Vineyards Elementary School

2021-22 Schoolwide Improvement Plan

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Vineyards Elementary School

6225 ARBOR BLVD W, Naples, FL 34119

https://www.collierschools.com/ves

Demographics

Principal: Ed Laudice

Start Date for this Principal: 1/13/2017

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	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	55%
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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (68%) 2017-18: A (71%) 2016-17: A (70%)
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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https://www.collierschools.com/ves

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	No	37%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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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.

Vineyards Elementary School is committed to providing exceptional learning opportunities to motivate and engage all students.

Provide the school's vision statement.

The staff and students will obtain the tools necessary to become successful thinkers, problem solvers, decision makers and lifelong learners.

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
Elgin, Georgie	Principal	The Principal will provide leadership and guidance to ensure the implementation of Multi-Tiered System of Supports with fidelity and also with providing resources and opportunities for staff development.
Fisher, Tracy	Assistant Principal	The Assistant Principal will provide leadership and guidance to ensure the implementation of Multi-Tiered System of Supports with fidelity and also with providing resources and opportunities for staff development.
Wales, Debra	Instructional Coach	The Instructional Coach will attend MTSS meetings and help with identifying appropriate interventions and assessments. She will support teams in matching interventions to student needs, in data collection, and assist with professional learning.
Yzaguirre, Cynthia	School Counselor	The School Counselor will attend MTSS meetings as needed to support behavioral or social emotional concerns. She will provide support with matching interventions to student needs, in data collection, progress monitoring, and parent communication.
Kring, Robin	Other	The ESE Program Specialist will facilitate all school procedures, training and activities related to the student response to intervention and instruction. She will coordinate with the MTSS Leadership Team, the grade level teams, and parents in the problem solving process. The ESE Program Specialist will support planning and review of data collection.
Petry, Danielle	Other	Provide support with the media center, small group intervention and media class time
Savenas, Joy	Other	provide small group instruction and support to ELL students

Demographic Information

Principal start date
Friday 1/13/2017, Ed Laudice

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.*
6

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.*
9

Total number of teacher positions allocated to the school

86

Total number of students enrolled at the school

889

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

5

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

7

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	113	133	137	141	151	169	0	0	0	0	0	0	0	844
Attendance below 90 percent	5	6	7	6	11	11	0	0	0	0	0	0	0	46
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	11	7	10	0	0	0	0	0	0	0	0	0	28
Course failure in Math	0	1	0	8	0	0	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	11	16	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	11	20	0	0	0	0	0	0	0	33
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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	2	2	3	1	0	0	0	0	0	0	0	0	8
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

Thursday 8/26/2021

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	107	131	135	144	155	156	0	0	0	0	0	0	0	828
Attendance below 90 percent	3	6	4	1	3	1	0	0	0	0	0	0	0	18
One or more suspensions	0	0	3	0	0	4	0	0	0	0	0	0	0	7
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	3	8	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	6	0	0	0	0	0	0	0	8

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

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

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	1	2	0	0	0	0	0	0	0	0	0	0	3
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	107	131	135	144	155	156	0	0	0	0	0	0	0	828
Attendance below 90 percent	3	6	4	1	3	1	0	0	0	0	0	0	0	18
One or more suspensions	0	0	3	0	0	4	0	0	0	0	0	0	0	7
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	3	8	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	6	0	0	0	0	0	0	0	8

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

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

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	1	2	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	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				76%	60%	57%	74%	61%	56%
ELA Learning Gains				66%	59%	58%	71%	62%	55%
ELA Lowest 25th Percentile				47%	51%	53%	50%	54%	48%
Math Achievement				81%	68%	63%	79%	69%	62%
Math Learning Gains				77%	64%	62%	80%	65%	59%
Math Lowest 25th Percentile				66%	55%	51%	67%	55%	47%
Science Achievement				65%	59%	53%	73%	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	79%	61%	18%	58%	21%
Cohort Comparison						
04	2021					
	2019	80%	58%	22%	58%	22%
Cohort Comparison		-79%				
05	2021					
	2019	72%	60%	12%	56%	16%
Cohort Comparison		-80%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	82%	68%	14%	62%	20%
Cohort Comparison						
04	2021					
	2019	84%	65%	19%	64%	20%
Cohort Comparison		-82%				
05	2021					
	2019	78%	67%	11%	60%	18%
Cohort Comparison		-84%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	64%	56%	8%	53%	11%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

In Grades 1 & 2 the progress monitoring through iREADY diagnostic tool for ELA.
In Grades 3-5 the progress monitoring through the District Quarterly Benchmark Assessments for both ELA and Math.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	(46/127) 36%	(78/125) 62%	(112/134) 84%
	Economically Disadvantaged	(5/33) 15%	(16/34) 47%	(4/4) 100%
	Students With Disabilities	(2/12) 17%	(4/13) 31%	(8/13) 62%
	English Language Learners	(4/19) 21%	(7/20) 35%	(13/18) 72%
	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 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	(56/130) 43%	(95/129) 74%	(116/139) 83%
	Economically Disadvantaged	(18/53) 34%	(35/52) 67%	(6/6) 100%
	Students With Disabilities	(5/17) 29%	(11/15) 73%	(16/24) 67%
	English Language Learners	(3/12) 25%	(3/11) 27%	(6/13) 46%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	(91/129) 71%	(98/136) 72%	(95/138) 69%
	Economically Disadvantaged	(27/48) 56%	(30/52) 58%	(32/52) 62%
	Students With Disabilities	(3/9) 33%	(4/9) 44%	(3/12) 25%
	English Language Learners	(7/15) 47%	(8/17) 47%	(7/17) 41%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	(101/128) 79%	(116/137) 85%	(82/136) 60%
	Economically Disadvantaged	(36/47) 77%	(40/53) 75%	(26/53) 49%
	Students With Disabilities	(6/9) 67%	(5/9) 56%	(6/11) 55%
	English Language Learners	(9/16) 56%	(12/17) 71%	(4/17) 24%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	(101/144) 70%	(106/151) 70%	(111/155) 72%
	Economically Disadvantaged	(38/62) 61%	(42/70) 60%	(44/70) 63%
	Students With Disabilities	(5/12) 42%	(7/15) 47%	(7/15) 47%
	English Language Learners	(4/12) 33%	(6/13) 46%	(5/14) 36%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	(125/144) 87%	(128/150) 85%	(88/154) 57%
	Economically Disadvantaged	(49/62) 79%	(52/69) 75%	(28/69) 41%
	Students With Disabilities	(9/12) 75%	(8/14) 57%	(2/15) 13%
	English Language Learners	(7/12) 58%	(7/13) 54%	(2/14) 14%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	(101/150) 67%	(117/152) 77%	(102/149) 68%
	Economically Disadvantaged	(23/42) 55%	(31/46) 67%	(28/45) 62%
	Students With Disabilities	(7/15) 47%	(7/16) 44%	(5/15) 33%
	English Language Learners	(4/14) 29%	(6/15) 40%	(6/14) 43%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	(122/153) 80%	(127/154) 82%	(81/151) 54%
	Economically Disadvantaged	(31/42) 74%	(35/47) 74%	(21/47) 45%
	Students With Disabilities	(5/16) 31%	(4/17) 24%	(3/16) 19%
	English Language Learners	(7/15) 47%	(8/15) 53%	(4/14) 29%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	(107/148) 72%	(110/153) 72%	(110/157) 70%
	Economically Disadvantaged	(29/42) 69%	(26/45) 58%	(29/48) 60%
	Students With Disabilities	(4/13) 31%	(5/17) 29%	(3/16) 19%
	English Language Learners	(6/14) 43%	(5/14) 36%	(4/14) 29%

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	35	65	60	34	37	21	35				
ELL	56	58		75	84		67				
ASN	83			100							
BLK	76			67							
HSP	69	54	38	78	72	53	66				
MUL	63			69							
WHT	83	81	64	84	73	53	85				
FRL	64	51	41	72	70	53	74				
	**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	28	40	42	38	58	63	19				
ELL	67	58		78	76	60	50				
ASN	70			100							
BLK	59	50		64	75						
HSP	68	59	33	76	70	53	49				
MUL	71			79							
WHT	83	71	77	85	82	76	81				
FRL	62	63	38	73	74	62	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	17	45	48	20	46	52	42				
ELL	50	77		50	79						
ASN	91			91							
BLK	50	69		75	75						
HSP	65	65	50	69	74	62	62				
MUL	80	64		73	55						
WHT	80	75	48	84	86	74	76				
FRL	63	63	50	71	77	67	57				

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	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	541
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	66
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	92
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	72
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	60
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	66
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	75
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	60
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?

Across 3rd grade there was a slight decrease in the student overall proficiency for both ELA and math.
In fourth grade there was also a decline in the ELA and math proficiency for all students. In fifth grade, in all three content areas (math, ELA and science) there was an increased proficiency across all of the grade level. We also saw an increase in the making gains overall and with the L25 in fifth grade for math and ELA. As a school, we want to continue to improve the ELA gains for our ESE students as they have not always been stable in showing gains. In math, the ESE students have been consistent to show gains in their scores. We also have made notice of the Hispanic and Multi-Racial population and want to continue to trend upward in both math and reading.

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

The greatest area of need is in math for both the L25 students making gains and all students making gains.

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

There was increased absences due to illness and quarantine. There was an inconsistency of instructional learning models for students due to options presented for families due to the pandemic. The new action to take this school year will be consistent, rigorous and in-person math instruction.

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

The data component showing the most improvement was 5th grade science test from 65% to 78%.

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

There are a few factors we have at our school that demonstrates the success of science. We have been strategic in reading skills and pre-teaching vocabulary specific for science with students. We have utilized the spiral review throughout the year with all students. We have also worked at departmentalizing science in 5th grade so teachers can be an expert to help the students most effectively.

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

All students and teachers will be teaching and learning, in person, at high levels and teams will be pushing into grade levels to assist in meeting the needs of all students.

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.

Professional development will be given for ALEKS for teachers in 4th and 5th grades to ensure the appropriate use and follow through with the program. Grades K-3 will utilize HMH resources such as Waggle to master facts.

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

There will be a continuation of progress monitoring for all students with district based assessments and exit tickets. Continued data chats with all teachers for specific students and monitoring of there progress.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	After careful analysis of teacher and student data, it was determined that the students in the lowest 25% of our student population were in need of additional support in math. Adjustments were made to schedules to provide additional resources to carefully target the instructional needs of students. Resources have been selected and professional development will be provided. Students will be given tools to map out and discuss their thinking as they respond to math problems. The students will be closely monitored by the leadership team to ensure that not only is the instructional tool delivered with fidelity, but also that the students are applying the tools to their thinking and thus making gains. It is only through this process that our students will be able to achieve the growth necessary.
Measurable Outcome:	Math learning gains for the lowest 25% of the students will increase by 6% measured by the school year 2022 FSA.
Monitoring:	Monthly administration will monitor the passing rate of the module assessments by grade level. The administration will monitor quarterly the HMH module (K-2) and combined (3-5) assessments for mastery of the standards. The HMH Growth Measure will also be administered throughout the year for grades K-2 and monitored for proficiency. Grades 3-5 will participate in the District Quarterly Assessments to demonstrate mastery of the standards.
Person responsible for monitoring outcome:	Tracy Fisher (fishet@collierschools.com)
Evidence-based Strategy:	Teachers will instruct math concepts and skills using the ARC of instruction for math: Build fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.
Rationale for Evidence-based Strategy:	Using the ARC of Instruction, students will build understanding of concepts through conceptual means and the use of hands-on materials. Teachers will guide students from conceptual to procedural by increasing efficient strategies to allow students to showcase procedural fluency that applies to concepts and skills.

Action Steps to Implement

The Leadership team will meet with Grade Level Teams biweekly to determine effectiveness of planning in creating differentiated cognitively complex activities that require active processing of information.

Person Responsible	Tracy Fisher (fishet@collierschools.com)

Lesson Plans will be reviewed by the administrative team. Plans will be monitored for differentiated instruction, ELL and ESE strategies, and use of enrichment strategies for students. Student growth will be monitored through math assessments.

Person Responsible	Tracy Fisher (fishet@collierschools.com)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	After careful analysis of teacher and student data, it was determined that all students in the area of math were in need of additional support in math. Adjustments were made to schedules to provide additional resources to carefully target the instructional needs of students. Resources have been selected and professional development will be provided. Students will be given tools to map out and discuss their thinking as they respond math problems. The students will be closely monitored by the leadership team to ensure that not only is the instructional tool delivered with fidelity, but also that the students are applying the tools to their thinking and thus making gains. It is only through this process that our students will be able to achieve the growth necessary.
Measurable Outcome:	Math learning gain of students will increase by 5% measured by the school year 2022 FSA.
Monitoring:	Monthly administration will monitor the passing rate of the module assessments by grade level. The administration will monitor quarterly the HMH module (K-2) and combined (3-5) assessments for mastery of the standards. The HMH Growth Measure will also be administered throughout the year for grades K-2 and monitored for proficiency. Grades 3-5 will participate in the District Quarterly Assessments to demonstrate mastery of the standards.
Person responsible for monitoring outcome:	Tracy Fisher (fishet@collierschools.com)
Evidence-based Strategy:	Teachers will instruct math concepts and skills using the ARC of instruction for math: Build fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.
Rationale for Evidence-based Strategy:	Using the ARC of Instruction students will build understanding of concepts through conceptual means and the use hands on materials. Teachers will guide students from conceptual to procedural by increasing efficient strategies to allow students to showcase procedural fluency that applies to concepts and skills.

Action Steps to Implement

The Leadership team will meet with Grade Level Teams biweekly to determine effectiveness of planning in creating differentiated cognitively complex activities that require active processing of information.

Person Responsible	Tracy Fisher (fishet@collierschools.com)

Lesson Plans will be reviewed by the administrative team. Plans will be monitored for differentiated instruction, ELL and ESE strategies, and use of enrichment strategies for students. Student growth will be monitored through math assessments.

Person Responsible	Tracy Fisher (fishet@collierschools.com)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Our area of focus is our learning gains for all students. This data component has decreased the most over the last five school years from 76% making gains to 69% making gains. If students are consistently engaged in differentiated cognitively complex activities that require active processing of information, then the learning gains of student will increase.
Measurable Outcome:	English Language Arts learning gains of students will increase by 3% measured by the school year 2022 FSA.
Monitoring:	Monthly administration will monitor lesson passed rates in iReady to monitor student success. Lesson plans will be reviewed by the school administrative team weekly. The lesson plans will include differentiated instruction, ELL and ESE strategies, and strategies for enrichment. Student tasks will be analyzed to ensure they are grade level appropriate, aligned with the standard and engaging in weekly collaborative planning. Student growth will be monitored through ELA assessments quarterly (iReady and Quarter Benchmark Assessments).
Person responsible for monitoring outcome:	Georgie Elgin (elginge@collierschools.com)
Evidence-based Strategy:	A focused action plan is necessary to help the students meet and exceed their goal. Such strategies include: • Intervention team adjustments • Adjustments to intervention instructional resources and Cambridge strategies • Professional development on differentiating to help students process new content • Monitoring implementation of interventions for fidelity
Rationale for Evidence-based Strategy:	DI blocks for each grade level has been assigned by administration to allow for resource teachers and leadership members to push into the classrooms to assist with providing student support and enrichment. Before school interventions will be provided by a school support team. Consistent use of evidence-based strategies in lesson planning will be implemented and monitored.

Action Steps to Implement

Administration will be present for instructional planning sessions
Lesson plans will be monitored for grade level appropriate student tasks
Classroom observations focus on evidence-based strategies
Resource teacher providing additional support during the ELA DI block
Progress monitoring of data to make instructional adjustments and provide coaching
Student data binders will be utilized to track progress and set goals

Person Responsible Georgie Elgin (elginge@collierschools.com)

Additional Schoolwide Improvement Priorities

Using the 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.

Behavior data is reviewed monthly by the PBIS committee and administration. The school has specific expectations for each area of the school day to ensure student awareness and understanding for how they are expected to behave. The school focuses on effective student habits and our school culture emphasizes respect, responsibility and peaceful problem-solving.