

Collier County Public Schools

Everglades City School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	13
Planning for Improvement	28
Positive Culture & Environment	31
Budget to Support Goals	0

Everglades City School

415 SCHOOL DR, Everglades City, FL 34139

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

Demographics

Principal: Cheryl Allison

Start Date for this Principal: 6/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
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* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: C (51%) 2016-17: C (49%)
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

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	13
Planning for Improvement	28
Title I Requirements	0
Budget to Support Goals	0

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School PK-12</p>	<p>2020-21 Title I School</p> <p>No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>88%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>34%</p>

School Grades History

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

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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.

Everglades City School strives to provide a learning environment where students are challenged to become stronger both academically, socially, and emotionally. The school seeks to enlist the support of the community, parents, and all school personnel to partner in developing future leaders and successful members of society.

Provide the school's vision statement.

We believe that all students have the ability to be successful leaders. Our goal is to create a learning environment that enhances our students' desire to achieve the highest possible goals that each individual has the ability to reach. By setting high standards and expectations from a student's first day in pre-kindergarten all the way through to their high school graduation, every aspect of our students' education is geared toward assisting all students to be college and/or career ready.

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
Allison, Cherie	Principal	<p>FTEM: ELA, and MATH Guidance, Year 1&2 Teachers Supervises and oversees upper elementary</p> <ul style="list-style-type: none"> • Provides leadership for all school operations consistent with existing collective bargaining contracts, school law, Board Policies, and Administrative Procedures. • Provides leadership in developing, coordinating, implementing, and evaluating school instructional and extra-curricular programs. • Ensures there is a data driven focus on student achievement. • Creates a positive school climate and culture within the school. • Maintains fair, reasonable, and consistent discipline within the school. • Maintains a healthy and safe environment for students and staff • Ensures the proper maintenance and custodial care of school facility and grounds. • Supervises the creation and adjustment of the master schedule and related staff assignments. • Provides/facilitates professional development opportunities for all staff. • Evaluates instructional and non-instructional staff. • Assists with District accreditation process. • Facilitates parent involvement in the school community. • Serves as liaison between school and community to utilize community resources. • Serves as liaison between the school and District Support Services (Nutrition, Transportation, Custodial). • Ensures compliance with state and district assessment requirements • Ensures fiscal responsibility in the development and maintenance of locational and internal school budgets. • Supervises the preparation of county, state, and federal reports originating at the school level. • Maintains inventory of supplies, equipment, and furniture within the school. • Recruits and interviews prospective staff members. • Participates/facilitates in workshops, conferences, parent/teacher meetings, and other extracurricular activities.
Whitcomb, Jill	Instructional Coach	<ul style="list-style-type: none"> •Provides instructional support for teachers through trainings, demonstrations, and coaching of a multi-tiered system of support, as it pertains to literacy instruction. •Coordinates with appropriate groups and staff including ESE and ELL personnel, for district-wide articulation

Name	Position Title	Job Duties and Responsibilities
		<p>regarding math issues.</p> <ul style="list-style-type: none"> •Assists in the implementation of the Multi-Tiered System of Supports. •Works collaboratively with the administrative team, the district Curriculum department, and staff at assigned school to help implement the state and district curricula.
Sudnick, Deloris	School Counselor	<ul style="list-style-type: none"> •Provides counseling services for students, and advisement to parents, teachers, staff, and outside agencies. Counseling services may include, but are not restricted to, individual counseling, group counseling, classroom presentations, and crisis intervention. Counseling services may include a review of psychological evaluations and standardized test scores. Serves as a member of Multi-tier System of Support (MTSS)/Positive Behavior Support System (PBS) Team 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. •Serves as a member of the school’s ELL (English Language Learners) Committee. Serves on Leadership committee. •Plans, implements, and delivers the district adopted school counseling curriculum, based upon Florida’s School Counseling Frameworks, through the coordination of school-wide programs and grade specific classroom presentations, requiring articulation with the administration and classroom teachers. Other opportunities for the distribution of information could include college/academic planning nights for students and parents as well as Open House presentations. •Consults with teachers, teams, administrators, families and/or students regarding student academic achievement. •Performs other duties as assigned by the Principal
Byers, Gretchen	Instructional Coach	<ul style="list-style-type: none"> •Participates in the selection of, training with, and implementation of district adopted instructional materials and programs. •Assists teachers/schools in ordering materials to support reading and writing instruction in all content areas. •Provides training related to the General Responsibilities. 8. Collaborates with Coordinator of Literacy to ensure common vision, goals, and objectives. •Assumes a leadership role at the school level for the study

Name	Position Title	Job Duties and Responsibilities
		<p>and use of professional literature.</p> <ul style="list-style-type: none"> •Assists in testing and diagnosing students’ reading levels and needs. •Attends district meetings and state meetings (when possible) in support of professional learning. •Performs other duties as assigned by Coordinator of Literacy or Principal, when and only when such duties are literacy related. •Assists content area teachers by providing and demonstrating effective strategies for content instruction to students. •Assists content area teachers in incorporating critical thinking, study skills, and reading skills instruction into their content area teaching. •Collaborates with teachers in the Lesson Study process. •Performs other duties as assigned.
Schwab, Lori	Other	<ul style="list-style-type: none"> •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. •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, •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. 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. •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. •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 schoolbased administrators with F.T.E., student projections, compliance monitoring, and federal, state and local

Name	Position Title	Job Duties and Responsibilities
		<p>reports.</p> <ul style="list-style-type: none"> •Conducts meeting using components of effective meeting facilitation assisting IEP teams in reaching agreements that lead to education programs and beneficial outcomes for students. •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. •Performs other duties as assigned
Laudise, Edward	Assistant Principal	<p>Assists in staffing: FTE, faculty & non-instructional</p> <ul style="list-style-type: none"> • Supervision: before school roaming, transitions, lunch/recess, evening events • FTEM: Social Studies and Science Year <p>Supervises lower elementary</p> <ul style="list-style-type: none"> • SIP and corresponding program development • Develop and deliver monthly and early release PD agendas/ options • Work as Test Coordinator to insure compliance with all regulations • Oversee substitute teacher assignment process, textbook inventory, grade reporting • Aggregates, analyzes, interprets and communicates data to improve the instructional program and to ensure there is a data driven focus on student achievement. • Works in conjunction with administration, faculty and staff to maintain a healthy and safe environment • Serves as a liaison between the school and community to utilize community resources • Manages school operations as directed by the Principal. • Monitors daily student attendance and administers attendance policies. • Administers appropriate discipline to all students as outlined by Code of Student Conduct. • Coordinates and supervises detention, in-school suspension, and intramural programs • Monitors the accurate compilation of daily attendance reports and records. • Coordinates and conducts appropriate parent/teacher conferences related to attendance and discipline. • Communicates as needed with students, parents, and staff regarding attendance and discipline matters. • Coordinates with outside support agencies for children’s services. • Works in conjunction with school and District staff, Youth Relations Bureau Deputy (YRB) and support

Demographic Information

Principal start date

Saturday 6/1/2019, Cheryl Allison

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.*

0

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.*

2

Total number of teacher positions allocated to the school

22

Total number of students enrolled at the school

169

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

5

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

6

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	11	11	12	15	12	15	8	17	11	13	9	9	15	158
Attendance below 90 percent	5	3	2	2	2	4	3	1	3	3	2	4	3	37
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	3	1	0	0	1	1	1	4	5	4	1	22
Course failure in Math	0	2	3	0	0	0	1	2	4	4	0	0	0	16
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	0	6	1	0	5	4	2	1	1	21
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	1	1	3	2	2	0	1	16
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	1	0	3	1	1	5	4	4	2	1	22
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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	0	2	0	0	0	0	0	0	0	0	0	2
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Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Date this data was collected or last updated

Wednesday 9/1/2021

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	10	11	13	15	14	10	16	9	13	11	14	16	8	160
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Attendance below 90 percent	1	2	1	3	2	0	1	0	1	4	5	1	4	25
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One or more suspensions	0	0	1	0	0	0	1	1	1	0	2	1	0	7
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Course failure in ELA	0	0	0	0	0	0	0	0	2	1	2	0	0	5
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Course failure in Math	0	0	0	0	0	0	0	0	4	0	5	3	2	14
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Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	0	2	4	4	0	3	1	1	17
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Level 1 on 2019 statewide Math assessment	0	0	0	0	0	3	3	4	2	0	1	1	1	15
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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	1	1	2	1	4	0	2	11
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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	0	0	0	0	0	0	0	0	0	0	2
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Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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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	10	11	13	15	14	10	16	9	13	11	14	16	8	160
Attendance below 90 percent	1	2	1	3	2	0	1	0	1	4	5	1	4	25
One or more suspensions	0	0	1	0	0	0	1	1	1	0	2	1	0	7
Course failure in ELA	0	0	0	0	0	0	0	0	2	1	2	0	0	5
Course failure in Math	0	0	0	0	0	0	0	0	4	0	5	3	2	14
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	0	2	4	4	0	3	1	1	17
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	3	3	4	2	0	1	1	1	15

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	1	1	2	1	4	0	2	11

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	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				51%	59%	61%	43%	56%	60%
ELA Learning Gains				65%	61%	59%	52%	58%	57%
ELA Lowest 25th Percentile				68%	63%	54%	45%	49%	52%
Math Achievement				59%	66%	62%	49%	65%	61%
Math Learning Gains				59%	61%	59%	66%	63%	58%
Math Lowest 25th Percentile				56%	58%	52%	60%	59%	52%
Science Achievement				45%	46%	56%	45%	62%	57%
Social Studies Achievement				91%	83%	78%	75%	86%	77%

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	55%	61%	-6%	58%	-3%
Cohort Comparison						
04	2021					
	2019	53%	58%	-5%	58%	-5%
Cohort Comparison		-55%				
05	2021					
	2019	0%	60%	-60%	56%	-56%
Cohort Comparison		-53%				
06	2021					
	2019	35%	56%	-21%	54%	-19%
Cohort Comparison		0%				
07	2021					
	2019	70%	55%	15%	52%	18%
Cohort Comparison		-35%				
08	2021					
	2019	57%	58%	-1%	56%	1%
Cohort Comparison		-70%				
09	2021					
	2019	67%	56%	11%	55%	12%
Cohort Comparison		-57%				
10	2021					
	2019	0%	53%	-53%	53%	-53%
Cohort Comparison		-67%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	42%	68%	-26%	62%	-20%
Cohort Comparison						
04	2021					
	2019	59%	65%	-6%	64%	-5%
Cohort Comparison		-42%				
05	2021					
	2019	0%	67%	-67%	60%	-60%
Cohort Comparison		-59%				
06	2021					
	2019	47%	61%	-14%	55%	-8%
Cohort Comparison		0%				
07	2021					
	2019	90%	66%	24%	54%	36%
Cohort Comparison		-47%				
08	2021					
	2019	82%	36%	46%	46%	36%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-90%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	0%	56%	-56%	53%	-53%
Cohort Comparison						
08	2021					
	2019	43%	52%	-9%	48%	-5%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	68%	-68%	67%	-67%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	72%	28%	71%	29%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	83%	72%	11%	70%	13%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	50%	67%	-17%	61%	-11%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	59%	-59%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

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

For grades 3-10 ELA, Math, History, Science, Geometry and Algebra Collier County Benchmark tests are given. Math and Algebra are also monitored through ALEKS. iReady data is used to monitor progress for grades 1 and 2 and HMH math monitors all elementary.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	69	56	52
	Economically Disadvantaged	na	na	na
	Students With Disabilities	na	na	na
	English Language Learners	na	na	na
		Number/% Proficiency	Fall	Winter
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
		Number/% Proficiency	Fall	Winter

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	67	78	78
	Economically Disadvantaged	na	na	na
	Students With Disabilities	na	na	na
	English Language Learners	na	na	na
		Number/% Proficiency	Fall	Winter
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
		Number/% Proficiency	Fall	Winter

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53	63	53
	Economically Disadvantaged	47	56	54
	Students With Disabilities	58	76	54
	English Language Learners	27	14	28
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	70	76	78
	Economically Disadvantaged	67	71	74
	Students With Disabilities	78	85	78
	English Language Learners	55	70	59

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	54	44	50
	Economically Disadvantaged	54	43	42
	Students With Disabilities	54	49	46
	English Language Learners	54	46	63
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	70	54	50
	Economically Disadvantaged	70	57	57
	Students With Disabilities	79	69	57
	English Language Learners	63	46	48

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50	62	62
	Economically Disadvantaged	50	62	67
	Students With Disabilities	41	52	51
	English Language Learners	na	na	na
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	52	53	58
	Economically Disadvantaged	52	53	67
	Students With Disabilities	39	43	50
	English Language Learners	na	na	na
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	50	56	66
	Economically Disadvantaged	50	56	66
	Students With Disabilities	39	43	53
	English Language Learners	na	na	na
	Number/% Proficiency	Fall	Winter	Spring

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	57	54	60
	Economically Disadvantaged	57	54	50
	Students With Disabilities	35	58	45
	English Language Learners	41	52	47
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	53	61	58
	Economically Disadvantaged	53	61	24
	Students With Disabilities	40	53	47
	English Language Learners	43	47	47
	Number/% Proficiency	Fall	Winter	Spring

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43	49	44
	Economically Disadvantaged	42	47	34
	Students With Disabilities	43	47	47
	English Language Learners	24	27	23
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	53	48	44
	Economically Disadvantaged	48	44	28
	Students With Disabilities	30	25	24
	English Language Learners	27	23	16
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	61	49	46
	Economically Disadvantaged	59	47	42
	Students With Disabilities	41	34	29
	English Language Learners	40	40	33

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	73	78	62
	Economically Disadvantaged	73	79	62
	Students With Disabilities	47	38	30
	English Language Learners	na	na	na
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	60	62	56
	Economically Disadvantaged	62	67	62
	Students With Disabilities	53	58	57
	English Language Learners	na	na	na
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	50	56	66
	Economically Disadvantaged	73	79	62
	Students With Disabilities	60	64	55
	English Language Learners	na	na	na
	Number/% Proficiency	Fall	Winter	Spring

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46	58	58
	Economically Disadvantaged	41	58	59
	Students With Disabilities	46	58	56
	English Language Learners	na	na	na
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	51	48	36
	Economically Disadvantaged	59	54	39
	Students With Disabilities	na	na	na
	English Language Learners	na	na	na
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	69	59	67
	Economically Disadvantaged	66	58	65
	Students With Disabilities	39	49	73
	English Language Learners	na	na	na
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	42	50	46
	Economically Disadvantaged	33	46	47
	Students With Disabilities	na	na	na
	English Language Learners	na	na	na
	Number/% Proficiency	Fall	Winter	Spring

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46	47	63
	Economically Disadvantaged	na	na	na
	Students With Disabilities	na	na	na
	English Language Learners	na	na	na
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	51	48	36
	Economically Disadvantaged	59	54	39
	Students With Disabilities	na	na	na
	English Language Learners	na	na	na
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	69	59	67
	Economically Disadvantaged	66	58	65
	Students With Disabilities	39	49	73
	English Language Learners	na	na	na
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	42	50	46
	Economically Disadvantaged	42	50	46
	Students With Disabilities	39	49	41
	English Language Learners	na	na	na
	Number/% Proficiency	Fall	Winter	Spring

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	42	41	48
	Economically Disadvantaged	40	42	46
	Students With Disabilities	44	39	42
	English Language Learners	na	na	na
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	69	59	67
	Economically Disadvantaged	66	58	65
	Students With Disabilities	39	49	73
	English Language Learners	na	na	na
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	42	50	46
	Economically Disadvantaged	422	50	46
	Students With Disabilities	39	49	41
	English Language Learners	na	na	na

Grade 12					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
			Number/% Proficiency	Fall	Winter
Mathematics	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
			Number/% Proficiency	Fall	Winter
Biology	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
			Number/% Proficiency	Fall	Winter
US History	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
			Number/% Proficiency	Fall	Winter

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	24	38		50	67						
HSP	60	67		65	75						
WHT	57	51		63	72		68	47			
FRL	52	56	58	65	79		70	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
SWD	29	54		20	54						
HSP	69	69		53	50						
WHT	51	65	63	63	62	67	42	95		100	50
FRL	51	64	71	57	60	53	36	88			

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	6	47	45	22	60						
HSP	41			32							
WHT	45	53	41	53	63	50	49	81	18	92	18
FRL	41	54	47	51	68	63	45	74	27		

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	65
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	
Total Points Earned for the Federal Index	645
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	67
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	60
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?

Although making good gains Math continues to be an area of concern grades 3-10 particularly for our students with disabilities. Math proficiency only 50% at grade 4, 44% at grade 7 and 36% at grade 9 which is our Algebra students.

ELA is an area of concern in grade 1 at 52% grade 3 at 53% grade 4 at 50% and grade 7 at 44%.

Civics and US History took a large fall with both scoring at 46%. Although making good gains in our SWD

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

The greatest need for improvement would be our lowest quartiles in all grades Math and ELA, students with disabilities particularly in 3-5 and grades 7 and 9 and our 7 and 10 grade Social studies classes.

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

Many students newly identified as SWD and students vacillating in and out due to COVID with no home additional supports for virtual learning. Continued push in support in all areas and ensuring students are working in on grade level work. New Social Studies teacher in place for Civics and US History.

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

The greatest improvement across the board excluding Social Studies and 7th Grade would be our lowest 25% in ELA and Math and our gains.

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

Contributing factors were the use of Reading and Math Coach with fidelity. Exposing students to grade level materials. Added Resource support and consistent monitoring and adjustments of teaching based on student progress.

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

The additional use of Differentiated Instruction to meet the varied levels across classrooms. The strategic use of push in by Math Coach, Reading Coach and ELL resource. Classroom monitoring of lesson plans, Curriculum maps and Pacing guides to ensure proper teaching an acceleration i taking place.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Development in lesson planning, pacing and differentiated instruction will take place throughout the year.

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

Support of all teachers for retention as well as diversity in Professional development base don individual teachers and their classroom needs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: The area of English Language arts particularly for our lowest 25% and our Students with disabilities, based on benchmark data and FSA results is our primary area of focus.

Measurable Outcome: Based on last years data the school would like to increase levels of proficiency across grade levels by 3% and increase gains per grade level by 5 %

Monitoring: Administration will closely monitor all Benchmark testing, iReady data and grades to ensure alignment of classroom success to student achievement based on standards based lessons, assignments and assessments.

Person responsible for monitoring outcome: Cherie Allison (allisc@collierschools.com)

Evidence-based Strategy: The monitoring of effective assessments, assignments and plans will ensure that all teachers who need support in these areas will get it and this in turn will promote more effective teaching in the classroom. The monitoring of benchmarks and tests will corroborate that both teachers an students needs are being met to ensure the highest of student achievement results.

Rationale for Evidence-based Strategy: Standards based lesson planning and assignments will ensure that all students are receiving the highest level of teaching at each grade level. Available resources such as District created benchmarks and the use of our data warehouse will provide administration the opportunity to monitor all classrooms of ELA are making adequate progress.

Action Steps to Implement

School Administrator will weekly monitor lesson plans and assessments to ensure they are standards based and meet bi monthly with teachers to ensure that lesson are aligned and targeted to standards

Person Responsible: Cherie Allison (allisc@collierschools.com)

School Administrator will monitor bi weekly ELA data to o ensure proper support of student and teachers are in place to support the growth of the lowest 25%.

Person Responsible: Gretchen Byers (byersgr@collierschools.com)

#2. Instructional Practice specifically relating to Math

Area of Focus
Description and Rationale: Although making good gains the area of math across the school based on FSA and benchmark data is deficient with only 50% proficiency in 4th grade 44% in 5th and 36% in 7th.

Measurable Outcome: Students will raise their proficiency level by 3% across grade levels and raise their gains by 5% across grade levels.

Monitoring: Administration will closely monitor all Benchmark testing, Aleks data and grades to ensure alignment of classroom success to student achievement based on standards based lessons, assignments and assessments.

Person responsible for monitoring outcome: Cherie Allison (allisc@collierschools.com)

Evidence-based Strategy: The monitoring of effective assessments, assignments and plans will ensure that all teachers who need support in these areas will get it and this in turn will promote more effective teaching in the classroom. The monitoring of benchmarks and tests will corroborate that both teachers and students needs are being met to ensure the highest of student achievement results.

Rationale for Evidence-based Strategy: Standards based lesson planning and assignments will ensure that all students are receiving the highest level of teaching at each grade level. Available resources such as District created benchmarks and the use of our data warehouse will provide administration the opportunity to monitor all classrooms of ELA are making adequate progress.

Action Steps to Implement

Administration will meet weekly with Math teacher to ensure that assessments are aligned and targeted to standards and that pacing is on point.

Person Responsible: Cherie Allison (allisc@collierschools.com)

ALEKS, Reveal and HMH data will be pulled weekly and teachers will meet with Math Coach to discuss strategies to target the lowest 25% to ensure gains.

Person Responsible: Jill Whitcomb (whitcj2@collierschools.com)

#3. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale: Based on Benchmark data and EOC results for both Civics and US History the area of Social Studies is crucial with both respective classes only scoring 44% proficiency.

Measurable Outcome: Students in both US History and Civics will raise their proficiency by 8%.

Monitoring: Administration will closely monitor all Benchmark testing, USA test Prep data and grades to ensure alignment of classroom success to student achievement based on standards based lessons, assignments and assessments.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: The monitoring of effective assessments, assignments and plans will ensure that all teachers who need support in these areas will get it and this in turn will promote more effective teaching in the classroom. The monitoring of benchmarks and tests will corroborate that both teachers and students needs are being met to ensure the highest of student achievement results.

Rationale for Evidence-based Strategy: Standards based lesson planning and assignments will ensure that all students are receiving the highest level of teaching at each grade level. Available resources such as District created benchmarks and the use of our data warehouse will provide administration the opportunity to monitor all classrooms of ELA are making adequate progress.

Action Steps to Implement

Administration and district support will meet regularly with History teacher to ensure lessons and assignments are properly paced and aligned to standards.

Person Responsible Edward Laudise (laudie@collierschools.com)

Administration will monitor grades as well as Quarterly Benchmark data and meet with teacher to discuss outcomes.

Person Responsible Edward Laudise (laudie@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.

Although the rates of violent incidents are nonexistent he use and possession of drugs and other public incidents are higher than we would like. The use of SEL lessons, classes with the public sheriffs office and consistent monitoring of behavior will help to change the culture and the school. In addition the school will use the lens of the Leader in Me school to instill positive behaviors in students and self track progress and success through the Connect for Success District classes. These classes were set up to instill positive school and cultural behaviors and change the culture of the students and the school for more impact on student achievement and self change.

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.

Everglades City School is improving on the positive culture and environment for students using two platforms, the Leader in Me program and Collier County's School Connect for Success Program.

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

All Administration, Teacher Staff Parents and Community Members will be integral in ensuring that both programs are done with fidelity to have to most impact on the positive culture of Everglades City School.