# Corkscrew Elementary School



## 2021-22 Schoolwide Improvement Plan

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# Corkscrew Elementary School

### 1065 COUNTY ROAD 858, Naples, FL 34120

https://www.collierschools.com/ces

## Demographics

## Principal: Kelly Zwack

Start Date for this Principal: 7/12/2021

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Elementary School<br>PK-5 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2020-21 Title I School** | No |
| **2020-21 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 62% |
| **2020-21 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities<br>English Language Learners<br>Asian Students<br>Black/African American Students<br>Hispanic Students<br>White Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2018-19: A (68%)<br><br>2017-18: A (66%)<br><br>2016-17: B (59%) |
| **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.

## Table of Contents

# Corkscrew Elementary School

## 1065 COUNTY ROAD 858, Naples, FL 34120

### https://www.collierschools.com/ces

## 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 | 49% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 51% |

## School Grades History

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

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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.**

To create a collaborative learning community that inspires success through high-quality, data-driven instruction,
purposeful learning, and amazingly positive experiences for all stakeholders.

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

To foster a learning community where students will engage in experiences that develop self-confidence and a love of learning resulting in respectful and responsible citizens.

### 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 |
|------|----------------|--------------------------------|
| Zwack, Kelly | Principal | General Description<br>1. Implement the District's philosophy of education and instructional program in accordance with District policies and administrative guidelines, Florida Department of Education requirements, and provisions of State and Federal law.<br>2. Directs all school administrative operations.<br>3. Provides instructional leadership for all school programs.<br><br>Specific Duties<br>1. Provides leadership for all school operations consistent with existing collective bargaining contracts, school law, Board Policies, and Administrative Procedures.<br>2. Provides leadership in developing, coordinating, implementing, and evaluating school instructional and extra-curricular programs.<br>3. Ensures there is a data driven focus on student achievement.<br>4. Creates a positive school climate and culture within the school.<br>5. Maintains fair, reasonable, and consistent discipline within the school.<br>6. Facilitates the School Advisory Committee and develops the School Improvement Plan.<br>7. Maintains a healthy and safe environment for students and staff (fire drills, code yellow, code red, etc.).<br>8. Ensures the proper maintenance and custodial care of school facility and grounds.<br>9. Supervises the creation of the master schedule and related staff assignments.<br>10. Provides professional development opportunities for all staff.<br>11. Evaluates instructional and non-instructional staff.<br>12. Assists as needed with District accreditation process.<br>13. Facilitates parent involvement in the school community.<br>14. Serves as liaison between school and community to utilize community resources.<br>15. Maintains and properly disposes of administrative and student records.<br>16. Serves as liaison between the school and District Support Services (Nutrition, Transportation, and Custodial).<br>17. Ensures compliance with state and district assessment requirements.<br>18. Ensures fiscal responsibility in the development and maintenance of locational and internal school budgets.<br>19. Supervises the preparation of county, state, and federal reports originating at the school level.<br>20. Maintains inventory of supplies, equipment, and furniture within the school.<br>21. Recruits and interviews prospective staff members.<br>22. Participates/facilitates in workshops, conferences, parent-teacher meetings, and extracurricular activities.<br>23. Provides leadership in implementing and evaluating before- and after-school instructional and extracurricular programs.<br>24. Performs other tasks, duties and responsibilities as assigned. |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| Callahan, Rachel | Assistant Principal | General Description<br>1. Implement the District's philosophy of education and instructional program in accordance with District<br>policies and administrative guidelines, Florida Department of Education requirements, and provisions of<br>State and Federal law.<br>2. Assists the Principal in directing all school administrative operations.<br>3. Assists the Principal with providing instructional leadership for all school personnel and programs.<br>Specific Duties<br>1. Manages school operations in the absence of the Principal.<br>2. Assists the Principal in maintaining a positive school climate and culture within the school.<br>3. Provides leadership with teachers and department chairperson/team leader concerning instructional<br>programs.<br>4. Assists the Principal in planning and implementing interdisciplinary teams, student advisory programs,<br>exploratory programs, extended day programs and transition programs with middle schools.<br>5. Develops and implements the school's master schedule and related staff assignments.<br>6. Works in conjunction with the Principal to maintain fair, reasonable, and consistent discipline within the<br>school.<br>7. Oversees the testing program and aggregates, analyzes, interprets and communicates data in order to<br>improve the instructional program.<br>8. Works in conjunction with the Principal to ensure there is a data drive focus on student achievement.<br>9. Assists the Principal in working with community groups and utilizing community resources.<br>10. Assists in the development of the School Improvement Plan.<br>11. Coordinates evaluation, selection, and distribution of instructional materials.<br>12. Assists the Principal in the selection, supervision, and evaluation of staff.<br>13. Supervises extra-curricular activities.<br>14. Assists the Principal in the preparation of Title I (if applicable), locational, and internal school budgets.<br>15. Assists the Principal in the preparation of county, state, and federal reports originating at the school level.<br>16. Coordinates and conducts appropriate parent/teacher conferences related to curriculum.<br>17. Secures substitute teachers as needed.<br>18. Works in conjunction with the Principal to maintain a healthy and safe environment for students and staff<br>(fire drills, code yellow, code red).<br>19. Works in conjunction with the Principal to provide professional development opportunities for all staff. |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--------------------------------|
| | | 20. Participates/facilitates in workshops, conferences, parent-teacher meetings.<br>21. Serves as liaison between school and community to utilize community resources.<br>22. Coordinates the IDEA 504 process.<br>23. Oversees the implementation of the Positive Behavior Support (PBS) program.<br>24. Works in conjunction with the Principal to supervise all aspects of the student day (i.e. student arrival, class transition, lunch, dismissal).<br>25. Performs such other duties, tasks, and responsibilities as assigned by the Principal. |
| McCosh, Rebecca | Instructional Coach | General Responsibilities<br>1. Implement the District's philosophy of education and instructional program in accordance with District policies and administrative guidelines, Florida Department of Education requirements, and provisions of State and Federal law.<br>2. Assists in the implementation of the Collier County Public Schools K-12 Comprehensive Research-Based Reading Plan.<br><br>Specific Responsibilities<br>1. Assists in the implementation of an articulated K-12 literacy program.<br>2. Coordinates with appropriate groups and staff including ESE and ESOL personnel, for district-wide articulation regarding literacy issues.<br>3. Assists with the delivery of staff development.<br>4. Supports and follows up literacy training including meeting with teacher groups and modeling instructional strategies.<br>5. Participates actively in the selection of instructional materials for literacy development.<br>6. Assists school personnel and the staff of the technology department in efforts to utilize technology to enhance literacy instruction.<br>7. Works collaboratively with the administrative teams, assistant principal of curriculum, reading coaches, and staff at each assigned school to help implement an effective literacy program.<br>8. Assists in the design, implementation and evaluation of new instructional program development, assessment of student progress and identification of appropriate instructional strategies and materials.<br>9. Performs other duties as assigned. |
| Lyberg, Dan | School Counselor | General Responsibilities<br>1. Provides school counseling services for students, utilizing parents, staff and community resources in the areas of academic achievement, career development, personal and social development, and community involvement and multicultural/global citizenship development.<br>2. Works with and through the lead counselor where applicable, in the area of student services.<br>3. Maintains professional growth via staff development activities both within |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | and outside the district. Provides for the implementation and delivery of the district adopted school counseling curriculum based upon Florida's School Counseling Framework.<br>4. Serves as on-staff resource with expertise in student services.<br><br>Specific Responsibilities<br>1. Provides counseling services for students, and advisement to parents, teachers, staff, and outside agencies. Counseling services may include, but are not restricted to, targeted individual counseling, small group counseling, classroom presentations to support academic success, social skills, stress and anger management; and crisis intervention. Counseling services may include a review of psychological evaluations and standardized test scores.<br>2. Serves as a member of RtI (Response to Intervention) and/or PBIS (Positive Behavior Intervention Support Team(s) to support the referral process to include pre-referral screening and conferences, student progression, school level articulation and staffing for ESE. Assists with the coordination of student placement, agency referrals, student records, and student recognition programs.<br>3. Serves as a member of the school's ELL (English Language Learners) Committee.<br>4. Plans, implements, and delivers the district adopted school counseling curriculum, based upon Florida's School Counseling Framework through the coordination of school-wide programs and grade specific classroom presentations, requiring articulation with the administration and classroom teachers.<br>5. Consults with teachers, teams, administrators, families and/or students regarding the progress of students.<br>6. Performs other duties as assigned by the Principal. |
| Fialko, Sue | Other | General Responsibilities<br>1. Implements the District's philosophy of education and instructional program in accordance with District policies and administrative guidelines, Florida Department of Education requirements, and provisions of State and Federal law.<br>2. Promotes the shared vision of meeting the needs of all students utilizing a system of supports with differentiated instruction as the platform for integration of standards-based instruction.<br>3. Maintains detailed knowledge of procedural safeguards, evaluation, eligibility procedures, policies, laws and regulations related to the educational needs of students with disabilities.<br>4. Remains informed, stays up-to-date on district initiatives as shared via email, iBriefings, webinars, meetings, etc. and takes appropriate action as needed.<br><br>Specific Responsibilities<br>1. Works collaboratively with district and school-based leadership teams including academic coaches, to review the fidelity of Tier 3 intervention implementation prior to referral for evaluation. |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|----------------------------------|
| | | 2. Maintains a working knowledge of local, state, and federal laws and regulations related to compliance with the Individuals with Disabilities Education Act (IDEA), ESEA and English Language Learners (ELLs), as well as guidelines pertaining to eligibility, delivery of services, and individualized plan development,<br>3. Attends all district required professional development activities aligned with specific position requirements, and demonstrates active participation and follow-through at the school(s) of assignment.<br>4. Provides training and technical assistance in the use of the Enrich system, and consultation in the development of the Educational Plans (EP). Individual Educational Plans (IEP) and 504 plans according to individual student needs.<br>5. Prepares, reviews and monitors the correct completion of educational documentation in student records pertaining to exceptional student (EP, IEP, 504) services to ensure compliance with federal, state, and local requirements.<br>6. Participates in annual self-assessment monitoring of student records in compliance with all requirements of IDEA and its regulations; Florida Statutes related to Special programs for Exceptional students; and Exceptional Student Education/Florida Education Finance Program (ESE/FEFP). Assists district and school-based administrators with F.T.E., student projections, compliance monitoring, and federal, state and local reports.<br>7. Conducts meeting using components of effective meeting facilitation assisting IEP teams in reaching agreements that lead to education programs and beneficial outcomes for students.<br>8. Gives information about organizations that offer support for parents of students with disabilities, information on agencies that can assist a student with a disability in transition from school, and offers parents training about Exceptional Student Education.<br>9. Performs other duties as assigned. |
| Newell, Christin | Other | General Responsibilities<br>1. Fosters student achievement and development.<br>2. Serves as an on-staff specialist with expertise in Library/Media services.<br>3. Works with and through the department/grade level chairpersons, and all teachers and staff to support curriculum, technology, and student services.<br>4. Collaborates with colleagues for the purpose of improving instruction and student performance.<br>5. Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida and the district's code of ethics policy, and the professional practices of the American Library Association.<br><br>Specific Responsibilities<br>Organizes and supervises use of the Library Media Center by all students and teachers, and supervises library personnel, media and equipment.<br>2. 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 eland meet the reading needs of the student community.<br>3. Provides group and individual instruction to students in research, |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--------------------------------|
|  |  | technology, reading selection, and information skills. 4. Develops and implements engaging lessons and designs authentic work for students, in collaboration with classroom subject-area teachers. 5. 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. 6. Incorporates reading and writing strategies across all content areas, and encourages use of the Library Media Center's resources to accomplish these strategies. 7. Remains current and knowledgeable about evidence-based practices related to teaching and learning, and demonstrates these practices in Library Media Center instruction. 8. Integrates technology appropriately to enhance student learning and instructional delivery, and supports classroom subject area teachers in instructional technology use. 9. Maintains a positive, student-centered Library Media Center environment which assists pupils in developing positive values, attitudes and behavior patterns and personal accountability 10. Prepares budgets, inventories, purchase orders and other records as required to support the Library Media Center's objectives of providing curriculum support and age appropriate reading materials to the school community. 11. Provides welcoming and timely accessibility to the Library Media Center and all materials and equipment to all members of the school community. 12. Processes, schedules and safeguards use of all media and equipment and provides guidance, as requested, for classroom technology and equipment purchases. 13. Offers in-service programs on research, technology and software use, curriculum development, and information skills. 14. Analyzes and uses student performance data to inform instruction. 15. Participates in District Library Media Specialists' PLCs, in-services and meetings and other school-based meetings as assigned. 16. Performs other duties as assigned. |

## Demographic Information

**Principal start date**

Monday 7/12/2021, Kelly Zwack

**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.*

12

**Total number of teacher positions allocated to the school**

58

**Total number of students enrolled at the school**

797

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

10

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

16

**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 | 117 | 118 | 127 | 128 | 117 | 137 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 744 |
| Attendance below 90 percent | 8 | 15 | 13 | 12 | 14 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 77 |
| One or more suspensions | 0 | 8 | 1 | 7 | 2 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 |
| Course failure in ELA | 2 | 9 | 27 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 53 |
| Course failure in Math | 2 | 3 | 21 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 42 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 4 | 1 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 4 | 13 | 16 | 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 | 2 | 3 | 6 | 6 | 4 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 29 |

**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 | 2 | 4 | 4 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |
| 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 9/21/2021

**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 | 88 | 107 | 105 | 114 | 116 | 110 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 640 |
| Attendance below 90 percent | 5 | 4 | 3 | 5 | 9 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 29 |
| One or more suspensions | 0 | 1 | 1 | 2 | 2 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 |
| Course failure in ELA | 0 | 0 | 1 | 4 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Course failure in Math | 0 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |

**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 | 1 | 3 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

**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 | 88 | 107 | 105 | 114 | 116 | 110 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 640 |
| Attendance below 90 percent | 5 | 4 | 3 | 5 | 9 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 29 |
| One or more suspensions | 0 | 1 | 1 | 2 | 2 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 |
| Course failure in ELA | 0 | 0 | 1 | 4 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Course failure in Math | 0 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |

**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 | 1 | 3 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

## 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 | | | | 77% | 60% | 57% | 77% | 61% | 56% |
| ELA Learning Gains | | | | 68% | 59% | 58% | 64% | 62% | 55% |
| ELA Lowest 25th Percentile | | | | 59% | 51% | 53% | 52% | 54% | 48% |
| Math Achievement | | | | 81% | 68% | 63% | 81% | 69% | 62% |
| Math Learning Gains | | | | 72% | 64% | 62% | 70% | 65% | 59% |
| Math Lowest 25th Percentile | | | | 42% | 55% | 51% | 42% | 55% | 47% |
| Science Achievement | | | | 75% | 59% | 53% | 76% | 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 | 81% | 61% | 20% | 58% | 23% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 73% | 58% | 15% | 58% | 15% |
| Cohort Comparison | | -81% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 74% | 60% | 14% | 56% | 18% |
| Cohort Comparison | | -73% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 89% | 68% | 21% | 62% | 27% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 77% | 65% | 12% | 64% | 13% |
| Cohort Comparison | | -89% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 75% | 67% | 8% | 60% | 15% |
| Cohort Comparison | | -77% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 73% | 56% | 17% | 53% | 20% |
| Cohort Comparison | | | | | | |

## Grade Level Data Review - Progress Monitoring Assessments

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

Grades 1 and 2: i-Ready Diagnostic
Grades 3-5: District Quarterly Benchmark Assessment

| Grade 1 | | | | |
|---|---|---|---|---|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 31 | 58 | 85 |
| | Economically Disadvantaged | 25 | 55 | 75 |
| | Students With Disabilities | 20 | 56 | 91 |
| | English Language Learners | 9 | 64 | 77 |
| | 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 | | | | |
|---|---|---|---|---|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 41 | 67 | 80 |
| | Economically Disadvantaged | 32 | 62 | 100 |
| | Students With Disabilities | 19 | 44 | 63 |
| | English Language Learners | 27 | 68 | 77 |
| | 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 | | | | |
|---|---|---|---|---|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 71 | 71 | 67 |
| | Economically Disadvantaged | 63 | 64 | 55 |
| | Students With Disabilities | 41 | 41 | 32 |
| | English Language Learners | 50 | 53 | 31 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 75 | 74 | 39 |
| | Economically Disadvantaged | 70 | 70 | 27 |
| | Students With Disabilities | 71 | 59 | 17 |
| | English Language Learners | 56 | 67 | 20 |

| Grade 4 | | | | |
|---|---|---|---|---|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 60 | 68 | 64 |
| | Economically Disadvantaged | 52 | 58 | 60 |
| | Students With Disabilities | 54 | 61 | 35 |
| | English Language Learners | 25 | 21 | 33 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 75 | 75 | 45 |
| | Economically Disadvantaged | 69 | 65 | 40 |
| | Students With Disabilities | 67 | 61 | 30 |
| | English Language Learners | 50 | 43 | 17 |

| Grade 5 | | | | |
|---|---|---|---|---|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 57 | 71 | 66 |
| | Economically Disadvantaged | 48 | 60 | 60 |
| | Students With Disabilities | 28 | 33 | 33 |
| | English Language Learners | 36 | 70 | 36 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 66 | 80 | 58 |
| | Economically Disadvantaged | 53 | 74 | 45 |
| | Students With Disabilities | 35 | 50 | 22 |
| | English Language Learners | 55 | 60 | 36 |
| Science | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 60 | 68 | 69 |
| | Economically Disadvantaged | 44 | 55 | 55 |
| | Students With Disabilities | 29 | 41 | 44 |
| | English Language Learners | 45 | 50 | 45 |

## Subgroup Data Review

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS** | | | | | | | | | | | |
| SWD | 50 | 50 | | 55 | 55 | 50 | 44 | | | | |
| ELL | 60 | 64 | | 64 | 57 | | 60 | | | | |
| BLK | 67 | | | 71 | | | | | | | |
| HSP | 67 | 66 | 67 | 68 | 66 | 57 | 63 | | | | |
| WHT | 81 | 60 | | 83 | 62 | | 85 | | | | |
| FRL | 68 | 62 | 56 | 68 | 57 | 50 | 62 | | | | |
| **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 | 57 | 59 | 62 | 57 | 63 | 35 | 55 | | | | |
| ELL | 55 | 63 | 63 | 68 | 70 | 31 | 50 | | | | |
| BLK | 65 | 91 | | 53 | 55 | | | | | | |
| HSP | 70 | 62 | 55 | 74 | 71 | 41 | 65 | | | | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS** | | | | | | | | | | | |
| WHT | 85 | 70 | 63 | 89 | 77 | 56 | 88 | | | | |
| FRL | 65 | 65 | 63 | 68 | 63 | 25 | 64 | | | | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS** | | | | | | | | | | | |
| SWD | 55 | 50 | 50 | 65 | 58 | 36 | 31 | | | | |
| ELL | 38 | 53 | 50 | 54 | 29 | 33 | | | | | |
| BLK | 70 | | | 80 | | | | | | | |
| HSP | 71 | 68 | 59 | 71 | 58 | 30 | 63 | | | | |
| WHT | 81 | 60 | 45 | 89 | 81 | 67 | 86 | | | | |
| FRL | 70 | 64 | 50 | 74 | 59 | 32 | 67 | | | | |

## 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 | 67 |
| 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 | 60 |
| Total Points Earned for the Federal Index | 538 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 99% |

| Subgroup Data | |
|---|---|
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 48 |
| 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 | 61 |
| 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 | 69 |
| 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 | 64 |
| 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 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 | 74 |
| 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 | 61 |
| 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?

ELA FSA trends that emerged:
- Number of level 1's and 2's decreased
- Number of level 3, 4, and 5's increased
- Our ELL subgroup made learning gains and had higher proficiency levels.

Math-
- Scores have stayed stayed stagnant from FY19 to FY21 or decreased in all state assessed areas.

Science-
- Science FY19 73% to FY21 77%.

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

3rd & 4th grade went down on FSA Math Assessment from FY19 to FY21.
- 3rd Grade: FY19 89% to FY21 68%.
- 4th Grade: FY19 77% to FY21 76%

3rd Grade went down in FSA ELA Assessment from FY19 to FY21.
- FY19 81% to FY21 73%.

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

- FY21, Our 3rd grade cohort was the highest number of students in virtual learning all year.
- FY22, all 3rd graders are back on campus and will have specific math professional development to ensure mastery and understanding of the math standards.
-FY22, All 3rd grade teachers will participate in collaborative planning to ensure ELA BEST Standards are taught and LAFS Standards are integrated throughout instruction.

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

5th Grade went up in all FSA Assessments from FY19 to FY21.
- ELA: FY19 74% to FY21 76%
- Math FY19 75% to FY21 81%
- Science FY19 73% to FY21 77%

- Kindergarten to 2nd Grade Students are moving in the right direction toward Quartile 4 by the end of each grade levels and are increasing making improvements from Diagnostic 1 to Diagnostic 3

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

- All resources and supports pushed into 5th grade to ensure learning gains and achievement would occur.
- Student received additional interventions in both ELA and Math.

- Focused on incorporating Science into the other core content areas.
- Interactive High Frequency Word Wall will be posted in all classrooms.
- Strategic Intervention in ELA based off identified areas to close the instructional gap.

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

- Highly engaging instruction with student-centered learning tasks.
- Ongoing progress monitoring to make adjustments on the spot.
- Exit tickets will be used as another progress monitoring tool to track mastery of standards.
- Empower students to track their own goals and celebrate their accomplishments.

**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.**

- Continuous ELA Professional Learning: Ongoing support and development focusing on ELA BEST Standards, Compartmentalized Writing, progress monitoring tools, and student-centered tasks.
- Wild about Learning: Professional development targeted on ways to engage and create student ownership of their learning.
- Leader in Me Training: Staff will engage in ways to empower students to track their own goals and celebrate their accomplishments.

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

Our areas of focus will be evaluated for effectiveness and we will continue to make adjustments as needed based on the feedback and data. We will continue to focus in these specific professional learning topics as they are critical to student achievement.

# Part III: Planning for Improvement

**Areas of Focus:**

## #1. Instructional Practice specifically relating to ELA

| | |
|---|---|
| **Area of Focus Description and Rationale:** | Based on the ELA Quarterly Benchmark data, grades 3-5 all decreased in proficiency from fall to spring. |
| **Measurable Outcome:** | We will increase ELA proficiency on the 2022 FSA Assessment by 3% (from 74% to 78%) by May of 2022. |
| **Monitoring:** | * Quarterly Benchmark Assessments- three times a year<br>* Analyzing Culminating Tasks- three times a year<br>* Ongoing FTEM Observations and Feedback |
| **Person responsible for monitoring outcome:** | Rachel Callahan (callar1@collierschools.com) |
| **Evidence-based Strategy:** | * Exit Slips are written student responses to questions teachers pose at the end of a class or lesson. |
| **Rationale for Evidence-based Strategy:** | These quick, informal assessments enable teachers to quickly assess students' understanding of the material. This will help teachers differentiate to ensure mastery of grade-level concepts. |

### Action Steps to Implement

1. Ensuring that teachers have created purposeful and standards-driven exit slips during Collaborative Planning.

| | |
|---|---|
| **Person Responsible** | Rachel Callahan (callar1@collierschools.com) |

2. Provide professional development for exit slip idea writing.

| | |
|---|---|
| **Person Responsible** | Rebecca McCosh (mccosr@collierschools.com) |

3. This will be monitored through classroom walk-throughs, informal, and formal observations.

| | |
|---|---|
| **Person Responsible** | Rachel Callahan (callar1@collierschools.com) |

| **#2. Instructional Practice specifically relating to Math** | |
|---|---|
| **Area of Focus Description and Rationale:** | From FY19 to FY21, we went down 5% (81% to 76%) in proficiency as a school. |
| **Measurable Outcome:** | We will increase Math proficiency on the 2022 FSA Assessment by 6% (from 76% to 82%) by May of 2022. |
| **Monitoring:** | * Quarterly Benchmark Assessments- three times a year<br>* Analyzing End of Unit Assessments- Monthly during PLCs<br>* Daily Exit Ticket Responses- Weekly during Collaborative Planning<br>* Ongoing FTEM Observations and Feedback |
| **Person responsible for monitoring outcome:** | Kelly Zwack (zwackk@collierschools.com) |
| **Evidence-based Strategy:** | Establish mathematics goals to focus reasoning |
| **Rationale for Evidence-based Strategy:** | Establish clear goals for the mathematics that students are learning, situate goals within learning progressions, and use the goals to guide instructional decisions. |

### Action Steps to Implement

1. Ensuring that teachers have created purposeful and standards-driven Goals (WIGs) for each student based on the grade level expectations.

**Person Responsible**    Kelly Zwack (zwackk@collierschools.com)

2. Provide professional development for monitoring and tracking student growth on their goals.

**Person Responsible**    Kelly Zwack (zwackk@collierschools.com)

3. This will be monitored through classroom walk-throughs, informal, and formal observations.

**Person Responsible**    Kelly Zwack (zwackk@collierschools.com)

| #3. Instructional Practice specifically relating to Math | |
|---|---|
| **Area of Focus Description and Rationale:** | From FY19 to FY21, we went down 7% (72% to 65%) in math gains as a school. |
| **Measurable Outcome:** | We will increase Math gains on the 2022 FSA Assessment by 8% (from 65% to 73%) by May of 2022. |
| **Monitoring:** | * Quarterly WIG Tracking- three times a year<br>* Quarterly Benchmark Assessments- three times a year<br>* Analyzing End of Unit Assessments- Monthly during PLCs<br>* Daily Exit Ticket Responses- Weekly during Collaborative Planning<br>* Ongoing FTEM Observations and Feedback |
| **Person responsible for monitoring outcome:** | Kelly Zwack (zwackk@collierschools.com) |
| **Evidence-based Strategy:** | Elicit and use evidence of student thinking. |
| **Rationale for Evidence-based Strategy:** | Use evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning. |

### Action Steps to Implement

1. Explicitly plan for tasks focused on students providing evidence to support their learning in each lesson based on the standard.

**Person Responsible**     Kelly Zwack (zwackk@collierschools.com)

2. Provide professional development to create student centered tasks that provide opportunities for students to give evidence to demonstrate their understanding.

**Person Responsible**     Kelly Zwack (zwackk@collierschools.com)

3. This will be monitored through classroom walk-throughs, informal, and formal observations.

**Person Responsible**     Rachel Callahan (callar1@collierschools.com)

4. Weekly Collaborative planning will focus on intentional questions and tasks.

**Person Responsible**     Kelly Zwack (zwackk@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.

**Based on the school discipline data, an area of focus this year is creating a culture of kindness to minimize/eliminate bullying incidents at our school. We will work with our PBiS committee to review our monthly data and develop an action plan to encourage kindness and friendship throughout our school community.**

## 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.**

N/A

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

N/A

## Part V: Budget

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

| 1 | III.A. | Areas of Focus: Instructional Practice: ELA | $0.00 |
|---|--------|---------------------------------------------|-------|
| 2 | III.A. | Areas of Focus: Instructional Practice: Math | $0.00 |
| 3 | III.A. | Areas of Focus: Instructional Practice: Math | $0.00 |
| | | **Total:** | **$0.00** |