Collier County Public Schools

# Everglades City School

2021-22 Schoolwide Improvement Plan

## Table of Contents

# 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**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Combination School<br>PK-12 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2020-21 Title I School** | Yes |
| **2020-21 Economically<br>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>Hispanic Students<br>White Students<br>Economically Disadvantaged<br>Students |
| **School Grades History** | 2018-19: A (64%)<br><br>2017-18: C (51%)<br><br>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

# Everglades City School

## 415 SCHOOL DR, Everglades City, FL 34139

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

## School Demographics

| **School Type and Grades Served**<br>(per MSID File) | **2020-21 Title I School** | **2020-21 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) |
|---|---|---|
| Combination School<br>PK-12 | No | 88% |

| **Primary Service Type**<br>(per MSID File) | **Charter School** | **2018-19 Minority Rate**<br>(Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 34% |

## 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 | FTEM: ELA, and MAth Guidance, Year 1&2 Teachers Supervises and overseas upper elementary<br><br>• Provides leadership for all school operations consistent with existing collective bargaining contracts, school law, Board Policies, and Administrative Procedures.<br>• Provides leadership in developing, coordinating, implementing, and evaluating school instructional and extra-curricular programs.<br>• Ensures there is a data driven focus on student achievement.<br>• Creates a positive school climate and culture within the school.<br>• Maintains fair, reasonable, and consistent discipline within the school.<br>• Maintains a healthy and safe environment for students and staff<br>• Ensures the proper maintenance and custodial care of school facility and grounds.<br>• Supervises the creation and adjustment of the master schedule and related staff assignments.<br>• Provides/facilitates professional development opportunities for all staff.<br>• Evaluates instructional and non-instructional staff.<br>• Assists with District accreditation process.<br>• Facilitates parent involvement in the school community.<br>• Serves as liaison between school and community to utilize community resources.<br>• Serves as liaison between the school and District Support Services (Nutrition, Transportation, Custodial).<br>• Ensures compliance with state and district assessment requirements<br>• Ensures fiscal responsibility in the development and maintenance of locational and internal school budgets.<br>• Supervises the preparation of county, state, and federal reports originating at the school level.<br>• Maintains inventory of supplies, equipment, and furniture within the school.<br>• Recruits and interviews prospective staff members.<br>• Participates/facilitates in workshops, conferences, parent/teacher meetings, and other extracurricular activities. |
| Whitcomb, Jill | Instructional Coach | •Provides instructional support for teachers through trainings, demonstrations, and coaching of a multi-tiered system of support, as it pertains to literacy instruction.<br>•Coordinates with appropriate groups and staff including ESE and ELL personnel, for district-wide articulation |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | regarding math issues.<br>•Assists in the implementation of the Multi-Tiered System of Supports.<br>•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 | •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.<br>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.<br>•Serves as a member of the school's ELL (English Language Learners) Committee.<br>Serves on Leadership committee.<br>•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.<br>•Consults with teachers, teams, administrators, families and/or students regarding student academic achievement.<br>•Performs other duties as assigned by the Principal |
| Byers, Gretchen | Instructional Coach | •Participates in the selection of, training with, and implementation of district adopted instructional materials and programs.<br>•Assists teachers/schools in ordering materials to support reading and writing instruction in all content areas.<br>•Provides training related to the General Responsibilities. 8. Collaborates with Coordinator of Literacy to ensure common vision, goals, and objectives.<br>•Assumes a leadership role at the school level for the study |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--------------------------------|
| | | and use of professional literature.<br>•Assists in testing and diagnosing students' reading levels and needs.<br>•Attends district meetings and state meetings (when possible) in support of professional learning.<br>•Performs other duties as assigned by Coordinator of Literacy or Principal, when and only when such duties are literacy related.<br>•Assists content area teachers by providing and demonstrating effective strategies for content instruction to students.<br>•Assists content area teachers in incorporating critical thinking, study skills, and reading skills instruction into their content area teaching.<br>•Collaborates with teachers in the Lesson Study process.<br>•Performs other duties as assigned. |
| Schwab, Lori | Other | •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.<br>•Maintains a working knowledge of local, state, and federal laws and regulations related to compliance with the Individuals with Disabilities Education Act (IDEA), ESEA and English Language Learners (ELLs), as well as guidelines pertaining to eligibility, delivery of services, and individualized plan development,<br>•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.<br>•Prepares reviews and monitors the correct completion of educational documentation in student records pertaining to exceptional student (EP, IEP, 504) services to ensure compliance with federal, state, and local requirements.<br>•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 |
|------|----------------|--------------------------------|
| | | reports.<br>•Conducts meeting using components of effective meeting facilitation assisting IEP teams in reaching<br>agreements that lead to education programs and beneficial outcomes for students.<br>•Gives information about organizations that offer support for parents of students with disabilities, information on<br>agencies that can assist a student with a disability in transition from school, and offers parents training about<br>Exceptional Student Education.<br>•Performs other duties as assigned |
| Laudise, Edward | Assistant Principal | Assists in staffing: FTE, faculty & non-instructional<br>• Supervision: before school roaming, transitions, lunch/recess, evening events<br>• FTEM: Social Studies and Science Year<br>Supervises lower elementary<br>• SIP and corresponding program development<br>• Develop and deliver monthly and early release PD agendas/ options<br>• Work as Test Coordinator to insure compliance with all regulations<br>• Oversee substitute teacher assignment process, textbook inventory, grade reporting<br>• Aggregates, analyzes, interprets and communicates data to improve the instructional program and to<br>ensure there is a data driven focus on student achievement.<br>• Works in conjunction with administration, faculty and staff to maintain a healthy and safe environment<br>• Serves as a liaison between the school and community to utilize community resources<br>• Manages school operations as directed by the Principal.<br>• Monitors daily student attendance and administers attendance policies.<br>• Administers appropriate discipline to all students as outlined by Code of Student Conduct.<br>• Coordinates and supervises detention, in-school suspension, and intramural programs<br>• Monitors the accurate compilation of daily attendance reports and records.<br>• Coordinates and conducts appropriate parent/teacher conferences related to attendance and discipline.<br>• Communicates as needed with students, parents, and staff regarding attendance and discipline matters.<br>• Coordinates with outside support agencies for children's services.<br>• 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 |

**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 |
| 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**

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 |
| 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 | |

**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 | |

## 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 | | | | |
|---|---|---|---|---|
| **English Language Arts** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 69 | 56 | 52 |
| | Economically Disadvantaged | na | na | na |
| | Students With Disabilities | na | na | na |
| | English Language Learners | na | na | na |
| **Mathematics** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |

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

| Grade 3 | | | | |
|---|---|---|---|---|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 53 | 63 | 53 |
| | Economically Disadvantaged | 47 | 56 | 54 |
| | Students With Disabilities | 58 | 76 | 54 |
| | English Language Learners | 27 | 14 | 28 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 70 | 76 | 78 |
| | Economically Disadvantaged | 67 | 71 | 74 |
| | Students With Disabilities | 78 | 85 | 78 |
| | English Language Learners | 55 | 70 | 59 |
| Grade 4 | | | | |
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 54 | 44 | 50 |
| | Economically Disadvantaged | 54 | 43 | 42 |
| | Students With Disabilities | 54 | 49 | 46 |
| | English Language Learners | 54 | 46 | 63 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 70 | 54 | 50 |
| | Economically Disadvantaged | 70 | 57 | 57 |
| | Students With Disabilities | 79 | 69 | 57 |
| | English Language Learners | 63 | 46 | 48 |

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

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

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

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

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

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

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

| Grade 12 | | | | |
|---|---|---|---|---|
| **English Language Arts** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |
| **Mathematics** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 42 | 41 | 48 |
| | Economically Disadvantaged | 40 | 42 | 46 |
| | Students With Disabilities | 44 | 39 | 42 |
| | English Language Learners | na | na | na |
| **Biology** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | na | na | na |
| | Economically Disadvantaged | na | na | na |
| | Students With Disabilities | na | na | na |
| | English Language Learners | na | na | na |
| **US History** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | na | na | na |
| | Economically Disadvantaged | na | na | na |
| | Students With Disabilities | na | na | na |
| | English Language Learners | na | na | na |

## 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 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

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 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

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, 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.