

Collier County Public Schools

# Immokalee Middle School



family and community involvement needs assessment

mission

Florida

college and career

analysis

leadership

students

ambitious

school improvement

striving

teaching

achievement

relationships

success

areas of focus

instruction

growth

vision

collaboration

learning

supportive environment resources



strategic planning

## 2019-20 Schoolwide Improvement Plan

---

## **Table of Contents**

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>8</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Title I Requirements</b>	<b>18</b>
<b>Budget to Support Goals</b>	<b>21</b>

# Immokalee Middle School

401 N 9TH ST, Immokalee, FL 34142

[ no web address on file ]

## Demographics

**Principal: Ryan Nemeth**

Start Date for this Principal: 8/19/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	98%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: C (50%) 2017-18: C (51%) 2016-17: C (44%) 2015-16: C (43%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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.

---

## **Table of Contents**

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>8</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Title I Requirements</b>	<b>18</b>
<b>Budget to Support Goals</b>	<b>21</b>

# Immokalee Middle School

401 N 9TH ST, Immokalee, FL 34142

[ no web address on file ]

## School Demographics

**School Type and Grades Served**  
(per MSID File)  
Middle School  
6-8

**2018-19 Title I School**

Yes

**2018-19 Economically Disadvantaged (FRL) Rate**  
(as reported on Survey 3)

98%

**Primary Service Type**  
(per MSID File)

K-12 General Education

**Charter School**

No

**2018-19 Minority Rate**  
(Reported as Non-white on Survey 2)

98%

## School Grades History

Year Grade	2018-19	2017-18	2016-17	2015-16
	C	C	C	C

## School Board Approval

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

## SIP Authority

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

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

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

Our mission at Immokalee Middle School is to ensure that every student achieves and develops to their potential by providing them a nurturing and safe environment where academic and personal excellence can be achieved.

#### Provide the school's vision statement.

All students will leave Immokalee Middle School with the essential skills and knowledge to achieve success in high school.

### School Leadership Team

#### Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
		The role of the leadership team is to serve as the instructional and operational leaders that make informed decisions that will ultimately improve student achievement and development. The group collectively analyzes data that drives decision making.
Nemeth, Ryan	Principal	The principal provides the leadership and facilitates the SIP structures. He ensures that professional development is available to staff in these areas, regularly attends meetings to support these processes, identifies the needs of the team, communicates with school stakeholders regarding the SIP, and forms the school improvement team to address each core concern. The Assistant Principals assist the Principal in providing leadership and support of the SIP process. They also attend meetings to support the SIP process, as well as identify needs of the team and communicates with school stakeholders about the SIP.
Woodward, Lauren	Assistant Principal	
Voorhees, Destini	Assistant Principal	
Wannop, Stephanie	Assistant Principal	
Knutowski, Jennifer	Assistant Principal	

### Early Warning Systems

#### Current Year



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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	603	552	617	0	0	0	0	1772
Attendance below 90 percent	0	0	0	0	0	0	47	82	121	0	0	0	0	250
One or more suspensions	0	0	0	0	0	0	82	145	138	0	0	0	0	365
Course failure in ELA or Math	0	0	0	0	0	0	9	14	16	0	0	0	0	39
Level 1 on statewide assessment	0	0	0	0	0	0	174	248	293	0	0	0	0	715

**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	59	181	180	0	0	0	0	420

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	10	6	2	0	0	0	0	18

**FTE units allocated to school (total number of teacher units)**

105

**Date this data was collected or last updated**

Monday 8/19/2019

**Prior Year - As Reported****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
Attendance below 90 percent	0	0	0	0	0	0	76	65	82	0	0	0	0	223
One or more suspensions	0	0	0	0	0	0	71	69	39	0	0	0	0	179
Course failure in ELA or Math	0	0	0	0	0	0	20	6	2	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	0	0	0	268	262	184	0	0	0	0	714

**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	129	132	95	0	0	0	0	356

**Prior Year - Updated**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	76	65	82	0	0	0	0	223
One or more suspensions	0	0	0	0	0	0	71	69	39	0	0	0	0	179
Course failure in ELA or Math	0	0	0	0	0	0	20	6	2	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	0	0	0	268	262	184	0	0	0	0	714

**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	129	132	95	0	0	0	0	356

**Part II: Needs Assessment/Analysis**

**School Data**

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	34%	59%	54%	32%	61%	53%
ELA Learning Gains	44%	55%	54%	44%	59%	54%
ELA Lowest 25th Percentile	40%	45%	47%	47%	50%	47%
Math Achievement	46%	69%	58%	43%	71%	58%
Math Learning Gains	49%	62%	57%	54%	67%	57%
Math Lowest 25th Percentile	55%	57%	51%	57%	62%	51%
Science Achievement	31%	55%	51%	31%	60%	52%
Social Studies Achievement	59%	75%	72%	55%	74%	72%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	603 (0)	552 (0)	617 (0)	1772 (0)
Attendance below 90 percent	47 (76)	82 (65)	121 (82)	250 (223)
One or more suspensions	82 (71)	145 (69)	138 (39)	365 (179)
Course failure in ELA or Math	9 (20)	14 (6)	16 (2)	39 (28)
Level 1 on statewide assessment	174 (268)	248 (262)	293 (184)	715 (714)

**Grade Level Data**

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2019	30%	56%	-26%	54%	-24%
	2018	28%	56%	-28%	52%	-24%
Same Grade Comparison		2%				
Cohort Comparison						
07	2019	28%	55%	-27%	52%	-24%
	2018	26%	54%	-28%	51%	-25%
Same Grade Comparison		2%				
Cohort Comparison		0%				
08	2019	35%	58%	-23%	56%	-21%
	2018	41%	63%	-22%	58%	-17%
Same Grade Comparison		-6%				
Cohort Comparison		9%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2019	37%	61%	-24%	55%	-18%
	2018	33%	62%	-29%	52%	-19%
Same Grade Comparison		4%				
Cohort Comparison						
07	2019	38%	66%	-28%	54%	-16%
	2018	45%	67%	-22%	54%	-9%
Same Grade Comparison		-7%				
Cohort Comparison		5%				
08	2019	26%	36%	-10%	46%	-20%
	2018	34%	43%	-9%	45%	-11%
Same Grade Comparison		-8%				
Cohort Comparison		-19%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
08	2019	28%	52%	-24%	48%	-20%
	2018	28%	56%	-28%	50%	-22%
Same Grade Comparison		0%				
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	55%	72%	-17%	71%	-16%
2018	54%	70%	-16%	71%	-17%
Compare		1%			
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	94%	67%	27%	61%	33%
2018	92%	67%	25%	62%	30%
Compare		2%			
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					

**Subgroup Data**

<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
SWD	8	28	30	22	42	48	13	33	88		
ELL	24	39	39	38	42	49	17	51	90		
BLK	34	52	44	38	47	49	31	64	83		
HSP	33	43	39	47	49	56	30	58	93		
WHT	43	54		50	50			69			
FRL	34	44	41	46	49	55	31	58	92		

<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2015-16</b>	<b>C &amp; C Accel 2015-16</b>
SWD	9	28	33	22	36	40	15	24			

2018 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 2015-16	C & C Accel 2015-16
ELL	14	36	58	34	55	76		53			
BLK	34	50	61	44	59	52	31	63	96		
HSP	31	43	44	43	53	58	30	54	95		
MUL	45	55		36	50						
WHT	43	45		48	60						
FRL	32	44	47	43	54	56	31	55	93		

### ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	49
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	40
Total Points Earned for the Federal Index	490
Total Components for the Federal Index	10
Percent Tested	99%

### Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	35
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	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners 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

<b>Black/African American Students</b>	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
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
<b>Pacific Islander Students</b>	
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
<b>White Students</b>	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

**Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

ELA proficiency rates showed the lowest performance. Although there was a 2% overall gain from SY18, learning gains remained constant. Contributing factors include an increase in ELL and Migrant populations.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Math Bottom Quartile Learning Gains declined 8% from SY18. Contributing factors include in a increase in ELL and Migrant populations.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

ELA proficiency rates had the greatest gap when compared to the state average by about 23%. Contributing factors include in an increase in ELL and Migrant populations.

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

ELA cohort proficiency rates increased at all three grade levels when compared to SY18. Targeted interventions with an organized system of support led by the Resource Team assisted with both student and teacher gains.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

1. Common Grading Practices
2. Increase Learning Gains
3. Attendance Rates below 90%

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. ELA Learning Gains
2. Math Learning Gains
3. Increase in Civics Proficiency Rates
4. Increase in 8th Grade Science Proficiency Rates
5. Reduction in Course Failures

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	ELA Learning Gains
<b>Rationale</b>	Overall ELA Learning Gains did not increase from SY18 to SY19
<b>State the measureable outcome the school plans to achieve</b>	If teachers can access and interpret data, as well as understand the ELA standards, rubrics, and scales then the amount of students earning learning gains will increase by 3% as measured by the FSA-ELA.
<b>Person responsible for monitoring outcome</b>	Ryan Nemeth (nemethry@collierschools.com)
<b>Evidence-based Strategy</b>	Strategy- Data driven instruction through the use of Read 180, the Collection Series, as well as FSA-style writing in the content areas as measured by quarterly benchmark assessments. The Resource Team will push in and pull out groups of students who require targeted/intensive interventions, as well coach any/all classroom teachers.
<b>Rationale for Evidence-based Strategy</b>	The continuous use of data driven instruction, modeled by the Resource Team (academic coaches and resource teachers) assisted in proficiency rate increases. A more targeted approach by members of the team will assist in student gains in areas of deficiency. Evidence will be collected from quarterly benchmark assessments and the comparison to prior assessments, as well as data collected through the Academic Vital Statistics Program.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Creation of the Resource Team</li> <li>2. Targeted scheduling of Coaching Support</li> <li>3. Targeted scheduling Resource Support</li> <li>4. Integration of Academic Vital Statistic in all content areas</li> <li>5. Monitoring of data during weekly coach's meetings and bi-monthly MTSS meetings</li> <li>6. Monitoring of SWD using the Case Manager Progress Monitoring Tool</li> </ol>
<b>Person Responsible</b>	Ryan Nemeth (nemethry@collierschools.com)



<b>#2</b>	
<b>Title</b>	Math Learning Gains
<b>Rationale</b>	The majority of subgroups either declined or made minimal gains from SY18
<b>State the measureable outcome the school plans to achieve</b>	If teachers can access and interpret data, as well as understand the Math standards, rubrics, and scales, then the amount of students earning a learning gain will increase by 3% as measured by the Math- FSA
<b>Person responsible for monitoring outcome</b>	Ryan Nemeth (nemethry@collierschools.com)
<b>Evidence-based Strategy</b>	Strategy- Data driven instruction through the use of the new supplemental math resources, as well as the use of ALEKS will increase student academic data as measured by quarterly benchmark assessments. The Math Resource Team will push in and pull out groups of students who require targeted/intensive intervention, as well coach any/all classroom teachers.
<b>Rationale for Evidence-based Strategy</b>	The continuous use of data driven instruction, modeled by the Resource Team assisted in cohort proficiency rate increases. A more targeted approach by members of the team will assist in student gains in areas of deficiency. Evidence will be collected from quarterly benchmark assessments and the comparison to prior assessments, as well as data collected through the Academic Vital Statistics Program.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Creation of the Resource Team</li> <li>2. Targeted scheduling of Coaching Support</li> <li>3. Targeted scheduling Resource Support</li> <li>4. Integration of Academic Vital Statistic in all content areas</li> <li>5. Monitoring of data during weekly coach's meetings and bi-monthly MTSS meetings</li> <li>6. Monitoring of SWD using the Case Manager Progress Monitoring Tool</li> </ol>
<b>Person Responsible</b>	Ryan Nemeth (nemethry@collierschools.com)

<b>#3</b>	
<b>Title</b>	8th Grade Science Achievement
<b>Rationale</b>	Science Achievement showed no growth in proficiency rates when compared to SY18
<b>State the measureable outcome the school plans to achieve</b>	If we increase teacher's knowledge, understanding, and implementation of the science standards and assessments by utilizing rigorous, data-driven instruction, the we will see a 3% increase in overall proficiency rates as measured by the SSA.
<b>Person responsible for monitoring outcome</b>	Ryan Nemeth (nemethry@collierschools.com)
<b>Evidence-based Strategy</b>	Strategy- Data driven instruction through the use of standards based instruction from Earth, Life, and Physical Science as measured by quarterly benchmark assessments will assist in student growth. The Science Coach will push in and pull out groups of students who require targeted interventions, as well coach any/all classroom teachers.
<b>Rationale for Evidence-based Strategy</b>	The continuous use of data driven instruction, modeled by the Science Coach assisted in subgroup increases. A more targeted approach will assist in student gains in areas of deficiency. Evidence will be collected from quarterly benchmark assessments and the comparison to prior assessments, as well as data collected through the Academic Vital Statistics Program.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Organize new Science Coach with the needs of the department</li> <li>2. Create a bank of mini assessments based on prior year's standards for each 7th and 8th grade teacher</li> <li>3. Targeted scheduling of Coaching Support</li> <li>4. Integration of Academic Vital Statistic in all content areas</li> <li>5. Monitoring of data during weekly coach's meetings and bi-monthly MTSS meetings</li> <li>6. Monitoring of SWD using the Progress Monitoring Tool</li> </ol>
<b>Person Responsible</b>	Ryan Nemeth (nemethry@collierschools.com)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

Student grades, assessment data, and Attendance rates will be monitored through the use Academic Vital Statistics, weekly, in each content area. Data collected through this process will be monitored in weekly administrative meetings where potential interventions will be planned for implementation.

**Part IV: Title I Requirements**

**Additional Title I Requirements**

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

PFEP is attached

**PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

Immokalee Middle School ensures that the CCPS 5 SEL priorities are fully implemented on our campus. IMS has scheduled an Advisement Time, bi-weekly, as part of the student day. During this time, SEL needs are addressed through the use of Panorama surveys, Principal-led videos, and Naviance lessons.

IMS Counselors provide a comprehensive school counseling program to our students. Each child has a counselor assigned who builds a relationship based on individual needs for success and transitioning to high school. Our counselors get to know each student individually and through trust and relationship building, can help them develop and reinforce healthy choices. We offer structured classroom presentations for academic topics. We also offer individual student planning designed to help students establish personal goals and develop future plans along with various responsive services which include Individual or group counseling, consultation with parents, teachers and other educators, referrals to other school support services or community resources, peer helping, and providing necessary information to our students. Counselors meet with newly enrolled students every 60 and 90 days. IMS also has a "We Dine Together" program. The program, led by students, focuses on students eating together. A "Helping Hands" team was also created to meet with students facing any social or emotional challenges. The purpose of the team is to ensure that communication between all stakeholders is shared. Additionally, Immokalee Middle School has highly qualified case managers to manage the unique needs of our more fragile learners, those who have a need for additional support to be successful both socially/emotionally as well as academically. We have a school psychologist to help identify children with special social/emotional needs. A behavior support specialist is available for individual counseling/therapy as required by IEP. A full time psychologist and Social Worker are available to assist any/all student needs.

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

For students transitioning from 5th to 6th grade, there is a lot of collaboration that takes place

between the middle school and the feeder elementary schools. Every year, Immokalee Middle School visits the elementary school for a 6th grade assembly. During this meeting, the Assistant Principal and the lead school counselor shares relevant information with the students. The elementary school students also visit our middle school for a campus visit. Students were introduced to several staff members and current students to help with the transition. At that time, parents and students are introduced to the 6th Grade Academy, where resources, staffing, and materials are targeted for the students transition to middle school. Throughout their 8th grade year, school counselors meet with students to discuss student status with regards to completing middle school requirements. A letter is signed by the students and is sent home to parents to keep everyone notified of the expectations of their 8th grade year. IHS visits the IMS during the Spring to individually schedule 8th graders for their freshman year.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

Collier County Schools provide a systematic and strategic approach to providing services through the District Strategic Plan and the K-12 Comprehensive Reading Plan. Goals and objectives of each program and department are aligned with these overarching district plans.

Title I Parts A, C, D, SIG 1003g, UniSIG, Title II, Part A and Title IV are managed out of the same department.

They share administrative staff so that oversight, coordination, budgeting, staffing, and monitoring are efficiently coordinated. Informal communications and monthly administrative meetings are held to discuss program needs, issues and coordinate efforts.

Leadership staff of the Title I Parts A, C, D, Title II, Title III, Title IV, Head Start/VPK and Title IX programs meet monthly to coordinate efforts and receive joint staff development for improving their services.

Curriculum and Instruction (C&I) department meetings include program coordinators, including IDEA, Perkins, Head Start, and Career and Technical education.

Title IX, LEA, Title I Parts A and C coordinate services to identify and assist homeless children, assist with registration and provide support services. Title I and District jointly fund the Homeless Liaison to support homeless students in all schools.

Title I Parts A and C and Title III funds are coordinated to provide at risk students with supplemental instructional support and resources.

Title I and C&I coordinators collaborate in providing workshops to build the capacity of parents and foster

strong home/school connections.

Title I, Parts A and C and Title II, Part A funds are coordinated to provide customized staff development that ensures students receive high quality, differentiated instruction.

Title I, Part A funds are used in collaboration with Title II Part A and Reading Categorical to fund Reading Coaches to support lowest performing schools.

Title II, Part A and IDEA fund exam reimbursements to ensure staff meet certification requirements.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

Using Naviance, CTE and content teachers encourage students to upload documents as evidence of completed work. Counselors are expected meet regularly with students on choosing electives that may interest them- thus building a bridge to the high school career academies. Career guidance academic counseling provides access for students (and parents, as appropriate) to information regarding career awareness and planning with respect to an individual's occupational and academic future. This counseling also provides information with respect to career options, financial aid, and post secondary options including college, technical, and post secondary educational opportunities. Partnerships with the Immokalee Foundation, the Miracle Program, and Lipman work with students on providing first-hand, hands-on experiences for post-secondary careers.

## Part V: Budget

1	III.A.	Areas of Focus: ELA Learning Gains				\$902,031.09
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
5100	130-Other Certified Instructional Personnel	0361 - Immokalee Middle School	Title, I Part A	2.0	\$140,864.76	
<i>Notes: Resource Teachers</i>						
5100	150-Aides	0361 - Immokalee Middle School	Title, I Part A	3.0	\$117,097.66	
<i>Notes: ELL Spanish Tutor</i>						
6150	160-Other Support Personnel	0361 - Immokalee Middle School	Title, I Part A	3.0	\$112,125.17	
<i>Notes: Parent Involvement Assistant</i>						
6400	130-Other Certified Instructional Personnel	0361 - Immokalee Middle School	Title, I Part A	1.0	\$73,165.10	
<i>Notes: Reading Coach</i>						
6400	130-Other Certified Instructional Personnel	0361 - Immokalee Middle School	Title, I Part A	0.76	\$56,686.27	
<i>Notes: TSA, Middle Coach</i>						

	5100	130-Other Certified Instructional Personnel	0361 - Immokalee Middle School	Title, I Part A		\$33,505.90
			<i>Notes: Pre-extension for staff Development</i>			
	5900	130-Other Certified Instructional Personnel	0361 - Immokalee Middle School	Title, I Part A		\$47,928.57
			<i>Notes: After School Program - Instructional Math, ELA, Science, and Civics.</i>			
	5900	150-Aides	0361 - Immokalee Middle School	Title, I Part A		\$7,140.04
			<i>Notes: After School Program - Tutors</i>			
	7300	160-Other Support Personnel	0361 - Immokalee Middle School	Title, I Part A		\$7,140.04
			<i>Notes: After School Program - Clerical</i>			
	7800	790-Miscellaneous Expenses	0361 - Immokalee Middle School	Title, I Part A		\$7,251.89
			<i>Notes: Student Transportation</i>			
	7900	390-Other Purchased Services	0361 - Immokalee Middle School	Title, I Part A		\$2,053.44
			<i>Notes: Custodians Saturday Program</i>			
	6400	310-Professional and Technical Services	0361 - Immokalee Middle School	Title, I Part A		\$20,591.40
			<i>Notes: Leader In Me - Staff Dev Consultant</i>			
	6400	510-Supplies	0361 - Immokalee Middle School	Title, I Part A		\$9,642.38
			<i>Notes: Leader In Me - Staff Dev Supplies</i>			
	6400	130-Other Certified Instructional Personnel	0361 - Immokalee Middle School	Title, I Part A		\$4,675.86
			<i>Notes: Staff Development salaries</i>			
	6150	390-Other Purchased Services	0361 - Immokalee Middle School	Title, I Part A		\$8,434.07
			<i>Notes: Printing services for parent communication</i>			
	5100	150-Aides	0361 - Immokalee Middle School	Title, I Part C	4.0	\$149,587.92
			<i>Notes: 3.0 ELL Spanish Tutor &amp; 1 Creole Tutor</i>			
	6100	130-Other Certified Instructional Personnel	0361 - Immokalee Middle School	Title, I Part C	1.0	\$78,925.22
			<i>Notes: Guidance Counselor</i>			
	5100	350-Repairs and Maintenance	0361 - Immokalee Middle School	Title, I Part C		\$2,474.01
			<i>Notes: Copy machine general maintenance and toner</i>			
	5900	390-Other Purchased Services	0361 - Immokalee Middle School	Title, I Part C		\$3,000.00
			<i>Notes: Fingerprinting - Earn &amp; Learn</i>			

	5900	750-Other Personal Services	0361 - Immokalee Middle School	Title, I Part C		\$19,741.39
			<i>Notes: Salaries: Earn and Learn Salaries</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Math Learning Gains</b>				<b>\$251,987.05</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	130-Other Certified Instructional Personnel	0361 - Immokalee Middle School	Title, I Part A	0.4	\$32,912.01
			<i>Notes: Resource Teacher</i>			
	6400	130-Other Certified Instructional Personnel	0361 - Immokalee Middle School	Title, I Part A	2.2	\$170,322.60
			<i>Notes: TSA, Middle Coach</i>			
	5100	130-Other Certified Instructional Personnel	0361 - Immokalee Middle School	Title, I Part C	0.6	\$48,752.44
			<i>Notes: Resource Teacher</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: 8th Grade Science Achievement</b>				<b>\$251,248.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	130-Other Certified Instructional Personnel	0361 - Immokalee Middle School	Title, I Part A	1.17	\$84,973.98
			<i>Notes: TSA, Middle Coach</i>			
	5100	130-Other Certified Instructional Personnel	0361 - Immokalee Middle School	Title, I Part C	2.0	\$166,274.02
			<i>Notes: Resource Teacher</i>			
					<b>Total:</b>	<b>\$1,405,266.14</b>