# Lake Trafford Elementary School



## 2021-22 Schoolwide Improvement Plan

## Table of Contents

# Lake Trafford Elementary School

### 3500 LAKE TRAFFORD RD, Immokalee, FL 34142

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

## Demographics

## Principal: Amity Wyss

Start Date for this Principal: 7/15/2013

| | |
|---|---|
| **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** | Yes |
| **2020-21 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 100% |
| **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>Black/African American Students<br>Hispanic Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2018-19: B (58%)<br><br>2017-18: B (56%)<br><br>2016-17: C (42%) |
| **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

# Lake Trafford Elementary School

## 3500 LAKE TRAFFORD RD, Immokalee, FL 34142

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

## 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 | 94% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 96% |

## School Grades History

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

## 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 build student foundation by teaching and empowering students to be problem solvers and to take ownership in their achievement and learning. Through developments of student goal setting, determination, grit, compassion and student pride in academic and personal achievement, 80% of LTE students will be prepared for and performing on grade level or greater when entering middle school.

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

Students of Lake Trafford Elementary School will be prepared with the skills and stamina to achieve both academic and personal goals in order to graduate from high school with a plan for continued education in college and/or technical school.

## 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 |
|------|---------------|--------------------------------|
| Alvarez, Elizabeth | Principal | Attends and participates in grade level Collaborative Planning Sessions and PLCs<br>Attends and participates in grade level bi-weekly data chats<br>Attends and participates in weekly individual student data analysis<br>Assists teachers with their instructional program<br>Responsible to oversee all building operations<br>Supervises all building personnel<br>Coordinates/oversees all staffing (hiring procedures for instructional and non-instructional staff)<br>Oversees duties of Building Leadership Team<br>Oversees Building Leadership Team, Team Leaders, and School Wide Committees<br>Coordinates All Staff Development<br>Responsible for all teacher evaluations through FTEM<br>Oversees development and implementation of parent education programs<br>Oversees SAC and FAC<br>Facilitates School Improvement process<br>Oversees all operations/communications with District office<br>Oversees all operations/communications with State DA<br>Coordinates Master Calendar electronically/Daily Bulletin with General Secretary<br>Works with Office Manager to Supervise and Evaluate Office Staff<br>Responsible to implement School Board policies and State Statutes<br>Oversees Facility needs with Plant Manager<br>Coordinates district lease agreements with Office Manager |
| Poteet, Nathan | Assistant Principal | Attend and participate in grade level Collaborative Planning Sessions and Data Chats<br>Oversees Discipline Program<br>Utilizing Positive Behavioral Support (PBS)<br>Monitoring of a progressive discipline program school wide<br>Facilitates parent/student conferences<br>Contacts parents on all office referrals<br>ISS implementation<br>Assists principal in the evaluation of instructional personnel through CTEM<br>Facilitates School Improvement process<br>Assists teachers with their instructional program<br>Supervises all non-instructional personnel<br>Substitute Coverage Assignments and AESOP with office staff<br>Coordinate substitute coverage<br>Community Involvement Contact /Business Partners<br>Implements district attendance policy<br>Oversees Cafeteria Supervision for Lunch Programs<br>Coordinates Beginning Teacher Program<br>Oversees Related Arts Scheduling and Related Arts issues<br>Coordinates Interns |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | Develops schedules for duties for arrival, dismissal, cafeteria, playground<br>Oversees Attendance<br>Inventory and Textbooks<br>State and District Testing Coordinator<br>Coordinates bus evacuation drills and emergency evacuation procedures<br>Creates and oversees breakfast and lunch schedule<br>Coordinates Communication (TV and Newspaper) efforts through DCIO<br>First line communication with Cafeteria Manager on School Food Service Program<br>Health Screening |
| Eliason, Amber | Assistant Principal | Attend and participate in grade level Collaborative Planning Sessions and Data Chats<br>Oversees Discipline Program<br>Utilizing Positive Behavioral Support (PBS)<br>Monitoring of a progressive discipline program school wide<br>Facilitates parent/student conferences<br>Contacts parents on all office referrals<br>ISS implementation<br>Assists principal in the evaluation of instructional personnel through CTEM<br>Facilitates School Improvement process<br>Assists teachers with their instructional program<br>Supervises all non-instructional personnel<br>Substitute Coverage Assignments and AESOP with office staff<br>Coordinate substitute coverage<br>Community Involvement Contact /Business Partners<br>Implements district attendance policy<br>Oversees Cafeteria Supervision for Lunch Programs<br>Coordinates Beginning Teacher Program<br>Oversees Related Arts Scheduling and Related Arts issues<br>Coordinates Interns<br>Develops schedules for duties for arrival, dismissal, cafeteria, playground<br>Oversees Attendance<br>Inventory and Textbooks<br>State and District Testing Coordinator<br>Coordinates bus evacuation drills and emergency evacuation procedures<br>Creates and oversees breakfast and lunch schedule<br>Coordinates Communication (TV and Newspaper) efforts through DCIO<br>First line communication with Cafeteria Manager on School Food Service Program<br>Health Screening |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| Rincon, Genette | Instructional Coach | Literacy Coach<br>Provides support to teachers in the area of literacy<br>Attend and support ELA collaborative planning sessions<br>Provide coaching cycles to teachers<br>Provide job-embedded professional development to staff<br>Monitor student assessment data<br>Provide input to building leadership on curriculum and instructional practices |
| Crary, Chad | Instructional Coach | Math Coach<br>Provides support to teachers in the area of math<br>Attend and support Math collaborative planning sessions<br>Provide coaching cycles to teachers<br>Provide job-embedded professional development to staff<br>Monitor student assessment data<br>Provide input to building leadership on curriculum and instructional practices |
| Redding, Manoucheca | Instructional Coach | Academic Coach<br>Provides support to teachers<br>Attend and support math collaborative planning sessions<br>Provide coaching cycles to teachers<br>Provide job-embedded professional development to staff<br>Monitor student assessment data<br>Provide input to building leadership on curriculum and instructional practices |
| Wilkinson, Jolie | Instructional Coach | Science Coach<br>Provides support to teachers in the area of science<br>Attend and support ELA collaborative planning sessions<br>Provide coaching cycles to teachers<br>Provide job-embedded professional development to staff<br>Monitor student assessment data<br>Provide input to building leadership on curriculum and instructional practices |
| Lashley, Kailynn | Teacher, K-12 | Instruct and monitor grade level standard attainment |

## Demographic Information

**Principal start date**
Monday 7/15/2013, Amity Wyss

**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.*
3

**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**

52

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

679

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

12

**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 | 99 | 107 | 107 | 106 | 101 | 118 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 638 |
| Attendance below 90 percent | 44 | 48 | 43 | 38 | 36 | 36 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 245 |
| One or more suspensions | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Course failure in ELA | 1 | 22 | 37 | 12 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 73 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 5 | 22 | 38 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 65 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 5 | 41 | 46 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 92 |
| 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 | 0 | 0 | 0 | 22 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 43 |

**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 | 8 | 4 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |
| 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 | 86 | 106 | 111 | 119 | 118 | 98 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 638 |
| Attendance below 90 percent | 9 | 28 | 22 | 15 | 19 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 114 |
| One or more suspensions | 0 | 1 | 3 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| Course failure in ELA | 0 | 0 | 2 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |
| Course failure in Math | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 6 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 5 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |

**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 | 1 | 0 | 5 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |

**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 | 2 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| 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 | 86 | 106 | 111 | 119 | 118 | 98 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 638 |
| Attendance below 90 percent | 9 | 28 | 22 | 15 | 19 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 114 |
| One or more suspensions | 0 | 1 | 3 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| Course failure in ELA | 0 | 0 | 2 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |
| Course failure in Math | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 6 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 5 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |

**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 | 1 | 0 | 5 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |

**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 | 2 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| 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 | | | | 51% | 60% | 57% | 46% | 61% | 56% |
| ELA Learning Gains | | | | 58% | 59% | 58% | 58% | 62% | 55% |
| ELA Lowest 25th Percentile | | | | 49% | 51% | 53% | 42% | 54% | 48% |
| Math Achievement | | | | 64% | 68% | 63% | 59% | 69% | 62% |
| Math Learning Gains | | | | 74% | 64% | 62% | 65% | 65% | 59% |
| Math Lowest 25th Percentile | | | | 54% | 55% | 51% | 57% | 55% | 47% |
| Science Achievement | | | | 53% | 59% | 53% | 64% | 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 | 46% | 61% | -15% | 58% | -12% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 49% | 58% | -9% | 58% | -9% |
| Cohort Comparison | | -46% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 47% | 60% | -13% | 56% | -9% |
| Cohort Comparison | | -49% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 63% | 68% | -5% | 62% | 1% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 54% | 65% | -11% | 64% | -10% |
| Cohort Comparison | | -63% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 69% | 67% | 2% | 60% | 9% |
| Cohort Comparison | | -54% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 47% | 56% | -9% | 53% | -6% |
| Cohort Comparison | | | | | | |

## Grade Level Data Review - Progress Monitoring Assessments

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

K-2 Literacy: iReady Benchmark Assessment
3-5: Quarterly Benchmark Assessments

| Grade 1 | | | | |
|---|---|---|---|---|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 25 | 33 | 58 |
| | Economically Disadvantaged | 22 | 30 | 80 |
| | Students With Disabilities | 13 | 18 | 38 |
| | English Language Learners | 13 | 16 | 48 |
| 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 | 00 |

| Grade 2 | | | | |
|---|---|---|---|---|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 25 | 45 | 49 |
| | Economically Disadvantaged | 23 | 43 | 50 |
| | Students With Disabilities | 10 | 11 | 23 |
| | English Language Learners | 7 | 23 | 33 |
| 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 | 44 | 44 | 42 |
| | Economically Disadvantaged | 42 | 44 | 41 |
| | Students With Disabilities | 22 | 23 | 15 |
| | English Language Learners | 41 | 36 | 28 |
| **Mathematics** | **Number/% Proficiency** | **Fall** | **Winter** | **Spring** |
| | All Students | 60 | 53 | 24 |
| | Economically Disadvantaged | 60 | 53 | 24 |
| | Students With Disabilities | 56 | 25 | 0 |
| | English Language Learners | 56 | 40 | 15 |

| Grade 4 | | | |
|---|---|---|---|
| **English Language Arts** | **Number/% Proficiency** | **Fall** | **Winter** | **Spring** |
| | All Students | 41 | 44 | 40 |
| | Economically Disadvantaged | 42 | 44 | 39 |
| | Students With Disabilities | 0 | 6 | 5 |
| | English Language Learners | 20 | 23 | 19 |
| **Mathematics** | **Number/% Proficiency** | **Fall** | **Winter** | **Spring** |
| | All Students | 44 | 43 | 27 |
| | Economically Disadvantaged | 43 | 42 | 27 |
| | Students With Disabilities | 11 | 11 | 5 |
| | English Language Learners | 26 | 22 | 9 |

| Grade 5 | | | | |
|---|---|---|---|---|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 37 | 42 | 35 |
| | Economically Disadvantaged | 36 | 42 | 35 |
| | Students With Disabilities | 14 | 13 | 15 |
| | English Language Learners | 31 | 41 | 15 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 46 | 40 | 26 |
| | Economically Disadvantaged | 46 | 41 | 27 |
| | Students With Disabilities | 23 | 32 | 12 |
| | English Language Learners | 47 | 54 | 24 |
| Science | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 32 | 36 | 36 |
| | Economically Disadvantaged | 32 | 36 | 35 |
| | Students With Disabilities | 10 | 13 | 17 |
| | English Language Learners | 39 | 37 | 34 |

## 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 | 26 | 29 | 19 | 33 | 40 | 29 | 31 | | | | |
| ELL | 40 | 48 | 38 | 44 | 44 | 27 | 39 | | | | |
| BLK | 43 | 40 | | 40 | 20 | | | | | | |
| HSP | 43 | 47 | 29 | 45 | 42 | 35 | 43 | | | | |
| FRL | 44 | 48 | 30 | 45 | 41 | 35 | 43 | | | | |
| 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 | 36 | 37 | 26 | 46 | 66 | 54 | 44 | | | | |
| ELL | 42 | 54 | 50 | 61 | 74 | 62 | 51 | | | | |
| BLK | 44 | 49 | 45 | 54 | 82 | 85 | 43 | | | | |
| HSP | 52 | 60 | 50 | 65 | 71 | 45 | 54 | | | | |
| FRL | 51 | 58 | 49 | 64 | 73 | 55 | 51 | | | | |

| 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 | 37 | 46 | 26 | 50 | 66 | 69 | 47 | | | | |
| ELL | 35 | 58 | 41 | 46 | 51 | 52 | 57 | | | | |
| BLK | 54 | 70 | | 53 | 67 | 50 | 54 | | | | |
| HSP | 43 | 54 | 37 | 59 | 65 | 59 | 67 | | | | |
| FRL | 46 | 58 | 42 | 58 | 65 | 57 | 64 | | | | |

## 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 | 43 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 1 |
| Progress of English Language Learners in Achieving English Language Proficiency | 51 |
| Total Points Earned for the Federal Index | 341 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 99% |

| Subgroup Data | |
|---|---|
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 32 |
| 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 | 41 |
| 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 | 41 |
| 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 | 42 |
| 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 | |
| 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 | 42 |
| 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?**

All data was trending upwards from the beginning of FSA implementation in 2015 through 2019. Data in year 2021 indicates significant decreases across all areas. This is an outlier due to impacts of the pandemic interrupting consistent highly effective instruction.

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

Progress monitoring, 2019 state assessments, and 2021 state assessment data show that the area of Math has the greatest need for improvement. This area showed a significant decline in student performance from 2019 to 2021.

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

The pandemic had an effect on student and staff attendance. As a result, students had less access to highly effective teaching. Looking at this impact, we have tailored our Culture Widely Important Goals based around improving attendance. We encourage our students and staff to focus on their circle of control to make sure that they are here each day. Attendance will be tracked in the classrooms so students can visually see how their classroom is doing in accordance with the Widely Important Goal. If students are present, they will learn.

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

The component that showed the most improvement was ELA in the primary grades from Fall 2020 to Spring 2021 based on the iReady assessment. ELA FSA scores across all grade levels did decrease from 2019, but had the slightest change in data compared to Math and Science.

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

Lake Trafford has a number of effective systems in place to support ELA instruction such as collaborative planning, MTSS, professional learning for teachers, instructional coaching and more. As a result, ELA instruction continued to be strong throughout the pandemic school year, although attendance did have an impact on consistency.

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

To accelerate learning in math, we have increased our math instructional coaching position from part to full time. The math instructional coach will attend all collaborative planning sessions with grade level teams to ensure lessons and tasks are rigorous and aligned to standards. The instructional coach will also provide in-class support, job-embedded professional learning, and regular feedback to teachers on best instructional practices.

Grade 2-5 are departmentalized for mathematics and science to maximize instructional coaching support during planning and delivery of instruction.

Collier Schools adopted a new literacy curriculum this school year, HMH into Reading. The core reading component greatly increases student access to grade level text. A number of strategies will be used to support and scaffold student access to grade level text for students below grade level,

such as choral reading, repeated reading, and jigsaw. Each grade level has a differentiated instructional block built into their ELA time where teachers provide tiered support and enrichment based on student need.

Lesson planning is done collaboratively among grade level teams for ELA, Math and Science with content instructional coaches facilitating and guiding best practices.

**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.**

As we transition to being a Leader in Me School, one component is Staff Action Teams with one team focused on new and ongoing staff learning. Staff are surveyed to identify areas of need and teacher-led professional learning opportunities are being provided monthly on identified topics.

Grade level teams engage in monthly professional learning communities (PLC) with a focus on job-embedded professional learning that is driven by student data and staff needs.

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

The additional services intended to target improvement in our areas of need include an increase of instructional coaching staff. This year, we've increased the position of math coach from part time to full time. We have added a full time science coach and a full time academic coach.

The position of academic coach supports newer teachers in developing strong routines and classroom managment practices to maximize instructional time and increase the level of instructional rigor to ensure equitable access to high quality, grade level instruction for all students.

## Part III: Planning for Improvement

**Areas of Focus:**

| #1. Instructional Practice specifically relating to Math | |
|---|---|
| **Area of Focus Description and Rationale:** | FY 21 FSA data indicates a significant decrease of 18% in math proficiency from the FY19 school year and a 33% loss of gains. |
| **Measurable Outcome:** | Lake Trafford will increase math gains on the FSA from 41% in FY21 to 74% in FY22 for an increase of 33% by the end of the 21-22 school year. |
| **Monitoring:** | Students take a quarterly benchmark assessment that is predictive of performance of the FSA. Additional tools for monitoring include Waggle & ALEKS data, and module assessment data. Instruction and planning will be monitored through classroom observations, instructional coaching cycles, and collaborative planning sessions. |
| **Person responsible for monitoring outcome:** | Chad Crary (craryc@collierschools.com) |
| **Evidence-based Strategy:** | Implement tasks that promote reasoning and problem solving<br>Build procedural fluency from conceptual understanding<br>Support productive struggle in learning mathematics<br>Use three reads strategy to increase understanding of tasks |
| **Rationale for Evidence-based Strategy:** | When looking at steps we are taking in collaborative planning sessions we will intentionally plan for meaningful tasks that promote reasoning and problem solving. A focus on procedural fluency will increase student proficiency when tackling complex tasks. Exposure to complex, grade level tasks will provide student opportunities to engage in productive struggle as they grapple with and build skill in completing problems that they are likely to encounter on the FSA. |

### Action Steps to Implement

Staffing change to have an instructional coach focused solely on the area of math.

| **Person Responsible** | Elizabeth Alvarez (alvaree1@collierschools.com) |
|---|---|

All grade levels will meet weekly with the math coach for collaborative planning sessions.

| **Person Responsible** | Chad Crary (craryc@collierschools.com) |
|---|---|

Math instruction is departmentalized by grade level in grades 2-5. This allows for teachers to focus their instructional planning to their specified subjects and allows for teachers to have increased coaching support.

| **Person Responsible** | Elizabeth Alvarez (alvaree1@collierschools.com) |
|---|---|

Math teachers will be trained in the use of Waggle and ALEKS, math focused learning software.

| **Person Responsible** | Chad Crary (craryc@collierschools.com) |
|---|---|

At the start of the math block, teachers are pulling small groups of students to work on fluency strategies, some of which include the use of district provided flashcards and fluency games.

| **Person Responsible** | Chad Crary (craryc@collierschools.com) |
|---|---|

Student performance data from classroom observation, module assessments, quarterly benchmark assessments, and Waggle/ALEKS will be monitored regularly for progress towards goals.

**Person Responsible** Chad Crary (craryc@collierschools.com)

The Building Leadership Team, which includes administration and instructional coaches, will meet weekly to review classroom observation and student performance data to monitor the progress towards goals.

**Person Responsible** Elizabeth Alvarez (alvaree1@collierschools.com)

After the first quarter benchmark assessment, a math differentiated instructional block will be implemented to provided targeted support to students that is based on individual student needs.

**Person Responsible** Elizabeth Alvarez (alvaree1@collierschools.com)

| #2. Instructional Practice specifically relating to ELA | |
|---|---|
| **Area of Focus Description and Rationale:** | FY 21 FSA data indicates a decrease of 7% in ELA proficiency and a decrease in 10% ELA gains from the FY19 school year. |
| **Measurable Outcome:** | Lake Trafford will increase ELA gains on the FSA from 48% in FY21 to 58% in FY22 for an increase of 10% by the end of the 21-22 school year. |
| **Monitoring:** | Students take a quarterly benchmark assessment that is predictive of performance of the FSA. Additional tools for monitoring include iReady data, and HMH module assessment data. Instruction and planning will be monitored through classroom observations, instructional coaching cycles, and collaborative planning sessions. |
| **Person responsible for monitoring outcome:** | Genette Rincon (rinconge@collierschools.com) |
| **Evidence-based Strategy:** | Shared Reading<br>Repeated/Choral Reading<br>Explicit Vocabulary Instruction<br>Exit Slips |
| **Rationale for Evidence-based Strategy:** | Shared reading will increase the amount of time that students are engaged with grade level text which will lift the level of rigor and promote more complex thinking. Repeated Reading and Choral Reading are strategies that will support students engaging successfully with grade level text despite reading level. Explicit vocabulary instruction will support student learning of academic and content vocabulary which is a area of focus with the new HMH reading curriculum. Exit Slips will support the consistent use of formative assessment to monitor instruction and student learning to inform instruction and small group focus. |

### Action Steps to Implement

Increase of instructional coaching staff with the addition of an Academic Coach who supports ELA and instructional best practices.

| **Person Responsible** | Elizabeth Alvarez (alvaree1@collierschools.com) |
|---|---|

All grade levels will meet weekly collaborative planning supported by the literacy coach.

| **Person Responsible** | Genette Rincon (rinconge@collierschools.com) |
|---|---|

ELA instruction is departmentalized in grade level 5. Writing instruction is departmentalized in grades 3-4. This allows for teachers to focus their instructional planning to their specified subjects and allows for teachers to have increased coaching support.

| **Person Responsible** | Elizabeth Alvarez (alvaree1@collierschools.com) |
|---|---|

Implementation of a new literacy curriculum that supports the B.E.S.T. standards and has a focus on foundational skills for all grades, vocabulary, and on grade level reading.

| **Person Responsible** | Elizabeth Alvarez (alvaree1@collierschools.com) |
|---|---|

Student performance data from classroom observation, module assessments, quarterly benchmark assessments, and iReady will be monitored regularly for progress towards goals.

**Person Responsible**   Genette Rincon (rinconge@collierschools.com)

The Building Leadership Team, which includes administration and instructional coaches, will meet weekly to review classroom observation and student performance data to monitor the progress towards goals.

**Person Responsible**   Elizabeth Alvarez (alvaree1@collierschools.com)

A daily differentiated instructional block for ELA is built into the master schedule for targeted support to students based on individual student needs. Resource staff will provide additional support to classrooms during this block.

**Person Responsible**   Elizabeth Alvarez (alvaree1@collierschools.com)

| #3. Instructional Practice specifically relating to Science | |
|---|---|
| **Area of Focus Description and Rationale:** | FY 21 FSA data indicates a significant decrease of 10% in science proficiency from the FY19 school year. |
| **Measurable Outcome:** | Lake Trafford will increase science proficiency on the FSA from 43% in FY21 to 53% in FY22 for an increase of 10% by the end of the 21-22 school year. |
| **Monitoring:** | Students take a quarterly benchmark assessment that is predictive of performance of the FSA. Additional tools for monitoring include USA test prep data, and unit assessment data. Instruction and planning will be monitored through classroom observations, instructional coaching cycles, and collaborative planning sessions |
| **Person responsible for monitoring outcome:** | Jolie Wilkinson (wilkij2@collierschools.com) |
| **Evidence-based Strategy:** | 5 E Instructional Model (Engage, Explore, Explain, Elaborate, Evaluate) Exit Tickets Formative Assessment |
| **Rationale for Evidence-based Strategy:** | The 5 E Instructional Model is a research-based strategy from the National Science Teaching Association that is used as a basis for lesson delivery. Exit tickets and formative assessment will provide data for teachers to inform instruction and provide individual feedback to students regarding progress and next steps. |

### Action Steps to Implement

Staffing change to have an instructional coach focused solely on the area of science.

| **Person Responsible** | Elizabeth Alvarez (alvaree1@collierschools.com) |
|---|---|

All grade levels will meet weekly with the science coach for collaborative planning sessions.

| **Person Responsible** | Jolie Wilkinson (wilkij2@collierschools.com) |
|---|---|

Science instruction is departmentalized by grade level in grades 2-5. This allows for teachers to focus their instructional planning on their specified subjects and allows for teachers to have increased coaching support.

| **Person Responsible** | Elizabeth Alvarez (alvaree1@collierschools.com) |
|---|---|

Science teachers in grade 5 will be trained in the use of USA Test Prep, science focused learning software.

| **Person Responsible** | Jolie Wilkinson (wilkij2@collierschools.com) |
|---|---|

Student performance data from classroom observation, assessments, quarterly benchmark assessments, and USA Test Prep will be monitored regularly for progress towards goals.

| **Person Responsible** | Jolie Wilkinson (wilkij2@collierschools.com) |
|---|---|

The Building Leadership Team, which includes administration and instructional coaches, will meet weekly to review classroom observation and student performance data to monitor the progress towards goals.

**Person Responsible**   Elizabeth Alvarez (alvaree1@collierschools.com)

The science lab will be used weekly by classes to conduct experiments and engage in hands-on investigations.

**Person Responsible**   Jolie Wilkinson (wilkij2@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.

**Last year we reported 0.0 incidents per 100 students. When compared to all elementary schools statewide, this falls into the very low category. Our PBIS program has been instrumental in decreasing our incidence within our school. We have also decreased our total suspensions from 51 to 24 over the past five years. This year we have started the Leader in Me program. This program takes a proactive approach to creating an environment where everyone has ownership. This allows staff, students, and other stakeholders to know that they are in charge of themselves.**

## 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.

This year Lake Trafford Elementary has started to fully implement the Leader in Me. This program will help develop students as life-ready learners. We will create a leadership environment with shared responsibilities for all stakeholders in the school. This includes teaching students to lead, goal setting, monitoring and achieving goals, and shared leadership roles. We will also be implementing Collier County Schools Connect for Success. This program will establish meaningful connections with peers and adults, develop a sense of belonging within the school community, help students find a trusted adult who understands students' needs and with whom they can talk, and create an environment where students can become College, Career and Life Ready.

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

Administration
Getting all stakeholders trained in the Leader in ME
Implementing PBIS with staff
Monitoring Connect for Success

Teachers and Staff
Teaching Connect for Success lessons
Incorporating Leader in Me in classroom lessons
Providing support for all student leaders

Students
Learning and implementing the lessons from Connect for Success and the 7 Habits.

# Part V: Budget

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

| 1 | III.A. | **Areas of Focus: Instructional Practice: Math** | | | | **$102,076.13** |
|---|---|---|---|---|---|---|
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | 5100 | 130-Other Certified Instructional Personnel | 0191 - Lake Trafford Elementary Schl | Title, I Part A | 1.0 | $77,898.85 |
| | | | *Notes: Math Coach supporting teachers in standards pacing, effective instruction and progress monitoring* | | | |
| | 5100 | 130-Other Certified Instructional Personnel | 0191 - Lake Trafford Elementary Schl | Title, I Part C | 0.2 | $14,487.69 |
| | | | *Notes: Migrant Resource Teacher supports student learning in the area of math* | | | |
| | 5100 | 160-Other Support Personnel | 0191 - Lake Trafford Elementary Schl | Title, I Part C | 0.25 | $9,689.59 |
| | | | *Notes: Migrant Tutor provides classroom support to students in the area of math* | | | |
| 2 | III.A. | **Areas of Focus: Instructional Practice: ELA** | | | | **$352,897.70** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | 5100 | 130-Other Certified Instructional Personnel | 0191 - Lake Trafford Elementary Schl | Title, I Part A | 1.0 | $71,333.25 |
| | | | *Notes: Academic Coach provides support to teachers with classroom management and effective instruction through guidance with planning, lesson modeling, and lesson delivery.* | | | |
| | 5100 | 130-Other Certified Instructional Personnel | 0191 - Lake Trafford Elementary Schl | Title, I Part A | 0.6 | $66,677.29 |
| | | | *Notes: Resource teacher provides Tier 3 level of intervention for struggling readers* | | | |
| | 5100 | 130-Other Certified Instructional Personnel | 0191 - Lake Trafford Elementary Schl | Title, I Part A | 0.8 | $57,950.74 |
| | | | *Notes: Resource teacher provides Tier 3 level of intervention for struggling readers* | | | |
| | 5100 | 160-Other Support Personnel | 0191 - Lake Trafford Elementary Schl | Title, I Part A | 0.75 | $0.00 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | *Notes: Title I Tutor supports student learning in the classrooms.* | | | |
| | 5100 | 130-Other Certified Instructional Personnel | 0191 - Lake Trafford Elementary Schl | Title, I Part C | 1.0 | $86,113.58 |
| | | | *Notes: Migrant Resource Teacher provides additional support to migrant students in the area of reading and writing.* | | | |
| | 5100 | 130-Other Certified Instructional Personnel | 0191 - Lake Trafford Elementary Schl | Title, I Part C | 1.0 | $70,822.84 |
| | | | *Notes: Migrant Resource Teacher provides additional support to migrant students in the area of reading and writing.* | | | |
| 3 | III.A. | **Areas of Focus: Instructional Practice: Science** | | | | **$91,424.67** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | 5100 | 130-Other Certified Instructional Personnel | 0191 - Lake Trafford Elementary Schl | Title, I Part A | | $91,424.67 |
| | | | *Notes: Science Coach provides guidance and support to teachers in pacing of science standards through planning, effective delivery of instruction and progress monitoring.* | | | |
| | | | | | **Total:** | **$552,406.45** |