

Broward County Public Schools

# Collins Elementary School



## 2018-19 Schoolwide Improvement Plan

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## Collins Elementary School

1050 NW 2ND ST, Dania Beach, FL 33004

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	93%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

### School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	A	B	C*

### School Board Approval

This plan is pending approval by the Broward 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 is to operate with high expectations that are met through rigorous instruction, personal growth, and effective collaboration with all stakeholders.

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

Collins Elementary is a school of excellence that ensures a nurturing environment to meet the academic and social needs of children.

### School Leadership Team

#### Membership

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

Name	Title
Jackson, Tracy	Principal
Keenan, Maureen	Assistant Principal
Hurst, Eleanna	Instructional Coach
Casamitjana, Nuria	School Counselor
Murray, Carol	Teacher, ESE

#### Duties

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

Principal - Serves as leader of curriculum and instruction as well as school budget operations; collaborates with the leadership team on the appropriate resources and materials for classroom instruction and intervention support; provide teacher feedback and monitors the overall effectiveness of academic instruction for the school; additionally, serves as community spokesperson by providing updates on student achievement and school events.

Assistant Principal - Serves as principal designee and collaborates with other members of the leadership team with selecting in appropriate instructional materials and resources, provide teacher feedback and monitor academic progress.

Instructional Coach - Serves as Literacy Coach on the leadership team. Researches the appropriate professional development and monitors the overall effectiveness of reading proficiency at the school.

Guidance Counselor - Serves as the MTSS/RtI Coordinator on the leadership team; serves as support for teachers in the selection of appropriate individualized tiered interventions and monitors the effectiveness of the multi-tiered supports.

Teacher, ESE - Serves as representative of the Exceptional Student Learning on the leadership team. Provides updated information as it pertains to IEPs, testing accommodations, and other recommendations to meet the needs of students with exceptional student learning needs. She is also the SAC Chairperson for the school.

### 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	20	22	17	14	10	10	0	0	0	0	0	0	0	93
One or more suspensions	0	1	2	1	1	2	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	7	17	17	0	0	0	0	0	0	0	41

**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	1	3	6	0	0	0	0	0	0	10

**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	7	7	1	0	0	0	0	0	0	0	0	0	15
Retained Students: Previous Year(s)	2	5	7	2	0	0	0	0	0	0	0	0	0	16

**Date this data was collected**

Thursday 7/12/2018

**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	16	20	13	11	9	10	0	0	0	0	0	0	0	79
One or more suspensions	1	3	1	0	1	0	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	12	5	3	0	0	0	0	0	0	0	20

**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	5	3	1	0	0	0	0	0	0	0	9

## 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?**

Science has been inconsistent in results for several years.

**Which data component showed the greatest decline from prior year?**

Mathematics Grade 5

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

Mathematics Grade 5

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

Mathematics Grade 3. This is consistently the highest component in the school grade.

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

Teachers were consistent in their small group instruction in Mathematics.

### 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	50%	56%	56%	62%	50%	52%
ELA Learning Gains	36%	57%	55%	81%	52%	52%
ELA Lowest 25th Percentile	60%	51%	48%	89%	45%	46%
Math Achievement	50%	62%	62%	51%	57%	58%
Math Learning Gains	24%	60%	59%	46%	58%	58%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Lowest 25th Percentile	32%	47%	47%	31%	45%	46%
Science Achievement	15%	49%	55%	28%	43%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	20 ( )	22 ( )	17 ( )	14 ( )	10 ( )	10 ( )	93 (0)
One or more suspensions	0 ( )	1 (0)	2 (0)	1 (0)	1 (0)	2 (0)	7 (0)
Course failure in ELA or Math	0 ( )	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ( )	0 (0)	0 (0)	7 (0)	17 (0)	17 (0)	41 (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
03	2018	67%	59%	8%	57%	10%
	2017	56%	57%	-1%	58%	-2%
Same Grade Comparison		11%				
Cohort Comparison						
04	2018	45%	58%	-13%	56%	-11%
	2017	58%	56%	2%	56%	2%
Same Grade Comparison		-13%				
Cohort Comparison		-11%				
05	2018	30%	56%	-26%	55%	-25%
	2017	54%	54%	0%	53%	1%
Same Grade Comparison		-24%				
Cohort Comparison		-28%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	74%	63%	11%	62%	12%
	2017	69%	61%	8%	62%	7%
Same Grade Comparison		5%				
Cohort Comparison						
04	2018	43%	63%	-20%	62%	-19%
	2017	72%	64%	8%	64%	8%
Same Grade Comparison		-29%				
Cohort Comparison		-26%				
05	2018	28%	62%	-34%	61%	-33%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	70%	60%	10%	57%	13%
Same Grade Comparison		-42%				
Cohort Comparison		-44%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	15%	51%	-36%	55%	-40%
	2017					
Cohort Comparison						

### 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	58	39		50	39						
BLK	42	37	59	49	22	33	15				
HSP	83			75							
WHT	82			42							
FRL	49	35	56	49	22	32	15				
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	75	73		70	67						
BLK	54	67	76	73	82	94	47				
WHT	73			94							
FRL	59	65	78	76	81	94	44				

### 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	
<b>Title</b>	Mathematics - Grade 5
<b>Rationale</b>	This grade level showed the greatest decline from prior year and had the biggest gap when compared with state average. Mathematics represents 43% of the components for the school grade.
<b>Intended Outcome</b>	By June 2019, 50% of our fifth grade students will demonstrate proficiency in mathematics as measured by the 2019 Florida Standards Assessment in Mathematics.
<b>Point Person</b>	Maureen Keenan (maureen.keenan@browardschools.com)
Action Step	
<b>Description</b>	Created an IFC schedule with examination dates that will be monitored more closely for standards mastery; additional support staff to implement interventions to small groups based on current data
<b>Person Responsible</b>	Maureen Keenan (maureen.keenan@browardschools.com)
Plan to Monitor Effectiveness	
<b>Description</b>	I-Ready and USA Test Prep will serve as the monitoring tools for initial instruction and intervention support for standards mastery.
<b>Person Responsible</b>	Maureen Keenan (maureen.keenan@browardschools.com)
Activity #2	
<b>Title</b>	Science - Grade 5
<b>Rationale</b>	This grade level showed decline from last year, has been inconsistent for several years, and had a gap of 40 percentage points when compared with the state average. The area of focus represents 14% of the components for the school grade.
<b>Intended Outcome</b>	By June 2019, 30% of the fifth grade students will demonstrate proficiency in science as measured by the 2019 FCAT 2.0 Grade 5 Science Test.
<b>Point Person</b>	Tracy Jackson (tracy.jackson@browardschools.com)
Action Step	
<b>Description</b>	Created an IFC schedule with examination dates that will be monitored more closely for standards mastery; additional support staff to implement interventions to small groups based on current data in a four-week science boot camp that will engage 5th grade students in hands-on experiments and interactive review of the FCAT 2.0 tested science standards.
<b>Person Responsible</b>	Tracy Jackson (tracy.jackson@browardschools.com)
Plan to Monitor Effectiveness	
<b>Description</b>	Science boot camp assessments will serve as a monitoring tool for initial instruction and intervention support for standards mastery.
<b>Person Responsible</b>	Tracy Jackson (tracy.jackson@browardschools.com)

Activity #3	
<b>Title</b>	ELA
<b>Rationale</b>	This subject area overall decreased 12 percentage points from last year and declined by 33 percentage points in learning gains last year. In order to increase reading proficiency in grades 3 through 5, additional resources must be in place to accompany initial instruction that strengthens the implementation of the Balanced Literacy Framework within the primary grades.
<b>Intended Outcome</b>	By the end of the 2018-19 school year, 55% (91/165) of Grades 3 through 5 students will demonstrate proficiency in reading as measured by the 2019 Florida Standards Assessment In English Language Arts.
<b>Point Person</b>	Eleanna Hurst (eleanna.hurst@browardschools.com)
Action Step	
<b>Description</b>	Created an IFC schedule with examination dates that will be monitored more closely for standards mastery; fully implement the Balance Literacy Framework to include a writing component; additional support staff to implement interventions to small groups based on current data. Professional development will be provided in I-Ready and Top Score Writing. To sustain effective teaching and learning, K-5 teachers will receive a stipend to implement an integrated ELA curriculum for five weeks during summer break to prevent the summer slide associated with students with our demographics. Additionally, all K- 5 teachers will participate in a four-day professional development in August 2019 in preparation for the 19-20 school year.
<b>Person Responsible</b>	Eleanna Hurst (eleanna.hurst@browardschools.com)
Plan to Monitor Effectiveness	
<b>Description</b>	BAS Assessment Periods, I-Ready, and USA Test Prep will serve as the monitoring tools for initial instruction and intervention support for standards mastery. Main resources such as classroom libraries, Accelerated Reader, and technology along with a new writing curriculum will also enrich classroom instruction.
<b>Person Responsible</b>	Eleanna Hurst (eleanna.hurst@browardschools.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, Â§ 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.**

See attached PFEP

#### 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.**

Counseling services are offered to students through a number of community agencies for students who struggle with social emotional learning. Collins has a school-wide positive behavior plan to support students in self-regulation strategies. Pre-school students follow a conscious-discipline approach to SEL. Our intermediate students are provided mentoring opportunities through Mentoring Tomorrow's Leaders and school-based adult mentors. The school counselor provides grief counseling to students who have suffered a loss.

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

Collins Elementary School provides a yearly Kindergarten Round-Up to support students transitioning from preschool to Kindergarten. This allows incoming Kindergarten students an opportunity to meet their teacher and get acclimated to the Kindergarten environment. Additionally, parents are given an overview of the Kindergarten curriculum and expectations. Fifth grade students are provided magnet presentations as well as visits to our two feeder middle schools. ESE students are provided with an additional transition meeting to ensure that appropriate services will continue at the next level.

**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 leadership team reviews all available data and looks at the strengths of personnel to determine how those strengths can be used to meet the academic needs of our population of students.

Title I needs are addressed in the following way:

\*Homelessness - Teachers and staff are responsible for helping to identify homeless students and referring them to the Homeless Education program offered by the district. The purpose of the homeless education program is to identify homeless students, remove barriers to their education, including school enrollment, provide them with supplemental academic and counseling case management services as well as linkages to the school social worker while maintaining school as the student's stable environment. Referrals are made to the school social worker when parents are in need of housing or food. Additionally, the front office staff takes note of families expressing a need and passes this information on to administration and/or the school counselor.

\*Migrant Students - Collaboration with community agencies will take place in the event that a migrant student is identified to ensure that needed services such as health and nutrition are provided.

\*Academically struggling students - Extended learning opportunities are provided for students who struggle academically. These camps include after school tutoring in ELA, Mathematics, and Science.

\*English Language Learners - These students receive reading and developmental language arts instruction through a certified ESOL teacher. Students are also invited to an ELL camp to provide academic tutoring and enrichment activities.

\*Head Start - To ensure school readiness, the Head Start program provides literacy, math, and science curricula that align with the national pre-K standards to improve educational outcomes. This connection between curricula and child expectations has contributed to better prepare the students to succeed in Kindergarten.

\*Community Outreach - Collins Elementary School employs a full-time community liaison to develop community partnership and to promote positive relationships with all stakeholders.

\*Teacher professional development - Teachers participate in on-going professional development specifically linked to improving student achievement as it relates to the Florida State Standards.

\*Based on the student achievement data listed in our school improvement plan, designated persons from

the leadership team have been identified as monitors for specific subject areas (i.e. Literacy, Math, Science).

These designated persons are responsible for the following as it pertains to student achievement:

- Identifying a SIP goal for each area
- Creating an instructional focus calendar with examination dates and data review dates
- Monitoring teacher instructional practices and effectiveness for these subject areas
- Monitoring student progress throughout the school year

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

Collins Elementary School has an annual Career Day where students are presented with a variety of future options. Through the presentation of our Career Day volunteers, students are also provided with information regarding the educational requirements of their various occupations. Community stakeholders engage with our students as volunteer readers through Reading Pals, Read for the Record, and other guest readers during interdisciplinary units of instruction. Fifth grade students visit Junior Achievement BizTown, which partner with various community businesses and organizations.

## Part V: Budget

Total:

\$170,731.25