Golden Gate Middle School

2022-23 Schoolwide Improvement Plan

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Golden Gate Middle School

2701 48TH TER SW, Naples, FL 34116

https://www.collierschools.com/ggm

Demographics

Principal: Jennifer Knutowski

Start Date for this Principal: 6/20/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (54%) 2018-19: B (59%) 2017-18: B (59%)
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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Golden Gate Middle School

2701 48TH TER SW, Naples, FL 34116

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

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

School Board Approval

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SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to provide an engaging, nurturing, inclusive educational community where each Falcon demonstrates ownership, resilience, and growth!

Provide the school's vision statement.

Our vision is for all GGM Falcons to be kind, motivated, responsible critical thinkers and confident problem solvers who are empowered to reach their academic and personal goals.

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
Knutowski, Jennifer	Principal	1. Provides leadership for all school operations consistent with existing collective bargaining contracts, school law, Board Policies, and Administrative Procedures. 2. Provides leadership in developing, coordinating, implementing, and evaluating school instructional and extra-curricular programs. 3. Ensures there is a data driven focus on student achievement. 4. Creates a positive school climate and culture within the school. 5. Maintains fair, reasonable, and consistent discipline within the school. 6. Facilitates the School Advisory Committee and develops the School Improvement Plan. 7. Maintains a healthy and safe environment for students and staff (fire drills, code yellow, code red, etc.). 8. Ensures the proper maintenance and custodial care of school facility and grounds. 9. Supervises the creation and adjustment of the master schedule and related staff assignments. 10. Provides/facilitates professional development opportunities for all staff. 11. Evaluates instructional and non-instructional staff. 12. Assists as needed with District accreditation process. 13. Facilitates parent involvement in the school community. 14. Serves as liaison between school and community to utilize community resources. 15. Maintains and properly disposes of administrative and student records. 16. Serves as liaison between the school and District Support Services (Nutrition, Transportation, and Custodial). 17. Ensures compliance with state and district assessment requirements. 18. Ensures fiscal responsibility in the development and maintenance of locational and internal school budgets. 19. Supervises the preparation of county, state, and federal reports originating at the school level. 20. Maintains inventory of supplies, equipment, and furniture within the school. 21. Recruits and interviews prospective staff members. 22. Participates/facilitates in workshops, conferences, parent teacher meetings, and extracurricular activities. 23. Performs other tasks, duties and responsibilities as assigned.
Caplan, Lauren	Assistant Principal	1. Manages school operations as directed by the Principal. 2. Monitors daily student attendance and administers attendance policies. 3. Administers appropriate discipline to all students as outlined by Code of Student Conduct. 4. Coordinates and supervises detention, in-school suspension, and intramural programs (i.e. clubs, tutoring). 5. Works in conjunction with the Principal to supervise all aspects of the student day (i.e. student arrival, class transition, lunch, dismissal). 6. Monitors the accurate compilation of daily attendance reports and records.

Name	Position Title	Job Duties and Responsibilities
		7. Coordinates and conducts appropriate parent/teacher conferences related to attendance and discipline. 8. Communicates as needed with students, parents, and staff regarding attendance and discipline matters. 9. Supervises the assignment and distribution of student locks 10. Coordinates with outside support agencies for children's services. 11. Works in conjunction with school and District staff, Youth Relations Bureau Deputy (YRB) and support agencies to address attendance and discipline issues. 12. Researches, develops and implements programs to improve student attendance and discipline. 13. Assists staff in development of Behavior Agreements for students with chronic discipline issues. 14. Assists the Principal in the selection, supervision, and evaluation of staff. 15. Works in conjunction with the Principal to ensure there is a data driven focus on student achievement. 16. Works in conjunction with the Principal to maintain fair, reasonable, and consistent discipline within the school. 17. Works in conjunction with the Principal to maintain a healthy and safe environment for students and staff (fire drills, code yellow, code red).
Terrell, Clay	Assistant Principal	1. Manages school operations as directed by the Principal. 2. Monitors daily student attendance and administers attendance policies. 3. Administers appropriate discipline to all students as outlined by Code of Student Conduct. 4. Coordinates and supervises detention, in-school suspension, and intramural programs (i.e. clubs, tutoring). 5. Works in conjunction with the Principal to supervise all aspects of the student day (i.e. student arrival, class transition, lunch, dismissal). 6. Monitors the accurate compilation of daily attendance reports and records. 7. Coordinates and conducts appropriate parent/teacher conferences related to attendance and discipline. 8. Communicates as needed with students, parents, and staff regarding attendance and discipline matters. 9. Supervises the assignment and distribution of student locks 10. Coordinates with outside support agencies for children's services. 11. Works in conjunction with school and District staff, Youth Relations Bureau Deputy (YRB) and support agencies to address attendance and discipline issues. 12. Researches, develops and implements programs to improve student attendance and discipline. 13. Assists staff in development of Behavior Agreements for students with chronic discipline issues. 14. Assists the Principal in the selection, supervision, and evaluation of staff. 15. Works in conjunction with the Principal to ensure there is a data driven

Name	Position Title	Job Duties and Responsibilities
		focus on student achievement. 16. Works in conjunction with the Principal to maintain fair, reasonable, and consistent discipline within the school. 17. Works in conjunction with the Principal to maintain a healthy and safe environment for students and staff (fire drills, code yellow, code red).
Wennlund, Christina	Assistant Principal	1. Manages school operations in the absence of the Principal. 2. Assists the Principal in maintaining a positive school climate and culture within the school. 3. Provides leadership for teachers and department chairperson/team leader concerning instructional programs. 4. Assists the Principal in planning and implementing interdisciplinary teams, student advisory programs, exploratory programs, extended day programs and transition programs with elementary schools and high schools. 5. Develops and implements the school's master schedule and related staff assignments. 6. Works in conjunction with the Principal to ensure there is a data driven focus on student achievement. 7. Oversees the testing program and aggregates, analyzes, interprets and communicates data in order to improve the instructional program. 8. Assists the Principal in working with community groups and utilizing community resources. 9. Assists in the development of the School Improvement Plan. 10. Coordinates the evaluation, selection, and distribution of instructional materials. 11. Assists the Principal in the selection, supervision, and evaluation of staff. 12. Supervises extra-curricular activities as assigned. 13. Assists the Principal in the preparation of Title I (if applicable), locational, and internal school budgets. 14. Assists the Principal in the preparation of county, state, and federal reports originating at the school level. 15. Coordinates and conducts appropriate parent/teacher conferences related to curriculum. 16. Secures substitute teachers as needed. 17. Works in conjunction with the Principal to maintain a healthy and safe environment for students and staff
Schick, Kacey	Math Coach	1. Provides instructional support for teachers through trainings, demonstrations, and coaching of a multi-tiered system of support, as it pertains to math instruction. 2. Coordinates with appropriate groups and staff including ESE and ELL personnel, for district-wide articulation regarding math issues. 3. Assists in the implementation of the Multi-Tiered System of Supports. 4. Works collaboratively with the administrative team, the district the state and district curricula. 5. Participates in the selection of, training with, and implementation of district adopted instructional materials and programs.

Name	Position Title	Job Duties and Responsibilities
		6. Assists teachers/schools in ordering materials to support math instruction in all content areas. 7. Provides trainings related to the General Responsibilities. 8. Collaborates with Coordinator of Secondary Math 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' math 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 Math or Principal, when and only when such duties are math 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 math skills instruction into their content area teaching. 15. Collaborates with teachers in the Lesson Study process. 16. Performs other duties as assigned
Palmatier, Andrea	Science Coach	1. Provides instructional support for teachers through trainings, demonstrations, and coaching of a multi-tiered system of support, as it pertains to science instruction. 2. Coordinates with appropriate groups and staff including ESE and ELL personnel, for district-wide articulation regarding science issues. 3. Assists in the implementation of the Multi-Tiered System of Supports. 4. Works collaboratively with the administrative team, the district 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 science instruction in all content areas. 7. Provides trainings related to the General Responsibilities. 8. Collaborates with Coordinator of Secondary Science 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' math 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 Science or Principal, when and only when such duties are science related. 13. Assists content area teachers by providing and demonstrating effective strategies for content instruction to

Name	Position Title	Job Duties and Responsibilities
		students. 14. Assists content area teachers in incorporating critical thinking, study skills, and math skills instruction into their content area teaching. 15. Collaborates with teachers in the Lesson Study process. 16. Performs other duties as assigned
	Reading Coach	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 team, the district 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

Demographic Information

Principal start date
Sunday 6/20/2021, Jennifer Knutowski

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.*

8

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.*

28

Total number of teacher positions allocated to the school

70

Total number of students enrolled at the school

1,046

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

3

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

13

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	334	324	386	0	0	0	0	1044
Attendance below 90 percent	0	0	0	0	0	0	37	36	64	0	0	0	0	137
One or more suspensions	0	0	0	0	0	0	40	57	102	0	0	0	0	199
Course failure in ELA	0	0	0	0	0	0	15	20	92	0	0	0	0	127
Course failure in Math	0	0	0	0	0	0	16	47	51	0	0	0	0	114
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	72	95	150	0	0	0	0	317
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	55	73	90	0	0	0	0	218
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	39	66	131	0	0	0	0	236

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	4	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	1

Date this data was collected or last updated

Wednesday 8/24/2022

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	305	378	361	0	0	0	0	1044
Attendance below 90 percent	0	0	0	0	0	0	50	90	86	0	0	0	0	226
One or more suspensions	0	0	0	0	0	0	1	15	8	0	0	0	0	24
Course failure in ELA	0	0	0	0	0	0	0	14	8	0	0	0	0	22
Course failure in Math	0	0	0	0	0	0	0	34	27	0	0	0	0	61
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	103	121	135	0	0	0	359
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	81	119	111	0	0	0	311
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	21	78	59	0	0	0	0	158

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	1	3	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	1	2	0	0	0	0	3

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	305	378	361	0	0	0	0	1044
Attendance below 90 percent	0	0	0	0	0	0	50	90	86	0	0	0	0	226
One or more suspensions	0	0	0	0	0	0	1	15	8	0	0	0	0	24
Course failure in ELA	0	0	0	0	0	0	0	14	8	0	0	0	0	22
Course failure in Math	0	0	0	0	0	0	0	34	27	0	0	0	0	61
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	103	121	135	0	0	0	359
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	81	119	111	0	0	0	311
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	21	78	59	0	0	0	0	158

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	1	3	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	1	2	0	0	0	0	3

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	43%	55%	50%				47%	59%	54%
ELA Learning Gains	45%						55%	55%	54%
ELA Lowest 25th Percentile	32%						49%	45%	47%
Math Achievement	58%	34%	36%				66%	69%	58%
Math Learning Gains	65%						65%	62%	57%
Math Lowest 25th Percentile	58%						62%	57%	51%
Science Achievement	42%	67%	53%				44%	55%	51%
Social Studies Achievement	61%	64%	58%				65%	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	39%	56%	-17%	54%	-15%
Cohort Comparison						
07	2022					
	2019	44%	55%	-11%	52%	-8%
Cohort Comparison		-39%				
08	2022					
	2019	46%	58%	-12%	56%	-10%
Cohort Comparison		-44%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019	51%	61%	-10%	55%	-4%
Cohort Comparison						
07	2022					
	2019	66%	66%	0%	54%	12%
Cohort Comparison		-51%				
08	2022					
	2019	42%	36%	6%	46%	-4%
Cohort Comparison		-66%				

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	39%	52%	-13%	48%	-9%
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	59%	72%	-13%	71%	-12%

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	89%	67%	22%	61%	28%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	59%	-59%	57%	-57%

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	23	32	17	37	53	47	24	30	70		
ELL	28	39	37	46	60	56	21	45	70		
BLK	43	44	44	60	69	63	52	67	81		
HSP	42	45	30	56	64	56	39	59	77		
MUL	64	60		58	64						
WHT	57	57		68	66		44	60			
FRL	41	44	32	57	64	58	41	60	78		
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	18	28	29	30	36	33	28	45	80		
ELL	36	50	46	42	48	50	27	49	64		
BLK	45	57	43	48	54	50	35	62	82		

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	44	49	42	52	53	49	39	57	77		
MUL	64	55		55	55						
WHT	42	36		55	50		33	67	50		
FRL	43	49	41	50	52	50	39	58	76		

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	26	47	41	42	56	53	27	42			
ELL	27	50	52	54	60	62	19	44	76		
BLK	49	54	49	64	61	56	39	67	78		
HSP	47	56	48	65	66	63	45	65	77		
MUL	67	33		75	58						
WHT	47	60		69	70	64	58	76	69		
FRL	46	56	49	65	65	61	41	66	76		

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	526
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
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	45
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	58
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	51
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	62
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	59
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	52
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?

ELA trends include stagnancy when it comes to achievement levels in 6th, 7th and 8th grade as compared to 2021. Math scores increased in all three grades from FY21 to FY22. Science proficiency increased by 3 from FY21 to FY22 and Civics proficiency increased by 2 points from FY21 to FY22. The performance of subgroups followed similar patterns regarding decreases in performance. For FY22, our ESE subgroup fell below 41%,

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

Proficiency for ELA, Math and Science

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

Strong instructional practices, differentiation to meet the varied needs of students, strategic scheduling.

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

Math and Science

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

The 6th grade ELA team consists of experienced teachers who work collaboratively to plan effective lessons for growing proficient students. We plan to work to duplicate this across both the intensive sections in 6th grade as well as in other grade levels and content areas.

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

Strategic use of formative assessment data to plan opportunities to support foundational skills at the current grade level's skill level. We will do this by using student data while collaboratively planning standards-based lessons, and coupling those with successful instructional practices that allow us to ensure maximum engagement and consistent monitoring of student understanding.

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.

Teachers will recieve weekly support from academic coaches and admin during "purposeful planning" sessions. Lunch and learn opportunities will be provided bi-monthly where identified instructional strategies are modeled and follow up in-class support is scheduled.

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

As we consistently monitor students, an updated MTSS process has been implemented to ensure that as we find students who our high quality Tier 1 instruction isn't working for we can ensure they are supported through Tier 2 and 3 interventions.

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. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our overall subgroup index for students with disabilities was 37%, which was significantly below 41%. The largest area of growth for us is Social Studies. From FY21(45% Proficient) to FY22 (30% Proficient), proficiency decreased by 15 points for students with disabilities.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Civics proficiency will improve by 5% by Spring EOC by ensuring teachers use standards based tasks, give high-quality instruction, and collaborate with each other and academic coaches.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Student progress on quarterly benchmark assessments as progress monitoring tools will be monitored. Use of standards based tasks and high-quality instruction will be monitored via lesson plans and classroom observations.
Person responsible for monitoring outcome:	Clay Terrell (terrelcl@collierschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Increase teacher efficacy in the area of social studies teaching through the strategic use of academic coaches to support collaboration among the team, increase the use of effective instructional strategies, engage teachers in differentiated and timely professional development, and provide structures to differentiate and support students. Title I funds will be use to fund a .50 Social Studies Coach to support instruction.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Increasing teacher efficacy is, according to Hattie, the most impactful thing we can do for student achievement. By utilizing our academic coaches to meet weekly with teachers to ensure they are collaborating, not just on what we are teaching but how we are teaching it, and providing teachers with professional development in meeting Tier 1 and Tier 2 needs of students while structuring a place for Tier 3 support, we can ensure a 3% increase in proficiency of our 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.

Collaborative planning sessions will be held weekly with the purpose of pairing strong instructional strategies with standards-based tasks.

Person Responsible   Clay Terrell (terrelcl@collierschools.com)

Each teacher will receive instructional feedback from the principal and assistant principal. Instructional trends will be identifying and purposeful and differentiation PD will be provided to teachers on a monthly basis.

Person Responsible   Clay Terrell (terrelcl@collierschools.com)

Quarterly progress monitoring data will be viewed and differentiated support will be offered to teachers struggling in the form of a prescriptive coaching cycle and students through small group instruction.

Person Responsible   Clay Terrell (terrelcl@collierschools.com)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	ELA proficiency decreased from 45 to 43..
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	ELA proficiency will increase by 3% by May of 2023 as evidenced by FSA ELA assessment by ensuring teachers use standards based tasks, give high-quality instruction, and collaborate with each other and academic coaches.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Student progress on quarterly benchmark assessments as progress monitoring tools will be monitored. Student progress in Read180 will be monitored. Use of standards based tasks and high-quality instruction will be monitored via lesson plans and classroom observations.
Person responsible for monitoring outcome:	Jennifer Knutowski (knutoj@collierschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Increase teacher efficacy in the area of ELA teaching through the strategic use of academic coaches to support collaboration among the team, increase the use of effective instructional strategies, engage teachers in differentiated and timely professional development, and provide structures to differentiate and support students
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Increasing teacher efficacy is, according to Hattie, the most impactful thing we can do for student achievement. By utilizing our academic coaches to meet weekly with teachers to ensure they are collaborating,not just on what we are teaching but how we are teaching it, and providing teachers with professional development in meeting Tier 1 and Tier 2 needs of students while structuring a place for Tier 3 support, we can ensure a 3% increase in gains of our 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.

Collaborative planning sessions will be held weekly with the purpose of pairing strong instructional strategies with standards-based tasks.

Person Responsible   Jennifer Knutowski (knutoj@collierschools.com)

Each teacher will receive instructional feedback from the principal and assistant principal. Instructional trends will be identified and purposeful and differentiation PD will be provided to teachers on a monthly basis.

Person Responsible   Jennifer Knutowski (knutoj@collierschools.com)

Quarterly progress monitoring data will be viewed and differentiated support will be offered to teachers struggling in the form of a prescriptive coaching cycle and students through small group instruction.

Person Responsible   Jennifer Knutowski (knutoj@collierschools.com)

Strong instructional strategies for ELA, including use of high-quality grade level texts and the integration of writing with reading instruction will be monitored for implementation in lesson plans, classroom observations, and student work. Title I funds will be used to support a school counselor to help students' efficacy of learning.

Person Responsible   Jennifer Knutowski (knutoj@collierschools.com)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Math proficiency increased from 52 to 58 from FY21 to FY22; however we still need to see improvement in this area. We are 8 points below where we were in FY19 (66).
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Math proficiency will improve by 3% by May of 2023 as evidenced by the Spring Math FSA by ensuring teachers use standards based tasks, give high-quality instruction, and collaborate with each other and academic coaches.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Student progress on quarterly benchmark assessments as progress monitoring tools will be monitored. Student progress in ALEKS will be monitored. Use of standards based tasks and high-quality instruction will be monitored via lesson plans and classroom observations.
Person responsible for monitoring outcome:	Lauren Caplan (caplal1@collierschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Increase teacher efficacy in the area of math teaching through the strategic use of academic coaches to support collaboration among the team, increase the use of effective instructional strategies, engage teachers in differentiated and timely professional development, and provide structures to differentiate and support students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Increasing teacher efficacy is, according to Hattie, the most impactful thing we can do for student achievement. By utilizing our academic coaches to meet weekly with teachers to ensure they are collaborating,not just on what we are teaching but how we are teaching it, and providing teachers with professional development in meeting Tier 1 and Tier 2 needs of students while structuring a place for Tier 3 support, we can ensure a 3% increase in gains of our 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.

Collaborative planning sessions will be held weekly with the purpose of pairing strong instructional strategies with standards-based tasks.

Person Responsible Lauren Caplan (caplal1@collierschools.com)

Each teacher will receive instructional feedback from the principal and assistant principal. Instructional trends will be identifying and purposeful and differentiation PD will be provided to teachers on a monthly basis.

Person Responsible Lauren Caplan (caplal1@collierschools.com)

Quarterly progress monitoring data will be viewed and differentiated support will be offered to teachers struggling in the form of a prescriptive coaching cycle and students through small group instruction.

Person Responsible Lauren Caplan (caplal1@collierschools.com)

Strong instructional strategies for math, including student generated notes, gradual release model, and targeted small group support will be monitored for implementation in lesson plans, classroom observations, and student work.

Person Responsible Lauren Caplan (caplal1@collierschools.com)

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Although science proficiency increased by 3 points from FY21 to FY22, our overall proficiency (42) is well-below 50%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Science proficiency will improve by 3% by Spring 2023 SSA by ensuring teachers use standards based tasks, give high-quality instruction, and collaborate with each other and academic coaches.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Student progress on quarterly benchmark assessments as progress monitoring tools will be monitored. Use of standards based tasks and high-quality instruction will be monitored via lesson plans and classroom observations.
Person responsible for monitoring outcome:	Jennifer Knutowski (knutoj@collierschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Increase teacher efficacy in the area of science teaching through the strategic use of academic coaches to support collaboration among the team, increase the use of effective instructional strategies, engage teachers in differentiated and timely professional development, and provide structures to differentiate and support students.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Increasing teacher efficacy is, according to Hattie, the most impactful thing we can do for student achievement. By utilizing our academic coaches to meet weekly with teachers to ensure they are collaborating,not just on what we are teaching but how we are teaching it, and providing teachers with professional development in meeting Tier 1 and Tier 2 needs of students while structuring a place for Tier 3 support, we can ensure a 3% increase in proficiency of our 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.

Collaborative planning sessions will be held weekly with the purpose of pairing strong instructional strategies with standards-based tasks.

Person Responsible	Jennifer Knutowski (knutoj@collierschools.com)

Each teacher will receive instructional feedback from the principal and assistant principal. Instructional trends will be identifying and purposeful and differentiation PD will be provided to teachers on a monthly basis.

Person Responsible	Jennifer Knutowski (knutoj@collierschools.com)

Quarterly progress monitoring data will be viewed and differentiated support will be offered to teachers struggling in the form of a prescriptive coaching cycle and students through small group instruction.

Person Responsible	Jennifer Knutowski (knutoj@collierschools.com)

Strong instructional strategies for science, including the use of academic vocabulary by students (verbally and in writing) in response to hands on activities will be monitored for implementation in lesson plans, classroom observations, and student work.

Person Responsible	Jennifer Knutowski (knutoj@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.

Our school includes a uniquely diverse population enabling us to create an atmosphere of acceptance and belonging. We encourage open communication and model that ourselves by communicating with families in multiple means on a routine schedule each week. Twice per year, we survey our stakeholders to get their input about the format, types, and timing of events and services and incorporate their feedback. As we seek to increase the amount of time students are in class, our leadership and administrative team are making themselves more visible to showcase our dedication to this work.

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

Staff and teachers establish the school's positive culture and environment by demonstrating their care and respect for students and their autonomy. This is then reflected in the students and through interactions the parents and community members have with the school.
The school is really embracing our self-given nickname of "Golden Gains Middle School" with our theme of #SOARING. In this sense, stakeholders are encouraged to work towards growth by doing what it takes to get there.