

Collier County Public Schools

Golden Terrace Elementary School



2021-22 Schoolwide Improvement Plan

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Golden Terrace Elementary School

2711 44TH TER SW, Naples, FL 34116

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

Demographics

Principal: Terri Lonneman

Start Date for this Principal: 8/1/2010

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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	2018-19: C (52%) 2017-18: C (47%) 2016-17: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	86%
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	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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SIP Authority

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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.

Providing engaging and individualized educational opportunities to motivate and inspire students to become independent and responsible lifelong learners.

Provide the school's vision statement.

Prepare students for a lifetime of success and provide a secure and trusting environment that challenges each student to reach his/her fullest potential.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Lonneman, Terri	Principal	<p>The Principal is the school leader and is responsible for all aspects of the schools success. The Principal creates the vision for the school through collaboration with all stakeholders (School community and Staff). The Principal sets the tone for the culture of the school.</p> <p>The school culture is founded on the following beliefs:</p> <ul style="list-style-type: none"> • All staff members set and maintain high expectations for our students and are ambitious for the success of our pupils. • Understands and believes that disadvantage need not be a barrier to achievement. • Instructional staff participate and engage in professional development, team planning, Professional Learning Communities (PLC), and sharing of best practices. • All instructional staff are proficient with assessment and tracking of student progress with appropriate support and intervention based upon a detailed knowledge of individual students. <p>The Principal forms and leads a Leadership team to support the goals of the Principal by observing and evaluating instructional practices on a regular basis. Using a variety of data, the Leadership team analyzes and collaborates on the areas for professional growth to enhance instructional practices to maximize student achievement. The Leadership team shares the responsibility of school operations.</p> <p>The Principal is responsible for overseeing special programs within the school, such as: Positive Behavior Intervention Support(PBIS) and Social Emotional Learning (SEL) to promote a positive school climate and a culture of character within the school through an open door policy, family values, humor, and collaboration. There is a shared responsibility to ensure that all constituents perceive the school as positive and well functioning.</p> <p>The Principal is responsible for the functioning of the English Learners (EL) program. The Principal collaborates with the EL Contact Teacher who provides support and training to teachers in effective implementation of EL strategies in the classroom and supports small group instruction for students needing extra support and/or intensive intervention in reading and content areas. The English Learner Contact ensures Golden Terrace Elementary is in compliance with the State and District mandates as regards EL students and assesses students to determine EL eligibility and conducts Limited English Proficiency Committee meetings with staff and parents to monitor the student progress.</p>
Torres, Angie	Assistant Principal	<p>The Assistant Principal forms part of the Leadership team reinforcing and supporting the goals of the Principal by observing and evaluating instructional practices on a regular basis. A variety of data is analyzed and the Assistant Principal collaborates on the areas for professional growth to</p>

Name	Position Title	Job Duties and Responsibilities
		<p>enhance instructional practices to maximize student achievement, as well as supporting the Principal’s initiative in setting the tone for school culture.</p> <p>The school culture is founded on the following beliefs:</p> <ul style="list-style-type: none"> • All staff members set and maintain high expectations for our students and are ambitious for the success of our pupils. • Understand and believe that disadvantage need not be a barrier to achievement. • Instructional staff participates in team planning, Professional Learning Communities (PLC) collaborate on best practices, engage in professional development. • All instructional staff are proficient with assessment and tracking of student progress with appropriate support and intervention based upon a detailed knowledge of individual students. <p>The Assistant Principal supports the goals of the Principal by sharing the responsibility of school operations which include; the facilities, instructional materials and equipment, Positive Behavior Intervention Support (PBIS) schoolwide and a multitude of endeavors to promote a positive school climate and a culture of character within the school through an open door policy, family values, humor, and collaboration. There is a shared responsibility to ensure that all constituents perceive the school as positive and well-functioning.</p> <p>The Assistant Principal also takes a role in the active functioning of the English Learners (EL) program. The Assistant Principal collaborates with the EL Contact Teacher who provides support and training to teachers in effective implementation of EL strategies in the classroom and supports small group instruction for students needing extra support and/or intensive intervention in reading and content areas. The English Learner Contact ensures Golden Terrace Elementary is in compliance with the State and District mandates as regards EL students and assesses students to determine EL eligibility and conducts Limited English Proficiency Committee meetings with staff and parents to monitor the student progress.</p>
Swosinski, Lynn	Instructional Coach	<p>Literacy Coaches are responsible for working with classroom teachers and assisting them with the implementation and monitoring of the district’s adopted programs. This includes modeling lessons, collaborating with lesson planning, interpretation of assessment data and providing professional development. The coaches also serve as mentors to new teachers, providing them with effective instructional practices through coaching sessions and conferencing. Literacy Coaches participates in Professional Learning Communities with grade level teams to review and share best practices and analyze formative assessments. They provide training and improvement in instruction, assisting in the monitoring of data and making instructional decisions during planning sessions to support</p>

Name	Position Title	Job Duties and Responsibilities
		<p>student achievement. Literacy Coaches assist in the implementation of literacy centers that support primary literacy skills, oversee implementation of iReady Diagnostic, formative assessments and the adopted reading program. Literacy coaches are a part of the leadership team to plan for the academic and operational functions of the school. They are a part of the progress monitoring, scheduling of resource teachers and instructional support in the classrooms.</p>
Perez, Candace	Math Coach	<p>Math Coaches are responsible for working with classroom teachers and assisting them with the implementation and monitoring of the District's adopted programs. This includes modeling lessons, collaborating with lesson planning, interpretation of assessment data and providing professional development. Math Coaches also serve as mentors to new teachers, providing them with effective instructional practices through coaching sessions and conferencing. Math Coaches participate in Professional Learning Communities with grade level teams to review and share best practices and analyze formative assessments. They provide training and improvement in instruction, assisting in the monitoring of data and making instructional decisions during planning sessions to support student achievement. Math Coaches oversee implementation of formative assessments and interventions. The instructional coaches are a part of the leadership team to plan for the academic and operational functions of the school. They are a part of the progress monitoring, scheduling of resource teachers and instructional support in the classrooms.</p>
Rudnicki, Shay	Other	<p>ESE Program Specialist supports school-wide implementation of academic and behavior data-based planning and problem-solving system (MTSS) using a variety of assessment tools to monitor student progress. Provides guidance to teachers in the development of the Progress Monitoring Plans (PMP), 504's, Gifted Educational Plans (EP) and Individual Education Plans (IEP), according to individual student needs. Assists grade level teams in the selection and implementation of research and/or evidenced based academic and behavioral interventions to promote student progress. Assists grade level teams in analyzing student data and identifying formative and custom assessments to use as the basis for data-driven instructional decisions.</p>
Facey, Suzette	School Counselor	<p>The role of the school counselor at Golden Terrace Elementary School is to provide support to students, staff, and administration by implementing interventions and initiatives that cultivate student success and progress. Student and counselor work together to set goals and celebrate achievements. GTE counselors also provide support through student social and behavioral interventions by means of small groups, large groups, or individual student sessions. The school counselor oversees the PBIS and SEL Learning in the school. The school counselors at GTE also recognize some of the financial trouble our families face, therefore they work to maintain a student resource center called the Care Closet. This center</p>

Name	Position Title	Job Duties and Responsibilities
		<p>provides students with a range of resources to support academic learning and their home environment.</p>
Davila, Jennifer	Other	<p>The ELL Teacher & Contact person assists the principal in the coordination of the schoolwide program for students in the English Language Learners (ELL) program consistent with Florida Statutes, and the Multicultural Education Training Advocacy, (META) Inc., and No Child Left Behind. The support school staff and administrative personnel in the provision of programs and services for ELL students.</p> <p>Specific responsibilities include:</p> <ul style="list-style-type: none"> • Assist in the development of English Language Learner (ELL) program curriculum, goals and objectives, planning procedures and activities, evaluation procedures and results. • Ensures the proper instructional placement of ELL students through monitoring of school procedures. • Analyze performance data of ELL students and develop action plans for areas of concern. • Ensures a process for exiting students that meet state-defined criteria through monitoring of school procedures. • Assists school personnel in the implementation of English Language Learner (ELL) programs. • Collaborates with parents, community agencies and others in the coordination of programs, services and other support systems for ELL students. • Facilitates, provides and designs in-service training and professional development for staffing serving ELL students. • Assesses students, meets with teachers and parents, compiles reports and provides data to identify students entering the ELL program.
Cordell, Joyce	Instructional Media	<p>School Media Specialists foster student achievement and development. They serve as an on-staff specialist with expertise in Library/Media services. The Media Specialists work with and through the grade level chairpersons, and all teachers and staff to support curriculum, technology, and student services. They collaborate with colleagues for the purpose of improving instruction and student performance.</p> <p>The Media Specialists specific responsibilities include:</p> <ul style="list-style-type: none"> • Organizes and supervises the use of the Library Media Center by all students and teachers, and supervises library personnel, media and equipment. • Promotes and maintains a dynamic, richly diverse, up-to-date library collection in all formats; designed and continually evaluated to best support the school curriculum and meet the reading needs of the student

Name	Position Title	Job Duties and Responsibilities
		<p>community.</p> <ul style="list-style-type: none"> • Provides group and individual instruction to students in research, technology, reading selection, and information skills. • Develops and implements engaging lessons and designs authentic work for students, in collaboration with classroom subject-area teachers. • Models and provides instruction to students and staff in the ethical use of information, including teaching students how to correctly cite and use the information and intellectual property of others in their research papers and projects; and adheres to the guidelines and laws governing intellectual property and fair use across all media. • Incorporates reading and writing strategies across all content areas, and encourages use of the Library Media Center’s resources to accomplish these strategies. • Remains current and knowledgeable about evidence-based practices related to teaching and learning, and demonstrates these practices in Library Media Center instruction. • Integrates technology appropriately to enhance student learning and instructional delivery, and supports classroom subject area teachers in instructional technology use. • Maintains a positive, student-centered Library Media Center environment which assists pupils in developing positive values, attitudes and behavior patterns and personal accountability.

Demographic Information

Principal start date

Sunday 8/1/2010, Terri Lonneman

Number of teachers with a 2019 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.*

1

Number of teachers with a 2019 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.*

15

Total number of teacher positions allocated to the school

48

Total number of students enrolled at the school

449

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

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

13

Demographic Data

Early Warning Systems

2021-22

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	60	69	74	68	80	56	0	0	0	0	0	0	0	407
Attendance below 90 percent	2	14	8	5	4	7	0	0	0	0	0	0	0	40
One or more suspensions	0	0	1	2	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	1	13	12	3	0	0	0	0	0	0	0	0	0	29
Course failure in Math	1	5	8	7	0	2	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	9	11	10	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide FSA Math assessment	0	0	0	6	12	11	0	0	0	0	0	0	0	29
Number of students with a substantial reading deficiency	1	32	14	23	17	17	0	0	0	0	0	0	0	104

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	5	6	1	2	6	0	0	0	0	0	0	0	20

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	1	5	4	9	0	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 9/28/2021

2020-21 - 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	
Number of students enrolled	55	70	65	85	66	67	0	0	0	0	0	0	0	408
Attendance below 90 percent	1	8	6	4	4	4	0	0	0	0	0	0	0	27
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	6	12	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	13	0	0	0	0	0	0	0	16

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	1	0	0	0	0	0	0	0	1

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	4	7	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	
Number of students enrolled	55	70	65	85	66	67	0	0	0	0	0	0	0	408
Attendance below 90 percent	1	8	6	4	4	4	0	0	0	0	0	0	0	27
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	6	12	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	13	0	0	0	0	0	0	0	16

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	1	0	0	0	0	0	0	0	1

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	4	7	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				48%	60%	57%	43%	61%	56%
ELA Learning Gains				53%	59%	58%	48%	62%	55%
ELA Lowest 25th Percentile				50%	51%	53%	49%	54%	48%
Math Achievement				57%	68%	63%	56%	69%	62%
Math Learning Gains				54%	64%	62%	45%	65%	59%
Math Lowest 25th Percentile				52%	55%	51%	41%	55%	47%
Science Achievement				47%	59%	53%	47%	60%	55%

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
03	2021					
	2019	54%	61%	-7%	58%	-4%
Cohort Comparison						
04	2021					
	2019	45%	58%	-13%	58%	-13%
Cohort Comparison		-54%				
05	2021					
	2019	38%	60%	-22%	56%	-18%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	59%	68%	-9%	62%	-3%
Cohort Comparison						
04	2021					
	2019	56%	65%	-9%	64%	-8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-59%				
05	2021					
	2019	44%	67%	-23%	60%	-16%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	44%	56%	-12%	53%	-9%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

ELA 1st & 2nd grades - iReady Diagnostics

ELA / Math 3rd, 4th, & 5th grades - District quarterly benchmark assessments

		Grade 1			
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		22%	46%	64%
	Economically Disadvantaged		19%	45%	63%
	Students With Disabilities		0	50%	40%
	English Language Learners		5%	16%	44%
		Number/% Proficiency		Fall	Winter
Mathematics	All Students		0	0	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	19%	41%	57%
	Economically Disadvantaged	16%	38%	55%
	Students With Disabilities	9%	20%	11%
	English Language Learners	2%	24%	40%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43%	45%	35%
	Economically Disadvantaged	43%	45%	35%
	Students With Disabilities	64%	45%	0
	English Language Learners	16%	13%	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	53%	55%	26%
	Economically Disadvantaged	52%	53%	25%
	Students With Disabilities	55%	36%	38%
	English Language Learners	28%	38%	6%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48%	50%	46%
	Economically Disadvantaged	46%	47%	46%
	Students With Disabilities	0	17%	25%
	English Language Learners	39%	27%	13%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	58%	56%	40%
	Economically Disadvantaged	57%	54%	38%
	Students With Disabilities	50%	33%	8%
	English Language Learners	35%	27%	0
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48%	48%	34%
	Economically Disadvantaged	47%	47%	33%
	Students With Disabilities	33%	33%	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	42%	54%	25%
	Economically Disadvantaged	39%	52%	23%
	Students With Disabilities	33%	44%	0
	English Language Learners	17%	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	50%	46%	47%
	Economically Disadvantaged	49%	45%	46%
	Students With Disabilities	33%	33%	25%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

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	30	42		32	67						
ELL	44	44	33	54	71	77	44				
BLK	61	60		55	60		60				
HSP	48	46	53	59	67	86	50				
FRL	51	49	50	58	63	75	49				
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	12	38	41	28	42	53	14				
ELL	43	53	53	54	57	58	41				
BLK	47	46		49	43	38	54				
HSP	46	52	49	57	57	55	45				
MUL	69			62							
WHT	58	68		63	53						
FRL	46	51	48	55	54	53	44				
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	11	38	39	19	38	33	20				
ELL	35	49	53	50	42	44	28				
BLK	49	39		49	41	36	44				
HSP	41	51	52	56	45	40	48				
MUL	54			62							
WHT	42	43		63	57						
FRL	41	48	49	54	45	40	46				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	460
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	59
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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?

Our students with disabilities consistently perform lower across the grade levels in core content areas.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

ELA meeting standards.
Our reading proficiency is historically low and our 5th graders continue to perform 50% below proficiency.

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

Reading tasks often focused on below grade level activities. Interventions and independent activities were not rigorous enough.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Math gains for all 5th grade students and math gains for 5th Grade Lowest 25%

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

New math coach, new math interventions, push in math support, PLC meetings to analyze benchmark assessment, targeted plan to remediate deficiencies.

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

Focus on rigorous complex text in reading. Implementing B.E.S.T. standards. Focus on student time spent reading and writing on grade level tasks.

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.

New Reading series training and B.E.S.T. standards training. Training identifying and implementing on grade level materials for independent work and interventions.

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

Support from District Coordinators in core content areas. Use of resource teachers for intervention support. Continued professional development in ELA for all staff. Increase the number of staff with Reading Endorsement.

Part III: Planning for Improvement

Areas of Focus:

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

Although we increased our percentage of students meeting proficiency in ELA, we are still below District and State in this area. GTE has only 51% of our students in grades 3-5 proficient in ELA while the District is at 60% and the State is at 53%. Additionally, our ELL students dropped 1% in proficiency in ELA and our ELL lowest 25% dropped significantly in both making gains and meeting proficiency. In reviewing our 2020-2021 end of year iReady data, the percentage of student who are not on track to score Level 3 or above on the statewide grade 3 assessment are Kindergarten - 0, First grade - 3%, Second grade 9%. Third grade 13%.

Measurable Outcome:

ELA proficiency will increase by 3% as measured by the FSA. 54% of all GTE students will score 3 or above on the Spring FSA. The number of students in all grade levels scoring proficient on the FSA in ELA will increase by 3%. 53% of third grade students, 56% of fourth grade students, and 47% of 5th grade students will score 3 or above on the Spring FSA in ELA.

Monitoring:

This area of focused will be monitored through quarterly benchmark assessment in grades 3-5 and iReady data in K-5. On Quarter 2 benchmarks, we will improve 2% from baseline to midyear in all grade levels. On Quarter 3 benchmarks we will see an additional 1% increase in all grade levels. On iReady data, we will see a 2% increase on D2 from previous years D2 in each grade level.

Person responsible for monitoring outcome:

Terri Lonneman (lonneme@collierschools.com)

Evidence-based Strategy:

1. Consistent use of iReady online program which provides targeted skill practice.
2. Active tracking of iReady goals for school, classroom and individual students in student Leadership Portfolios.
3. Ongoing review of student progress through Leadership Portfolios
4. Commitment to providing grade level literacy materials and activities to all students
5. Commitment to providing engaging literacy activities including reciprocal teaching, KWL charts, QAR, and concept mapping.
6. Use of a variety of formal and informal assessment measures to determine instructional pathway
7. Engage in collaborative planning to facilitate sharing of best practices

Rationale for Evidence-based Strategy:

1. iReady provides individualized instruction to meet the needs of students. Encouraging students to engage in the program increases levels of reading proficiency.
2. Students gain a sense of belonging, ownership and accountability by making reading growth "visible".
3. Students develop a deeper sense of accomplishment when they are able to chart their progress and share their celebrations.
4. Students will be held to high expectations by engaging in on grade level reading and writing.
5. Increasing student engagement will transfer to an increase in student learning
6. Monitoring progress through a variety of means will enable teachers to effectively plan for re-teaching, remediation and enrichment.

7. Effective teachers collaborate with one another to develop a deeper level of understanding of content, methodology, and practice.

Action Steps to Implement

1. School-wide Reading goal, classroom Reading goals, and individual reading goals are set.

Person Responsible Lynn Swosinski (swosinly@collierschools.com)

2. Students use iReady for 45 minutes weekly.

Person Responsible Terri Lonneman (lonnemte@collierschools.com)

3. Leadership team monitors the use of grade level materials in ELA block.

Person Responsible Lynn Swosinski (swosinly@collierschools.com)

4. Weekly review of lesson plans conducted in conjunction with collaborative planning.

Person Responsible Terri Lonneman (lonnemte@collierschools.com)

5. Classroom observations will include "look-fors" for evidence-based strategies.

Person Responsible Terri Lonneman (lonnemte@collierschools.com)

6. Students track their weekly progress in their student Leadership Portfolios.

Person Responsible Lynn Swosinski (swosinly@collierschools.com)

7. Targeted interventions are provided for students not meeting standards (Reading Labs, MTSS, DI Block)

Person Responsible Lynn Swosinski (swosinly@collierschools.com)

8. Use of progress monitoring data and formative assessments are used to make instructional adjustments.

Person Responsible Terri Lonneman (lonnemte@collierschools.com)

9. MTSS Meetings are scheduled with all stakeholders to make instructional adjustments within the MTSS block.

Person Responsible Terri Lonneman (lonnemte@collierschools.com)

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

Although we increased our percentage of students meeting proficiency in Math and we are above the State average in Math proficiency, we are still below our District in this area. GTE has 60% of our students in grades 3-5 proficient in Math while the District is at 63%. The State average is at 52%.

Measurable Outcome:

Math proficiency will increase by 3% as measured by the FSA. 63% of GTE students will score 3 or above on the FSA. The number of students in all grade levels scoring proficient on the FSA in Math will increase by 3%. 57% of third grade students, 67% of fourth grade students, and 56% of 5th grade students will score 3 or above on the Spring FSA in Math.

Monitoring:

This will be monitored by evaluating growth on the quarterly benchmark assessments in grades 3-5 and analyzing Aleks reports in 4th & 5th grade. HMM growth monitoring assessments will be conducted quarterly in grades K-2 and analyzed for instructional improvement and interventions as needed.

Person responsible for monitoring outcome:

Terri Lonneman (lonneme@collierschools.com)

Evidence-based Strategy:

1. ALEKs used in 4th & 5th grade to reinforce math concepts previously taught.
2. Math Notebooks used to build foundation of conceptual understanding and make connections among mathematical representations.
3. Use of a variety of formal and informal assessment measures to determine instructional pathway.
4. Use of student Leadership Portfolios to track personal data and progress toward meeting their goals.
- 5.. Number Talks use to help students develop computational fluency.
6. Teacher commitment to providing on grade level materials and activities including spiral reviews to keep students progressing toward their goals.
7. 3 Reads Strategy to support reading comprehension, sense-making, and meta-awareness of mathematical language.

Rationale for Evidence-based Strategy:

1. ALEKs is an adaptive learning program which helps all students master course topics and supports knowledge retention.
2. Students need to refer back to Math Notebooks to assist with making connections, showing their strategies and recalling content.
3. Monitoring progress through a variety of means will enable teachers to effectively plan for re-teaching, remediation and enrichment.
4. Student tracking of data will enable them the assess their own growth.
5. Students orally expressing their thinking will support their development of computational fluency.
6. Students need to continuously review math skills for building their understanding of on-grade level skills.
7. Students need practice in comprehending mathematical language and negotiating information in a text.

Action Steps to Implement

1. Leadership present during math collaborative planning.

Person Responsible Candace Perez (perezc9@collierschools.com)

2. Weekly review of lesson plans in conducted in conjunction with collaborative planning.

Person Responsible Angie Torres (torresve@collierschools.com)

3. Classroom observations will include "look-fors" for evidence -based strategies

Person Responsible Angie Torres (torresve@collierschools.com)

4. Resource teachers to provide additional support in classrooms with high numbers of L25 students.

Person Responsible Candace Perez (perezc9@collierschools.com)

5. Math grade level inventions conducted in 360 lab including L25 students.

Person Responsible Candace Perez (perezc9@collierschools.com)

6. Use of progress monitoring data and formative assessments are used to make instructional adjustments.

Person Responsible Terri Lonneman (lonnemte@collierschools.com)

7. Use of student Leadership Portfolios for students to set goals, track pre/post assessment data and monitor growth.

Person Responsible Candace Perez (perezc9@collierschools.com)

8. Leadership modeling and observing specific strategies such as ALEKs, Waggle, Number Talks, and fluency interventions.

Person Responsible Candace Perez (perezc9@collierschools.com)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Science achievement is an area that we have not seen much gain in over the years. This past year our 5th Grade students meeting standards in Science increased 3%, our highest in 5 years at 50%. This exceeds the State (48%) and is the same as the District (50%), however, we want to keep our focus on this and continue to improve in this area.

Measurable Outcome: Science proficiency will increase by 2% on the NGSSS. 52% of our students will score three or above on the NGSSS.

Monitoring: This will be monitored by evaluating growth on the quarterly benchmark assessments in grades 3-5.

Person responsible for monitoring outcome: Angie Torres (torresve@collierschools.com)

Evidence-based Strategy:

1. Science Notebooks used to record Science knowledge and vocabulary.
2. Use of student Leadership Portfolios to track personal data and progress toward meeting their goals.
3. Use of the 5E Instructional Model to design instructional sequences within a unit.
4. Inquiry-Based Science used to help students learn how to ask questions and use evidence to answer them.
5. Use of Exit Tickets to elicit students' thinking.
6. Teacher commitment to providing on grade level materials and activities including spiral reviews to keep students progressing toward their goals.
7. Use of a variety of formal and informal assessment measures to determine instructional pathway.

Rationale for Evidence-based Strategy:

1. Students need to refer back to Science Notebooks to assist with making connections and understanding content vocabulary.
2. Student tracking of data will enable them to assess their own growth.
3. Use of the 5E Instructional Model will take students through each phase of engaging, exploring, explaining, elaborating, and evaluating science content.
4. Inquiry-Based Science will assist students in learning to conduct an investigation, collect evidence from a variety of sources, develop and explanation from the data, and communicate and defend their conclusions.
5. Exit Tickets will assist student in recording their thinking and understanding in a short task.
6. Students need to continuously review of Science content and vocabulary for building their understanding of on-grade level content.
7. Monitoring progress through a variety of means will enable teachers to effectively plan for re-teaching,

Action Steps to Implement

1. Leadership present during science collaborative planning.

Person Responsible: Angie Torres (torresve@collierschools.com)

2. Weekly review of lesson plans in conducted in conjunction with collaborative planning.

Person Responsible Angie Torres (torresve@collierschools.com)

3. Classroom observations will include "look-fors" for evidence -based strategies.

Person Responsible Angie Torres (torresve@collierschools.com)

4. Use of progress monitoring data to make instructional adjustments.

Person Responsible Terri Lonneman (lonnemte@collierschools.com)

5. Use of student Leadership Portfolios for students to set goals, track pre/post assessment data, and monitor growth.

Person Responsible Candace Perez (perezc9@collierschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

As reported on the Safe Schools for Alex dashboard, Golden Terrace Elementary School reported 0.5 incidents per 100 students. When compared to elementary schools state-wide, GTE falls into the Moderate category. and is ranked number 648 out of 1,395 elementary schools within the state. GTE's ranking throughout the state for Drug/Public Order Incidence is 1,278 out of 1,395, and falls within the Very High category. The primary area of concern that will be monitored campus wide is tobacco use. Multiple Stall Bathrooms are no longer in use on campus, but rather only single stall bathrooms are available for student use. Monthly behavioral data analysis is conducted by the PBIS team, and trends in discipline data will be addressed immediately. Connect for Success and Toucan Talk Time will include lessons on health and wellness, in an effort to promote a positive and safe school culture and environment. Additionally, through collaboration with the Collier County Sheriff Department, grade four students will continue to participate in the Junior Deputy Program and grade five students will work engage in lessons within the LEAD Program.

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

Golden Terrace is a Leader in Me School. Positive school culture is promoted through the leadership roles and teams that students participate in daily. Parents and Community are invited to learn more about our Leader in Me activities. As we navigate through the 2021-2022 school year as a Core 3 Leader in Me School, Golden Terrace is introducing a focus on parent involvement through The 7 Habits of Highly Effective Families.

School-wide Social Emotional Learning (SEL) continues to be a focus, which includes the 30/60 day check with counselors, the Buddy Bench to promote positive peer relationships, and Handle With Care for students who have immediate needs for extra support due to recent trauma. Additionally, Golden Terrace is implementing Connect for Success, two days a week, where staff and students engage in activities designed to build a stronger sense of belonging, trust, and connectedness. This is complimented by our three day a week component of Toucan Talk Time, where staff and students continue to build a classroom culture by focusing on SEL.

School culture is monitored through parent, staff, and student surveys.

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

- Terri Lonneman - Principal
- Angie Torres - Assistant Principal
- Candace Perez - Lighthouse Team Coordinator
- Lynne Swosinski - Lighthouse Team Coordinator
- Suzette Facey - School Counselor & Trainer of The 7 Habits of Highly Effective Families
- Jennifer Davila - EL Contact/Resource Teacher & Trainer of The 7 Habits of Highly Effective Families

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$145,942.55
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	130-Other Certified Instructional Personnel	0351 - Golden Terrace Elementary Schl	Title, I Part A	0.8	\$80,236.37

			<i>Notes: Resource Teacher Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
	6150	160-Other Support Personnel	0351 - Golden Terrace Elementary Schl	Title, I Part A	0.5	\$14,830.28
			<i>Notes: PI Assisstant Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
	5100	150-Aides	0351 - Golden Terrace Elementary Schl	Title, I Part A	0.5	\$14,830.28
			<i>Notes: Tutor Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
	5100	510-Supplies	0351 - Golden Terrace Elementary Schl	Title, I Part A		\$4,515.72
			<i>Notes: Leader in Me materials for student use</i>			
	6400	510-Supplies	0351 - Golden Terrace Elementary Schl	Title, I Part A		\$3,901.50
			<i>Notes: Leader in Me - Staff Dev Materials</i>			
	6400	310-Professional and Technical Services	0351 - Golden Terrace Elementary Schl	Title, I Part A		\$18,000.00
			<i>Notes: Leader in Me consultant</i>			
	6400	750-Other Personal Services	0351 - Golden Terrace Elementary Schl	Title, I Part A		\$1,300.00
			<i>Notes: Guest Teachers for Teacher Training/Instructional Rounds</i>			
	6150	510-Supplies	0351 - Golden Terrace Elementary Schl	Title, I Part A		\$1,148.30
			<i>Notes: PI Supplies</i>			
	6150	390-Other Purchased Services	0351 - Golden Terrace Elementary Schl	Title, I Part A		\$300.00
			<i>Notes: PI Printing</i>			
	6150	160-Other Support Personnel	0351 - Golden Terrace Elementary Schl	Title, I Part A		\$500.00
			<i>Notes: PI Translation & Childcare services</i>			
	6400	310-Professional and Technical Services	0351 - Golden Terrace Elementary Schl	Title, I Part A		\$6,380.10
			<i>Notes: Kegan Consultant</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$77,872.54
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	130-Other Certified Instructional Personnel	0351 - Golden Terrace Elementary Schl	Title, I Part A	0.5	\$38,936.27
			<i>Notes: Math Coach Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
	5100	130-Other Certified Instructional Personnel	0351 - Golden Terrace Elementary Schl	Title, I Part A	0.5	\$38,936.27

		<i>Notes: Resource Teacher Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>	
3	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
Total:			\$223,815.09