

Collier County Public Schools

Lavern Gaynor Elementary



2021-22 Schoolwide Improvement Plan

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Lavern Gaynor Elementary

2965 44TH TERRACE, SW, Naples, FL 34116

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

Demographics

Principal: Susan Jordan

Start Date for this Principal: 3/16/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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2965 44TH TERRACE, SW, Naples, FL 34116

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

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	89%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

Year	2020-21
Grade	

School Board Approval

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SIP Authority

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<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.

Vision

At LGE

We belong, we learn,
we grow, we lead.

Together we succeed.

Provide the school's vision statement.

Mission

Through high quality education and leadership opportunities, the students of Lavern Gaynor Elementary will create a splash as they learn, lead, and serve in school and their community.

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
Jordan, Susan	Principal	<p>The Principal is the school leader and is responsible for the academics, culture and leadership of the school.. The Principal creates the vision for the school through collaboration with all stakeholders.</p> <p>The Principal: Coordinates meetings throughout the school year for all stakeholders to review and revise the SIP Ensures that instruction and intervention is directly related to the Florida Standards and the School Improvement Plan goals and strategies Participates in collaborative instructional planning with instructional coaches and grade level teams Reviews student assessment data to monitor progress of all students, subgroups of students and effectiveness of instruction Attends MTSS meetings and communicates support for the MTSS process with various school stakeholders Conducts classroom walkthroughs, informal observations and formal observations to monitor instructional effectiveness Meets with Assistant Principal of Curriculum to monitor all tiers of instruction and review teacher observation results and reports Ensures that support is in place to improve and strengthen core instruction by utilizing instructional coaches to facilitate collaborative planning and implement coaching cycles for teachers identified through classroom observations and data analysis Coordinates the SIP and Title I budgets and the use of funds to provide personal and materials to support the SIP goals and student achievement</p>
Arpaia, Didi	Assistant Principal	<p>Participates in meetings throughout the school year for all stakeholders to review and revise the SIP Participates in collaborative instructional planning with instructional coaches and grade level teams Reviews student assessment data to monitor progress of students and effectiveness of instruction Attends MTSS meetings and communicates support for the MTSS process with various school stakeholders Conducts classroom walkthroughs, informal observations and formal observation to monitor instructional effectiveness Coordinates the schedules of Title I funded staff to meet the needs of students Coordinates the services provided for students receiving supplemental Title 1 services Coordinates professional development for non-instructional staff Coordinates district and state assessments to ensure the integrity of student assessment Meets with all grade level teams monthly to ensure that progress monitoring plans are up-to-date and entered appropriately in data warehouse and records meetings in Data Warehouse</p>
Golden, Theresa	Reading Coach	<p>Facilitates collaborative instructional planning with grade level teams Observes instructional practices in all classrooms to identify teachers in need</p>

Name	Position Title	Job Duties and Responsibilities
		<p>of support Meets with administration to schedule appropriate coaching activities for teachers in need of support Attends MTSS meetings and provides guidance in developing problem statements, identifying instructional targets and intervention materials and implementing interventions Monitors the effectiveness of tiered intervention and provides guidance on instructional adjustments Provides administration with monthly data reports on use of reading software to ensure fidelity of use</p>
Gomez, Gertrude	Teacher, K-12	<p>Facilitates school procedures and provides strategies and techniques regarding student intervention and the support EL students require Monitors the progress of students receiving EL services and support</p>
Jones, Gry	Instructional Coach	<p>Facilitates collaborative instructional planning with grade level teams Observes instructional practices in all classrooms to identify teachers in need of support Meets with administration to schedule appropriate coaching activities for teachers in need of support Attends MTSS meetings and provides guidance in developing problem statements, identifying instructional targets and intervention materials and implementing interventions Monitors the effectiveness of tiered intervention and provides guidance on instructional adjustments Provides administration with monthly data reports on use of Math software to ensure fidelity of use</p>
Bynum, Kimberly	School Counselor	<p>Provides a differentiated system of school counseling to meet the needs of students Coordinates the Positive Behavior Intervention Support (PBIS) to support and recognize positive behaviors and reduce problem behaviors Participates in MTSS meetings as needed to support behavioral or social-emotional needs</p>
Parker, Candace	Teacher, ESE	<p>Facilitates school procedures, professional development and activities regarding student intervention and the support students with disabilities require to increase achievement. Monitors the progress of students receiving ESE services and support</p>

Demographic Information

Principal start date
 Monday 3/16/2020, Susan Jordan

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.*

9

Total number of teacher positions allocated to the school

25

Total number of students enrolled at the school

301

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

3

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

3

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	55	32	55	52	39	64	0	0	0	0	0	0	0	297
Attendance below 90 percent	14	9	15	14	4	10	0	0	0	0	0	0	0	66
One or more suspensions	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	5	8	19	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide FSA Math assessment	0	0	0	4	7	16	0	0	0	0	0	0	0	27
Number of students with a substantial reading deficiency	17	7	25	22	7	12	0	0	0	0	0	0	0	90

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	3	5	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Thursday 9/16/2021

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	31	47	50	46	57	52	0	0	0	0	0	0	0	283
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	5	5	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	3	0	0	0	0	0	0	0	6

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	2	1	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	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	31	47	50	46	57	52	0	0	0	0	0	0	0	283
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	5	5	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	3	0	0	0	0	0	0	0	6

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	2	1	0	0	0	0	0	0	0	0	0	4
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					60%	57%		61%	56%
ELA Learning Gains					59%	58%		62%	55%
ELA Lowest 25th Percentile					51%	53%		54%	48%
Math Achievement					68%	63%		69%	62%
Math Learning Gains					64%	62%		65%	59%
Math Lowest 25th Percentile					55%	51%		55%	47%
Science Achievement					59%	53%		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					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
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 1-2 - iReady Diagnostic; Grades 3-5 - Quarterly Benchmark Assessments ELA/Math; Grade 5 Science - Quarterly Benchmark Assessments

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22	30	49
	Economically Disadvantaged	21	24	83
	Students With Disabilities	0	0	20
	English Language Learners	6	13	38
	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	24	29	40
	Economically Disadvantaged	23	26	0
	Students With Disabilities	10	11	20
	English Language Learners	20	21	32
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47	51	29
	Economically Disadvantaged	50	55	29
	Students With Disabilities	40	80	40
	English Language Learners	50	52	25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	53	63	27
	Economically Disadvantaged	55	63	26
	Students With Disabilities	60	60	0
	English Language Learners	59	62	30
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39	41	52
	Economically Disadvantaged	39	43	51
	Students With Disabilities	14	14	29
	English Language Learners	36	33	37
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	53	45	28
	Economically Disadvantaged	53	47	27
	Students With Disabilities	57	29	0
	English Language Learners	43	41	23

Grade 5					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		40	46	44
	Economically Disadvantaged		39	45	41
	Students With Disabilities		50	60	50
	English Language Learners		21	31	14
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		62	66	33
	Economically Disadvantaged		60	64	29
	Students With Disabilities		33	60	33
	English Language Learners		57	54	7
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		40	41	37
	Economically Disadvantaged		36	37	33
	Students With Disabilities		33	40	40
	English Language Learners		29	8	7
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	21			42							
ELL	46	52		51	59		33				
BLK	23	40		31	50						
HSP	52	43		63	55	60	50				
FRL	49	45	42	57	53	64	44				
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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

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	53
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	67
Total Points Earned for the Federal Index	420
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	51
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	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	56
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	53
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?

Overall, our proficiency and gains scores are below the district and state average in all content areas, with the exception of EL students and low 25%

Notes:

- a. ELA – less than 50% of students scored a Level 3 or above (proficiency) in Grades 3, 4 and 5
 - i. Schoolwide proficiency was 9 pts below District average
 - ii. Lowest 25%- gains were below District and school average
 - iii. SWD – gains and low 25% gains were significantly lower than the school and District average
 - iv. EL – gains were equal to school average and low 25% gains were above the school average
 - v. Cambridge – 70% of students made a gain
- b. Math –

- i. Schoolwide proficiency was only 2 pts below District average; gains were above District average
- ii. Lowest 25% - gains were above District average
- iii. SWD – gains and low 25% gains were below school and district average
- iv. EL – gains and low 25% gains were above the school average
- v. Cambridge – 67% of students made a gain
- c. Science –
 - i. Proficiency – below District average
 - ii. SWD – below school average
 - iii. EL – was significantly below school average with no students proficient

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

The most significant need for improvement lies with our gains scores overall. There is great need for improvement with the lowest 25% in ELA gains, with our SWD subgroup needing improvement in gains and proficiency in all content areas, and our EL subgroup needing improvement in science proficiency.

- a. ELA gains and gains of low 25%
- b. ESE subgroup – ELA math and science
- c. EL – Science proficiency

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

- a. ELA - inconsistent instruction due to absences and leaves
 - i. Hiring of additional resource teacher for push-in support
 - ii. EL resource teacher for push-in support in Science
 - iii. Ensuring that students are working with grade level material for the majority of their instructional time
 - iv. Extended day to implement high dose small group instruction to accelerate learning using on grade level materials
 - v. Reintroduce instructional rounds and lesson study to support overall teacher growth
 - vi. Focus on acceleration of high achieving students during intervention time
- b. Math - inconsistent levels of pacing and student engagement
 - i. Increased minutes in math block to allow more student interaction with material
 - ii. Monitoring to ensure fidelity to pacing guides
 - iii. Coaching cycle to improve teachers’ abilities in teaching content
 - iv. Focus on acceleration of high achieving students during intervention time
 - v. Reintroduce peer observations with direct feedback to impact instruction
 - vi. Close monitoring during classroom visits to ensure lessons are being enacted as planned for
- c. Science – Inability to implement high dose small group instruction to accelerate learning; lack of understanding of how to implement District resources
 - i. Additional resource teacher EL resource teacher providing high dose small group instruction to students
 - ii. Monitoring to ensure fidelity to pacing guides
 - iii. Differentiation in place to scaffold up as opposed to watering down the curriculum due to language proficiency challenges
 - iv. Focus on acceleration of high achieving students during intervention time

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

There is no school state assessment data for Lavern Gaynor for 2019 to use for comparison.

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

- a. Math – high dose, small group instruction from the beginning of the year; monitoring of pacing to ensure fidelity to pacing guides
- b. Math EL gains – EL resource teacher providing high dose small group instruction

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

- a. High dose small group instruction for all students based on their needs during intervention time
- b. Monitoring of lesson plan implementation to ensure fidelity to District resources and ensure students are working with grade level material for the majority of their instructional time
- c. Increased student interaction with core material
- d. Students monitoring their data and setting goals based on the schoolwide goals as well as their personal academic goals (LIM)

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.

- a. Ongoing professional learning to support high quality instruction through the teaching and learning of the BEST Standards
- b. Leader in Me professional learning and coaching to support and empower student leaders
- c. Engagement strategies to support active learning and instructional monitoring
- d. Coaching cycles to support instruction of the BEST Standards.
- e. Ongoing professional learning to support data analysis and data driven instruction.

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

- a. Leader in Me professional learning and coaching to support and empower student leaders
- b. Ongoing professional learning to support data analysis and data driven instruction.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale: Overall ELA proficiency is below 50% at 48% proficient. This demonstrates a need to improve in the area of ELA. By focusing on ELA instruction, staff instructional practices will improve, positively impacting student achievement.

Measurable Outcome: Lavern Gaynor Elementary will increase reading proficiency from 48% in FY21 to 52% in FY22 for an increase of 4 percentage points by the end of the 21-22 school year.

Monitoring: Students participate in quarterly benchmark assessments that is predictive of performance on the FSA. Additional tools for monitoring will include iReady reading online learning program, student formative assessment discussions during collaborative planning, observations of lessons enacted in classrooms, instructional coaching cycles and review lesson plans with teachers to support teachers' instructional planning.

Person responsible for monitoring outcome: Susan Jordan (jordansu@collierschools.com)

Evidence-based Strategy: Question Answer Relationships (QAR) will be used to support students after reading to decipher the types of questions being asked and how to extract information from the text and their connections to provide an answer.

Exit Slips will be used to provide opportunities for students to write responses to questions posed in writing express their new learning and thinking.

Rationale for Evidence-based Strategy: Using strong questioning routines, collaborative time for discussions, and teacher frequent monitoring, teachers will develop students' higher order thinking skills and students will successfully engage with grade level material.

Action Steps to Implement

Administration and instructional coaches will facilitate the collaborative lesson planning process, model/observe best practices, and engage in data dialogue with teachers to develop the most effective support strategies for struggling students as well as challenging students who are exceeding expectations.

Person Responsible: Susan Jordan (jordansu@collierschools.com)

Teachers will participate in professional learning and peer observations to support the use of evidence-based strategies.

Person Responsible: Susan Jordan (jordansu@collierschools.com)

#2. Instructional Practice specifically relating to Math

Area of Focus
Description and Rationale: Overall Math proficiency is 58% proficient. This demonstrates a need to improve in the area of Math proficiency. By focusing on Math instruction, staff instructional practices will improve, positively impacting student achievement.

Measurable Outcome: Lavern Gaynor Elementary will increase math proficiency from 58% in FY21 to 62% in FY22 for an increase of 4 percentage points by the end of the 21-22 school year by implementing a school-wide intentional focus on data informed instruction utilizing high impact, small group, grade level instruction for targeted students to accelerate learning.

Monitoring: Students participate in quarterly benchmark assessments that is predictive of performance on the FSA. Additional tools for monitoring will include ALEKS math online learning program, student formative assessment discussions during collaborative planning, observations of lessons enacted in classrooms, instructional coaching cycles and review lesson plans with teachers to support teachers' instructional planning.

Person responsible for monitoring outcome: Didi Arpaia (arpaie@collierschools.com)

Evidence-based Strategy: Build procedural fluency from conceptual understanding - Students will build procedural fluency on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems. Pose purposeful questions - Teachers will plan for and use purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships.

Rationale for Evidence-based Strategy: Teachers will plan for consistent and regular opportunities to build procedural fluency on a foundation of conceptual understanding so that students, over time, become skillful in answering purposeful questions and solve mathematical problems.

Action Steps to Implement

Administration, instructional coaches and teachers will use frequent formative assessments to assess the effectiveness of instructional delivery, mastery of concepts and plan for high-dose, high-impact, small group instruction for targeted students.

Person Responsible: Didi Arpaia (arpaie@collierschools.com)

Teachers will provide students with timely and meaningful feedback on an ongoing basis to help students reflect, chart their progress and adjust their learning goals.

Person Responsible: Didi Arpaia (arpaie@collierschools.com)

#3. Instructional Practice specifically relating to Small Group Instruction

Area of Focus
Description and Rationale: Student gain scores for students in the Lowest 25% subgroup are significantly less than the whole school. In ELA, 38 percent of students in this subgroup made a learning gain. In Math, 62 percent of students in this subgroup made a learning gain.

Measurable Outcome: Lavern Gaynor Elementary will increase reading learning gains in of the lowest 25 percent of students from 38% in FY21 to 50% in FY22 as measured by the Florida Standards Assessment for an increase of 12 percentage points aby the end of the 21-22 school year.

Monitoring: Students participate in quarterly benchmark assessments that is predictive of performance on the FSA. Lavern Gaynor Elementary will implementing a school-wide intentional focus on high-impact, high-dose small group instruction. Administration and instructional coaches will facilitate Professional Learning Community discussions focused on struggling students supported through the MTSS process or the ESE case manager. Student Success Plans and intervention instruction will be monitored and adjusted based on evidence of student learning.

Person responsible for monitoring outcome: Didi Arpaia (arpaie@collierschools.com)

Evidence-based Strategy: Think Alouds - teachers will model for students how skilled readers construct meaning from text as they verbalize aloud while using strategies to analyze text and monitor comprehension.
 Concept Maps - students will use visual organizers to deepen their understanding of new concepts.

Rationale for Evidence-based Strategy: Teachers will use think-aloud strategies to model how skilled readers construction meaning from text and organize their conceptual thinking.

Action Steps to Implement

Teachers, administration and coaches will meet in Professional Learning Communities (PLCs) to discuss student data, plan for interventions and monitor progress through the MTSS process.

Person Responsible Didi Arpaia (arpaie@collierschools.com)

Professional Learning opportunities will be provided to support the delivery of targeted differentiated instruction.

Person Responsible Susan Jordan (jordansu@collierschools.com)

Additional Schoolwide Improvement Priorities

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

Lavern Gaynor does not have any data for the 2019-2020 school year in the SafeSchoolsforAlex dashboard.

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.

Lavern Gaynor Elementary implements Connect for Success and Leader in Me school-wide to focus on student leadership, sense of belonging and connectedness, safety, mental well-being, social awareness and a safe, supportive learning environment.

Leader in Me is an evidence-based program that guides the improvement in three key areas - leadership, culture and academics. Using the 7 Habits philosophy, our school develops systematic structures to teach practices to promote and support the social and emotional learning of our students both in and out of school. Students learn how to set, track and achieve goals which impacts achievement school-wide.

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

Teachers and staff participate in professional learning and collaboratively create our school culture where students and adults use the Leader in Me materials and lessons to practice learning through a leadership lens as part of our everyday school experience.

School staff, students, and parents utilize a number of resources (lesson plans, videos, student activity guides, Teacher Editions, posters, books, and Leader in Me Online) to help our school implement and reinforce the process.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$92,753.50
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	0481 - Lavern Gaynor Elementary	Title, I Part A	1.1	\$85,040.20
			<i>Notes: .10 Resource Teacher Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
	6400	310-Professional and Technical Services	0481 - Lavern Gaynor Elementary	Title, I Part A		\$6,000.00
			<i>Notes: Leader in Me Training</i>			
	6400	130-Other Certified Instructional Personnel	0481 - Lavern Gaynor Elementary	Title, I Part A		\$386.00
			<i>Notes: Pre-Extension</i>			
	6150	510-Supplies	0481 - Lavern Gaynor Elementary	Title, I Part A		\$1,327.30
			<i>Notes: PI Supplies</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$59,233.64
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	130-Other Certified Instructional Personnel	0481 - Lavern Gaynor Elementary	Title, I Part A	0.5	\$42,309.74
			<i>Notes: .50 Math/Science Coach. Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
	5100	130-Other Certified Instructional Personnel	0481 - Lavern Gaynor Elementary	Title, I Part A	0.2	\$16,923.90
			<i>Notes: .20 Resource Teacher. Salaries and benefits Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
3	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				\$0.00
					Total:	\$151,987.14