Study process. 16. Performs other duties as assigned.

Demographic Information

Principal start date

Monday 7/1/2019, Deborah Cox

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.*

24

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

788

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

6

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

11

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	275	244	262	0	0	0	0	781
Attendance below 90 percent	0	0	0	0	0	0	66	62	60	0	0	0	0	188
One or more suspensions	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	2	4	0	0	0	0	6
Course failure in Math	0	0	0	0	0	0	0	2	9	0	0	0	0	11
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	49	61	73	0	0	0	0	183
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	55	70	62	0	0	0	0	187
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	24	31	22	0	0	0	0	77

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

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

Date this data was collected or last updated

Monday 8/22/2022

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	42	39	36	0	0	0	0	117
Attendance below 90 percent	0	0	0	0	0	0	12	5	9	0	0	0	0	26
One or more suspensions	0	0	0	0	0	0	3	10	7	0	0	0	0	20
Course failure in ELA	0	0	0	0	0	0	0	6	8	0	0	0	0	14
Course failure in Math	0	0	0	0	0	0	1	14	2	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	13	20	18	0	0	0	0	51
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	11	21	16	0	0	0	0	48
Number of students with a substantial reading deficiency	0	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	6	19	14	0	0	0	0	39

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	0
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

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	42	39	36	0	0	0	0	117
Attendance below 90 percent	0	0	0	0	0	0	12	5	9	0	0	0	0	26
One or more suspensions	0	0	0	0	0	0	3	10	7	0	0	0	0	20
Course failure in ELA	0	0	0	0	0	0	0	6	8	0	0	0	0	14
Course failure in Math	0	0	0	0	0	0	1	14	2	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	13	20	18	0	0	0	0	51
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	11	21	16	0	0	0	0	48
Number of students with a substantial reading deficiency	0	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	6	19	14	0	0	0	0	39

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	0
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

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	51%	55%	50%				51%	59%	54%
ELA Learning Gains	45%						47%	55%	54%
ELA Lowest 25th Percentile	35%						31%	45%	47%
Math Achievement	59%	34%	36%				56%	69%	58%
Math Learning Gains	60%						41%	62%	57%
Math Lowest 25th Percentile	52%						43%	57%	51%
Science Achievement	51%	67%	53%				47%	55%	51%
Social Studies Achievement	65%	64%	58%				69%	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	51%	56%	-5%	54%	-3%
Cohort Comparison						
07	2022					
	2019	49%	55%	-6%	52%	-3%
Cohort Comparison		-51%				
08	2022					
	2019	51%	58%	-7%	56%	-5%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	45%	61%	-16%	55%	-10%
Cohort Comparison						
07	2022					
	2019	60%	66%	-6%	54%	6%
Cohort Comparison		-45%				
08	2022					
	2019	34%	36%	-2%	46%	-12%
Cohort Comparison		-60%				

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	46%	52%	-6%	48%	-2%
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	69%	72%	-3%	71%	-2%

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	81%	67%	14%	61%	20%

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	34	29	34	53	55	24	38			
ELL	32	40	41	44	51	55	23	50	86		
BLK	34	39		49	55	50	36	62			
HSP	51	47	37	57	59	56	45	64	84		
MUL	64	40		73	60						
WHT	53	41	29	65	62	42	65	68	90		
FRL	48	44	34	58	59	54	47	62	84		

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	17	27	23	28	31	27	10	32			
ELL	41	47	33	44	41	41	21	59			
ASN	91			82							
BLK	53	57		66	57		42	60			
HSP	48	49	33	52	47	38	37	59	73		
MUL	77	50		62	50						
WHT	54	57	52	57	54	46	51	70	71		
FRL	49	50	35	52	48	37	40	59	77		

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	18	32	32	24	36	34	19	50	58		
ELL	25	31	22	28	33	41	10	52			
BLK	68	57	55	68	49	53	28	86	75		
HSP	46	45	31	51	41	42	45	63	69		
WHT	55	45	26	61	39	40	58	74	79		
FRL	48	47	32	53	40	41	41	68	67		

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	56
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	53
Total Points Earned for the Federal Index	558
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	46
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	56
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	59
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	57
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	54
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?

The number of students scoring below proficiency (level 1 and 2) in ELA increased in grades 6 and 7 from FY21 to FY22. In grade 8, we saw an increase of 9% overall in ELA. Our ELL students decreased in proficiency in ELA by 5% in both grade 6 and grade 7 and by 1% in grade 8. ESE proficiency in ELA went from 21% to 16% in grade 6, 7% to 21% in grade 7, and 7% to 19% in grade 8. For math, we saw an overall increase of 6% in proficiency for grade 6, and a decrease in proficiency of 1% in grade 7 and 4% in grade 8. Our ELL students increased in proficiency by 5% in grade 7, but decreased by 3% in grade 6 and 5% in grade 8. ESE proficiency went from 26% to 16% in grade 6, 17% to 36% in grade 7, and 16% to 43% in grade 8. Civics decreased the number of students scoring level 1 and 2 from 40% to 35%. ESE students increased proficiency by 8% in Civics and ELL students increased proficiency by 4%. In grade 8 science, the number of students scoring level 1 and 2 decreased from 57% to 51%. ESE saw an increase of 11% in proficiency and ELL saw an increase of 1%.

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

Our ESE is one area with the greatest need for improvement in terms of helping them reach and maintain proficiency. Our ESSA data shows that only 19% of our SWD students are proficient in reading and 34% are proficiency in math. Our L25 students who are ESE saw an increase of 4% in gains for ELA and an increase of 28% in math from FY21 to FY22. While they did make gains, their overall proficiency scores remain low. Additionally, our ELL students made fewer gains in reading in FY22 compared to FY21. 53% of our ELL students scored proficient in reading and only 32% were proficient in math.

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

Contributing factors for this need for improvement were a lack of consistency amongst teachers in grade 7 ELA for our ELL students, who had two long-term substitute teachers before a teacher was hired in February. We also had a long-term substitute in grade 7 math, and two math teachers new to the profession (one in grade 6 and one in grade 7). We have hired additional teachers this year who we hope to retain. Our literacy coach and math coach are working with these teachers to help support and model for them. We have a long-term guest teacher in grade 7 ELA and one in grade 6 math who we hope will remain for the year. Identifying students in ESE and ELL in our L25 and pulling them out for additional coach by the content-area coaches and the ELL tutor, small group instruction in all classes, school-wide adoption of Element 10: Examining Similarities and Differences which supports Marzano's high yields strategies, and the implementation of common vocabulary using the Frayer model among ELA and grade-level specific amongst the other content areas will help increase student achievement.

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

Improvement can be seen predominantly in our students scoring level 4 and 5. We saw improvement in students scoring a level 4 or 5 in grade 6 and grade 8 in both ELA and Algebra. Civics and grade 8 science also experienced the same success with level 4 and 5 students with an increase of 5% in Civics and an increase of 6% in science. Overall, our students saw an increase of 4% in math proficiency, 2% in Civics, and 8% in science when comparing FY22 to FY21.

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

Contributing factors are increased rigor within the classroom, engaging and collaborative student activities, common planning, data analysis at monthly PLC meetings, and an increase climate and culture at the school with a greater sense of pride of achievement.

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

As implemented last year, questions that fall within level three and four on Webb's Depth of Knowledge will assist with rigor and complex thinking within the classrooms. The adoption of the Frayer model and the universal encouragement of vocabulary will support students across all content areas. Targeted small group instruction that is differentiated and based on student need will also encourage growth and higher achievement.

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.

Training for all staff on the Frayer model and the expectations for targeted vocabulary support occurred during pre-service. The district TSA for ELL did a training to the entire staff on strategies and supports for ELL students before going into ELL classes to offer feedback. Training on the new BEST standards was provided to all ELA and math teachers. Focused topics at new teacher meetings to help teach, assist and model these practices will be done on a monthly basis. Monthly professional development sessions will be offered based on topics developed from teacher surveys and observations of teacher needs. Teacher leaders will be asked if they would like to lead the training as a way to develop leaders and build camaraderie among the staff.

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

Data analysis at monthly PLCs and individual data chats with teachers based on progress monitoring exams and quarter benchmarks will take place between teachers and administration. The focus will be on areas of need and best practices to support the students using targeted instruction that incorporates small groups and differentiation. Lesson plans will also include an area for teachers to discuss how they are using data within their lessons to create and focus on these small groups. close the achievement gap. Incorporating supportive instructional programs, such as Read 180, System 44 and ALEKS, will help to differentiate the content and identify specific student needs within the classroom.

Areas of Focus

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

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#1. 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. Based on ESSA data, 19% of Students with Disabilities scored proficient in reading in FY22.

Measurable**Outcome:**

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

Through collaborative planning, small group, standards-aligned instruction, with a focus on differentiation and vocabulary by the general education, the inclusion teacher, and the literacy coach, the reading proficiency of students with disabilities will increase from 19% in FY22 to 24% in FY23.

Monitoring:

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

The results from progress monitoring exams will be analyzed to identify and target the needs of our students with disabilities as they relate to the standards, vocabulary mastery results analyzed at monthly PLCs based on the implementation of the Frayer model and adoption of universal content-specific words per grade level, and Read 180 data for those in intensive reading will be gathered, analyzed and support provided by the inclusion teachers and literacy coach.

Person responsible for monitoring outcome:

Teri Sweigart (sweigate@collierschools.com)

Evidence-based**Strategy:**

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

Read 180 data will be disaggregated and discussed with intensive reading teachers once a month at PLC meetings. The meetings will discuss best practices, trends among struggling readers, and supports that can be implemented in the class. The data will be compared on a monthly basis to track growth and student progress. Data chats between teachers and the APC will occur on a quarterly basis to discuss progress monitoring exam and/or quarterly benchmark exam results.

Rationale for Evidence-based Strategy:

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

Based on the ESSA data, targeted, standards-aligned instruction is not being successfully implemented to help students with disabilities be successful. Data will be regularly reviewed and supports consistent to assist 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.

District has been contacted and asked to provide support through a professional development training for our general education teachers who are supported by inclusion teachers on strategies, techniques, and active monitoring.

Person Responsible Amanda Holderfield (holdea@collierschools.com)

Read 180 data will be reviewed on a monthly basis with the intensive reading teachers to identify success and areas still in need of improvement. Best practice strategies will be shared, modeled, if necessary, and implemented.

Person Responsible Teri Sweigart (sweigate@collierschools.com)

Quarterly data will be disaggregated and discussed with each teacher on an individual basis to see what supports are needed to help support our students with disabilities and where they are still struggling based on their progress monitoring exam or quarterly benchmark exam results.

Person Responsible Amanda Holderfield (holdea@collierschools.com)

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

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

Based on FY22 FSA scores, 50% of grade 6 students and 47% of grade 7 students scored proficient on the ELA exam.

Measurable**Outcome:****State the specific**

measurable outcome the school plans to achieve.

This should be a data based, objective outcome.

Through district ELL training to all teachers, the implementation of Marzano's high yields strategy of the Frayer model in all content areas to support vocabulary, and differentiated, standards-based instruction, the reading proficiency of students in grade 7 will increase from 50% to 52% and the reading proficiency of students in grade 8 will increase from 47% to 51%.

Monitoring:

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

Lesson plans and common planning will focus on the new BEST standards. Monthly PLCs will review the Frayer Model and student data/comprehension of the words. Teachers will differentiate instruction based on the needs of their students using progress monitoring and quarterly benchmark exam results. Teachers will also rely on the end of unit assessments in their curriculum to help identify needs for each individual student.

Person responsible for monitoring outcome:

[no one identified]

Evidence-**based****Strategy:**

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

Data from end of unit assessments, progress monitoring exams and quarterly benchmarks will be shared and discussed at monthly meetings with teachers. Data chats between teachers and the APC will occur on a quarterly basis to discuss progress monitoring exam and/or quarterly benchmark exam results. Trends among language learners, students with disabilities, and students based on their proficiency level will be identified and shared by the literacy coach. Best practices and supports that can be provided by the literacy coach, inclusion teachers, tutor, and district TSAs will be discussed and implemented. Data will be compared on a monthly basis to track growth and student progress.

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

Based on the previous year's data, only half of the grade 6 students and less than one half of the grade 7 students scored proficient in reading.

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 APC arranged for the district TSA for ELA to observe the teachers and provide feedback and support to improve instruction. The APC also arranged for the district TSA for ELL to observe and provide feedback to ELA teachers while also leading a whole staff professional development on tools and strategies.

Person Responsible Amanda Holderfield (holdea@collierschools.com)

Monitoring of Read 180 & System 44 progress reports with monthly recognition for classes that show the greatest progress in all grade levels. This will help close the achievement gap and motivate the students to strive towards increased proficiency.

Person Responsible Teri Sweigart (sweigate@collierschools.com)

Quarterly data will be disaggregated and discussed with each teacher on an individual basis to see what supports are needed to help increase student achievement and where they are still struggling based on their progress monitoring exam or quarterly benchmark exam results.

Person Responsible Amanda Holderfield (holdea@collierschools.com)

#3. 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.

Based on FY22 data, only 32% of students with disabilities are proficient in math.

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

Through the implementation of collaborative planning, differentiation, a focus on Math facts for all grades, and integer rules for 7th & 8th, instructional coaching through the Math Coach, small groups support from ESE resources and standards aligned instruction, as measured by the FAST Math assessment, students with disabilities will increase their proficiency in math from 32% in FY22 to to 36% FY23.

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

Collaborative planning documentation through weekly notes, teacher data will be reviewed and analyzed at the PLC level, math coach will provide specific feedback to teachers, small-group differentiation through inclusion teachers, data analysis of quarterly benchmarks and/or state progress monitoring, data chats with teachers, and classroom observations of standards aligned instruction.

Person responsible for monitoring outcome:

Debbie Cox (coxde@collierschools.com)

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

The use of unit post test to determine student needs, remediation and support through differentiation. Data from continued review will be documented and reviewed by teachers during weekly PLC's. Lastly, disaggregation of data from QBA1 and QBA2 benchmarks will be shared with teachers in individual meetings.

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

Based on the ESSA data, students with disabilities need support with math facts in all grades and integer rules in grades 7 and 8. Data will be regularly reviewed and supports consistent to assist 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.

A math facts program will be in place to study math facts every day for intensive math students and every other day for singleton math students. Data will be collected weekly for intensive math and bi-weekly for singleton math students.

Person Responsible [no one identified]

Quarterly data will be disaggregated and discussed with each teacher on an individual basis to see what supports are needed to help support our students with disabilities and where they are still struggling based on their progress monitoring exam or quarterly benchmark exam results.

Person Responsible Debbie Cox (coxde@collierschools.com)

Weekly collaborative planning and monthly PLC meetings with administration will review post-assessment data and ALEKS progress reports, if ALEKS is adopted for the school year.

Person Responsible Debbie Cox (coxde@collierschools.com)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

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

Student recognition is at the forefront of CPM for this upcoming school year. Every two weeks, students who earned a positive referral are presented with the certificate in class in front of their peers, two two coupons, one for a free burger and one for free fries, and a custom Sabrecats wristband. During the 2021-2022 school year, a total of 954 positive referrals were written. The goal is to have over 1,000 written to recognize our students. Teachers also receive a free wristband for writing their first one. As teachers write more, they receive different rewards, such as a free shirt when they write 25. Students who received a positive referral are also entered into a raffle and their names are drawn on a quarterly basis. Those whose names are called receive a CPM bag, coupons, and other swag items. On a monthly basis, every staff member chooses a Super Sabrecat, which is a student who exhibits exemplary character, leadership, and work ethic. They are not necessarily the highest achiever in the class, but they are someone who works hard and is showing improvement. The names are shared in a spreadsheet so students are never repeated. The students are recognized on the morning news, given a certificate and a card with four corners that have different rewards: patio seating for them and one friend, one free tardy, a free snack, and a free dress down day.

PBIS days are held on a quarterly basis. Students with good attendance, discipline, and grades of a C or higher in their classes are able to participate in the day. The students rotate to different stations and receive rewards. Staff assist with running the stations or operating a room where students who did not earn the day work on lessons. Events such as school dances and open gym are offered to help with camaraderie and recognition. Students can attend as long as they have paid their fines and have not received serious discipline referrals. Students also receive dress down days where they can pay to wear CCPS approved dress code clothing as opposed to the polo or school spirit shirt. This allows for their unique personalities and sense of style to be displayed.

To combat the excessive number of tardy referrals from last year, we have extended passing time by one minute, which has increased student arrival to class in a timely manner. Students also received a tardy card, which they can use for the quarter. The card has four numbered quarters and when a student is late,

the teacher tears one of the corners off the card. This is in lieu of being marked tardy. Teachers must tear all four corners before the student can begin being marked in Focus. Students with leftover tardies on their cards will be entered into a drawing at the end of each quarter to win prizes.

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

Local businesses are contributing deals and items to our students who earn PRIDE cards based on grade point average for each quarter. Students can receive a free meal item, dessert, or smoothie from McDonalds, Tropical Smoothie, or Culvers. We have reached out to more small business owners in an effort to support PBIS. Temple Shalom donated school supplies and clothing to CPM this past summer to help support our students in need. We are also hosting more student events that encourage families to participate, such as our Fall Festival where families can come to the gym to watch a movie.

FGCU's ROCK program works with our technology students to promote compassion, kindness, and empathy through education, action, and research. In partnership with Cypress Palm Middle, ROCK will bring five lessons from September to November to 6th-grade students. FGCU instructors teach FGCU students using the best insights from psychologists, philosophers, neuroscientists, and scholars. FGCU students will then visit the school to lead interactive activities that foster positive outcomes, including self-esteem, resilience, community-mindedness, and perspective-taking. Students will participate in artistic projects and game-based activities. In alignment with the Leader in Me programming at CPM, students will also engage in discussions about compassionate leadership and teamwork, how to reframe difficult situations, taking responsibility, and how to be self-compassionate about mistakes. ROCK emphasizes the importance of using these tools to be more compassionate on social media and in students' daily interactions with their peer groups, teachers, and families.