

Collier County Public Schools

Immokalee Middle School

The word cloud features the following terms in various sizes and orientations:

- leadership
- students
- school improvement
- relationships
- areas of focus
- instruction
- growth
- learning
- teaching
- success
- vision
- collaboration
- strategic planning
- supportive environment
- resources
- achievement
- ambitious
- analysis
- mission
- Florida
- college and career
- family and community involvement
- needs assessment

2018-19 Schoolwide Improvement Plan

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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**

2017-18

C

2016-17

C

2015-16

C

2014-15

D*

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
Nemeth, Ryan	Principal
Woodward, Lauren	Assistant Principal
Voorhees, Destini	Assistant Principal
Wannop, Stephanie	Assistant Principal
Knutowski, Jennifer	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The role of the leadership team is to serve as the instructional leaders and make informed decisions that will ultimately improve student achievement and development. The group collectively analyzes the data that drives decision making.

The principal provides the leadership and facilitates the SIP structures, ensures that professional development is available to staff in these areas, regularly attends meetings to support these processes, as well as identifies the needs of the team, communicates with school stakeholders regarding the SIP and forms 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.

Early Warning Systems

Year 2017-18

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 identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	129	132	95	0	0	0	0	356

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	1	0	0	0	0	1
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Wednesday 8/22/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Year 2016-17 - 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	78	99	103	0	0	0	0	280
One or more suspensions	0	0	0	0	0	0	69	49	32	0	0	0	0	150
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	240	173	250	0	0	0	0	663

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	127	97	124	0	0	0	0	348

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

For the second year in a row, ELA gains remained at 44%. ELA proficiency declined.

Which data component showed the greatest decline from prior year?

Overall ELA proficiency, especially at 6th and 7th grade.

Which data component had the biggest gap when compared to the state average?

Science Achievement

Which data component showed the most improvement? Is this a trend?

ELA, Bottom Quartile Learning Gains

Describe the actions or changes that led to the improvement in this area.

Supplemental instructional positions funded through Title 1, as well as district support provided new teachers continual support on lesson planning and instruction. Particular attention was paid to professional development on the intensive programs, ACHIEVE 300 and Reading Horizons, as well as a Writing Boot Camp prior to testing.

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	32%	61%	53%	33%	60%	52%
ELA Learning Gains	44%	59%	54%	44%	60%	54%
ELA Lowest 25th Percentile	47%	50%	47%	31%	48%	44%
Math Achievement	43%	71%	58%	33%	70%	56%
Math Learning Gains	54%	67%	57%	44%	69%	57%
Math Lowest 25th Percentile	57%	62%	51%	54%	67%	50%
Science Achievement	31%	60%	52%	27%	56%	50%
Social Studies Achievement	55%	74%	72%	58%	76%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	76 ()	65 ()	82 ()	223 (0)
One or more suspensions	71 (0)	69 (0)	39 (0)	179 (0)
Course failure in ELA or Math	20 (0)	6 (0)	2 (0)	28 (0)
Level 1 on statewide assessment	268 (0)	262 (0)	184 (0)	714 (0)

Grade Level Data

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	2018	28%	56%	-28%	52%	-24%
	2017	32%	55%	-23%	52%	-20%
Same Grade Comparison		-4%				
Cohort Comparison						
07	2018	26%	54%	-28%	51%	-25%
	2017	33%	57%	-24%	52%	-19%
Same Grade Comparison		-7%				
Cohort Comparison		-6%				
08	2018	41%	63%	-22%	58%	-17%
	2017	34%	58%	-24%	55%	-21%
Same Grade Comparison		7%				
Cohort Comparison		8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	33%	62%	-29%	52%	-19%
	2017	26%	62%	-36%	51%	-25%
Same Grade Comparison		7%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2018	45%	67%	-22%	54%	-9%
	2017	29%	67%	-38%	53%	-24%
Same Grade Comparison		16%				
Cohort Comparison		19%				
08	2018	34%	43%	-9%	45%	-11%
	2017	25%	44%	-19%	46%	-21%
Same Grade Comparison		9%				
Cohort Comparison		5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	28%	56%	-28%	50%	-22%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	54%	70%	-16%	71%	-17%
2017	56%	71%	-15%	69%	-13%
Compare		-2%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	92%	67%	25%	62%	30%
2017	86%	65%	21%	60%	26%
Compare		6%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

Subgroup Data

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 2016-17	C & C Accel 2016-17
SWD	9	28	33	22	36	40	15	24			
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		

2017 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
SWD	6	32	33	9	40	50	3	19			
ELL	13	35	30	22	50	57	4	37			
BLK	31	41	27	28	50	61	24	64	86		
HSP	34	45	33	34	43	51	27	57	73		
MUL	18	27		18	40						
WHT	45	40		35	35				70		
FRL	33	44	31	33	44	55	26	58	60		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title ELA Learning Gains

Rationale Overall ELA Learning Gains did not increase from SY17 to SY18

Intended Outcome If teachers can access and interpret data, as well as understand the ELA standards and rubrics, then the amount of students making learning gains will increase by 5% as measured by the FSA ELA assessment

Point Person Ryan Nemeth (nemethry@collierschools.com)

Action Step

Description

1. Use 1 Reading Coach and 1 Reading Resource for both 6th and 7th grade to support teachers
2. 1 Content Area Coach to focus on writing in the content areas
3. Continually PD on new reading program, Read 180
4. Quarterly data chats on QB Data

Person Responsible Ryan Nemeth (nemethry@collierschools.com)

Plan to Monitor Effectiveness

Description

1. Weekly meetings with Resource Team to review data
2. Quarterly meetings with teacher to discuss QB data
3. Admin meetings with students with course failures

Person Responsible Ryan Nemeth (nemethry@collierschools.com)

Activity #2

Title Math Bottom Quartile Learning Gains

Rationale The majority of subgroups either declined or made minimal gains from SY17

Intended Outcome If we increase teacher's knowledge, understanding, and implementation of the math standards and assessments by utilizing rigorous, data-driven instruction, then we will see a 5% increase in bottom quartile learning gains as measured by the FSA Math assessment.

Point Person Ryan Nemeth (nemethry@collierschools.com)

Action Step

Description

1. Math Coach will support new teachers with lesson planning
2. All Level 1's will be scheduled into a supplemental period of Intensive Math
3. More Level 2's than SY18 will be scheduled into a supplemental period of Intensive Math- especially at 6th grade
4. At 7th grade SWD will be scheduled with 2 different teachers for each math period
5. Data tracking and incentivizing ALEKS in all classes

Person Responsible Ryan Nemeth (nemethry@collierschools.com)

Plan to Monitor Effectiveness

Description

1. Weekly meeting with Math Coach and Resource Team to review data
2. Data chats between teacher and students to review ALEKS data
3. Quarterly data chats with teachers regarding QB data
4. Admin meetings with students with course failures in math

Person Responsible Ryan Nemeth (nemethry@collierschools.com)

Activity #3

Title Science Achievement

Rationale Science Achievement has the largest gap when compared to the state average

Intended Outcome If we increase teachers' knowledge, understanding, and implementation of the science standards and assessments by utilizing rigorous, data-driven instruction, then we will see a 5% increase in overall proficiency rates as measured by the SSA.

Point Person Ryan Nemeth (nemethry@collierschools.com)

Action Step

Description

1. Science Coach will support teachers with lesson plan development
2. Continual PD on new instructional resources adopted
3. Implementing start-ups, created by coach, to review 6th and 7th grade standards

Person Responsible Ryan Nemeth (nemethry@collierschools.com)

Plan to Monitor Effectiveness

Description

1. Weekly meetings with Science Coach and Resource Team to review data
2. Teacher data chats with students regarding USA Test Prep data
3. Quarterly meetings with teachers regarding QB data
4. Admin meetings with students regarding course failures in science

Person Responsible Ryan Nemeth (nemethry@collierschools.com)

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 Pilot SIP 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 Counselors provide a comprehensive school counseling program to our students.

Counseling is available to all students on campus. Each child has a counselor assigned to him or her

who begins to build a relationship with that student based on individual needs not only for success

while in middle school but also planning for 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 on campus to help identify those

children with special social/emotional needs. A behavior support specialist is available for individual

counseling/therapy as required on their IEP.

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.

The IMS Leadership team meets weekly to monitor individual, grade level and school-wide progress. The team addresses student concerns in the areas of academics, discipline and attendance. The team also attends bi-weekly grade level PLCs to offer support and guidance to teachers.

The Collier County School district provides a systematic and strategic approach to providing services through the District Strategic Plan, 3 Year Academic Plan, and the K-12 Comprehensive Reading Plan. Goals and objectives of each program and department are aligned with these overarching district plans. Additionally:

Title I Parts A, C, D, and School Improvements (1003a and 1003g) Title II, Part A and Title III are

managed out of the same Federal and State Grants Office in Collier County. They share administrative staff so that oversight, coordination, budgeting, staffing, and monitoring are efficiently and effectively coordinated. In addition to informal communications, monthly formal administrative meetings are held to discuss program needs, issues and coordinate efforts.

Support staff of the Title I Part A, Title I Part C, Title I Part D, and Title X programs meet regularly to

coordinate efforts and receive joint staff development for improving their services.

Regularly scheduled Curriculum and Instruction department meetings are scheduled that include

district level program coordinators, including IDEA, Perkins, Head Start, Supplemental Academic

Instruction, Advanced Placement Initiative, as well as Career and Technical education.

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 to 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

Total:	\$491,158.61
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