

Collier County Public Schools

# Naples Park Elementary School



## 2021-22 Schoolwide Improvement Plan

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## Naples Park Elementary School

685 111TH AVE N, Naples, FL 34108

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

### Demographics

**Principal: Stephanie Jonas**

Start Date for this Principal: 7/13/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	88%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (68%) 2017-18: A (71%) 2016-17: A (67%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

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## Naples Park Elementary School

685 111TH AVE N, Naples, FL 34108

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

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	62%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	59%

### School Grades History

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

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

Naples Park Elementary is dedicated to providing the highest quality education through a supportive environment where children are challenged to achieve their highest potential.

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

We work collaboratively to ensure success for all.

### 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
Maya, Katie	Principal	As the Principal, it is my responsibility to ensure a safe and high quality learning environment for all students, while informing and including all stakeholders in the process. Our leadership team meets weekly to review data collected through various forms of monitoring strategies. Data is then used by the leadership team to plan for curriculum and instructional needs of all grade levels. Weekly revisions of instructional implications occur to ensure the most effective instruction is taking place. The principal serves as an instructional leaders throughout the school by providing a clear school-wide focus, and by supporting teachers in making data driven decisions that meet the needs of all students.
Summers, Susana	Assistant Principal	As the assistant principal of curriculum, I serve on the school's leadership team. It is my responsibility as a building leader to support, monitor, and provide feedback on instructional strategies used throughout each classroom. As a leadership team, we plan and create opportunities for our teachers, parents, and community members to engage with our students and promote positive school culture. Being a school leader allows me to be an integral part of the decision making process where we are continuously making data driven decisions that will benefit all students. Having a vision of shared leadership allows me to engage fellow leaders throughout the campus, while also supporting instructional capacity within the building.
Szarek, Darlene	Reading Coach	As the Reading Coach and member of the school Leadership Team, her primary focus is instructional support in the area of ELA. She supports, monitors, plans and provides feedback on instructional strategies used throughout each classroom and during collaborative planning session. As a leadership team, we plan and create opportunities for our teachers, parents, and community members to engage with our students and promote positive school culture. In addition, she provides mentoring support to teachers, both new to our building and new to the area of education, to help them implement effective ELA strategies and interventions targeting individual and school-wide achievement. She is also a member of our PTO, working with parents and community members to ensure that we have a vision of shared leadership and decision making to benefit all students.

## Demographic Information

### Principal start date

Tuesday 7/13/2021, Stephanie Jonas

**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.*

4

**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.*

7

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

32

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

401

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

6

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

7

### Demographic Data

## Early Warning Systems

### 2021-22

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	63	78	59	57	63	56	0	0	0	0	0	0	0	376
Attendance below 90 percent	1	11	5	7	7	6	0	0	0	0	0	0	0	37
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	13	2	0	0	0	0	0	0	0	0	0	17
Course failure in Math	0	1	2	2	0	0	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	8	10	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	8	13	0	0	0	0	0	0	0	23
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	2	1	2	2	3	0	0	0	0	0	0	0	10

**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	2	3	2	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected or last updated**

Friday 8/27/2021

## 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	53	54	55	57	50	65	0	0	0	0	0	0	0	334
Attendance below 90 percent	2	4	2	3	1	1	0	0	0	0	0	0	0	13
One or more suspensions	0	2	1	1	1	2	0	0	0	0	0	0	0	7
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	3	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	3	0	0	0	0	0	0	0	5

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

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

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	2	2	0	0	0	0	0	0	0	0	0	5
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	63	78	59	57	63	56	0	0	0	0	0	0	0	376
Attendance below 90 percent	2	4	2	3	1	1	0	0	0	0	0	0	0	13
One or more suspensions	0	2	1	1	1	2	0	0	0	0	0	0	0	7
Course failure in ELA	0	0	2	13	2	0	0	0	0	0	0	0	0	17
Course failure in Math	0	0	1	2	2	0	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide ELA assessment	0	0	0	2	8	10	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide Math assessment	0	0	0	2	8	13	0	0	0	0	0	0	0	23

**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	2	1	2	2	3	0	0	0	0	0	0	0	10

**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	2	3	2	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

## Part II: Needs Assessment/Analysis

### 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	69%	61%	8%	58%	11%
Cohort Comparison						
04	2021					
	2019	71%	58%	13%	58%	13%
Cohort Comparison		-69%				
05	2021					
	2019	69%	60%	9%	56%	13%
Cohort Comparison		-71%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	77%	68%	9%	62%	15%
Cohort Comparison						
04	2021					
	2019	67%	65%	2%	64%	3%
Cohort Comparison		-77%				
05	2021					
	2019	80%	67%	13%	60%	20%
Cohort Comparison		-67%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	66%	56%	10%	53%	13%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

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

Grades 1 & 2: i-Ready was used as the progress monitoring tool for ELA.

Grade 3-5: District Benchmarks were used as the progress monitoring tools for both ELA and Math.

Grade 5: District Benchmarks were used as the progress monitoring tool for Science.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	(10/55) 18%	(22/59) 37%	(42/65) 65%
	Economically Disadvantaged	(4/41) 10%	(11/44) 25%	(3/3) 100%
	Students With Disabilities	(1/15) 7%	(4/15) 27%	(9/14) 64%
	English Language Learners	(2/15) 13%	(4/14) 29%	(6/15) 40%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	(20/52) 38%	(28/52) 54%	(38/53) 72%
	Economically Disadvantaged	(12/37) 32%	(17/36) 47%	(5/5) 100%
	Students With Disabilities	(6/18) 33%	(4/18) 22%	(9/17) 53%
	English Language Learners	(2/15) 13%	(6/15) 40%	(8/15) 53%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	(28/56) 50%	(33/58) 57%	(22/46) 48%
	Economically Disadvantaged	(20/41) 49%	(22/43) 51%	(14/35) 40%
	Students With Disabilities	(6/16) 38%	(9/16) 56%	(5/15) 33%
	English Language Learners	(7/17) 41%	(9/19) 47%	(3/14) 21%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	(24/56) 43%	(36/57) 63%	(24/58) 41%
	Economically Disadvantaged	(18/42) 43%	(26/42) 62%	(13/44) 30%
	Students With Disabilities	(3/17) 18%	(7/16) 44%	(4/15) 27%
	English Language Learners	(10/17) 59%	(12/18) 67%	(6/19) 32%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	(31/47) 66%	(35/49) 71%	(32/47) 68%
	Economically Disadvantaged	(17/32) 53%	(21/34) 62%	(17/31) 55%
	Students With Disabilities	(3/9) 33%	(5/11) 45%	(4/12) 33%
	English Language Learners	(4/11) 36%	(4/11) 36%	(2/8) 25%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	(31/48) 65%	(36/48) 75%	(19/48) 40%
	Economically Disadvantaged	(19/33) 58%	(22/33) 67%	(12/32) 38%
	Students With Disabilities	(3/10) 30%	(6/11) 55%	(3/12) 25%
	English Language Learners	(4/11) 36%	(6/10) 60%	(1/9) 11%
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	(31/63) 49%	(35/63) 56%	(29/60) 48%
	Economically Disadvantaged	(13/39) 33%	(16/38) 42%	(14/37) 38%
	Students With Disabilities	(3/9) 33%	(4/9) 44%	(1/9) 11%
	English Language Learners	(0/9) 0%	(1/10) 10%	(3/9) 33%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	(38/64) 59%	(31/64) 48%	(30/60) 50%
	Economically Disadvantaged	(22/40) 55%	(16/39) 41%	(17/37) 46%
	Students With Disabilities	(7/10) 70%	(6/10) 60%	(4/9) 44%
	English Language Learners	(4/9) 44%	(1/10) 10%	(2/9) 22%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	(23/62) 37%	(24/64) 38%	(25/61) 41%
	Economically Disadvantaged	(9/39) 23%	(11/39) 28%	(12/37) 32%
	Students With Disabilities	(3/9) 33%	(2/10) 20%	(3/9) 33%
	English Language Learners	(0/9) 0%	(1/10) 10%	(1/9) 11%
	Number/% Proficiency	Fall	Winter	Spring

## 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?

Prior to FY21, we saw a steady incline in all subject area subgroups. We also saw a steady increase in proficiency and gains. FY21 data reveals that ESE ELA making gains and lowest 25% making gains was the areas that had the greatest decrease.

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

With the exception of 5th grade math SWD, ELL's & SWD's demonstrate the greatest need for improvement in ELA in all grades. Reading Making Gains and Reading Lowest 25% gain made the largest decline from FY19-FY21.

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

Inconsistent small group instruction for ELL's and SWD's and lack of researched based programs for interventions. To address this need, FY21 data suggests the continued need for support in ELA with our ELL, SWD, and our lowest 25% subgroups through targeted small group instruction based on individual needs using research based interventions.

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

The data component which showed the greatest improvement was Math Lowest 25% gain.

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

Contributing factors include math being intentionally supported before school for targeted 5th grade students. District support was provided during collaborative planning. Specific subject area support was provided to 5th grade teachers for departmentalization.

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

In order to accelerate learning, we are going to focus on our lowest scoring reporting categories to drive our instruction and interventions. We will focus on building procedural fluency from conceptual understanding of contextual and mathematical problems. We will use evidence of student thinking to assess progress towards mathematical understanding and adjust instruction through the use of daily formative assessments. To accelerate learning in ELA, we will monitor progress and support student learning through the use of evidence based strategies such as data tracking, use of graphic organizers, use of daily formative assessments and celebrating success.

#### 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 opportunities that will support and improve instruction are:

- Accountable Talk to increase student autonomy in citing text based evidence

- Leader in Me 4DX Model- goal setting, data tracking, and celebrating success
- Deepening understanding of B.E.S.T. standards through collaborative planning
- Unpacking the new HMH Reading Series to align resources to standards to ensure appropriate rigor
- Using i-Ready data to progress monitor and provide targeted instruction and interventions
- Setting Aleks math PIE Progress Goals and monitoring reports to track student growth
- Alignment of research based instructional interventions to support students in need of interventions through student success plan

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

To ensure sustainability of improvement for this year and beyond we will develop school-wide systems focused on alignment and consistency across all grade levels. The systems we are building to support incremental growth are:

- Providing opportunities for students to work on grade-appropriate assignments
- Strong instruction where student are deeply engaged in the lesson
- High expectations of students to meet grade-level standards
- Use of research-based strategies for instruction and interventions
- Goal Setting and data tracking to progress monitor student growth and make instructional decisions

### **Part III: Planning for Improvement**

#### **Areas of Focus:**

**#1. Instructional Practice specifically relating to ELA**

<b>Area of Focus</b>	
<b>Description and Rationale:</b>	FY21 FSA data indicates a significant decrease of 20% in ELA Learning Gains from the FY19 school year.
<b>Measurable Outcome:</b>	By the end of the 21-22 school year, the percent of students making learning gains for ELA will increase 9% from 51% to 60%.
<b>Monitoring:</b>	ELA gains will be monitored for all grade levels, through the use of quarterly district benchmarks and iReady diagnostics. The use of daily formative assessments and weekly collaborative planning sessions will also assist in the monitoring and planning of effective instructional strategies and in making key adjustments when needed. Monthly data meetings and the implementation of a data wall will assist in the monitoring and tracking at the individual student and classroom level.
<b>Person responsible for monitoring outcome:</b>	Katie Maya (mayak@collierschools.com)
<b>Evidence-based Strategy:</b>	<p>Establish a school wide ELA goal targeting growth in iReady using the 4DX Model (Leader in Me)</p> <p>Students will set and track individual ELA goals to monitor their progress on their individual learning path. Weekly planning with Literacy Coach</p> <p>Explicit and targeted phonics support to fill instructional gaps and to support reading foundational skills.</p> <p>Monthly data meetings to identify student needs and to monitor response to their Student Success Plans.</p> <p>Daily exit slips as a formative assessments</p> <p>Use of graphic organizers</p>
<b>Rationale for Evidence-based Strategy:</b>	<p>Through the implementation of The Leader in Me and by incorporating the 4DX Model of students take accountability and ownership of their learning. Establishing opportunities for both students and teachers to monitor growth and track individual progress leads to data based adjustments and differentiation. The use of Graphic Organizers will support an increase student engagement and actively processing content, as teachers use a gradual release model for instruction delivery.</p> <p>Exit slips are informal assessments that enable teachers to quickly assess students' understanding of the material.</p>

**Action Steps to Implement**

Leader In Me Student Data Portfolios will be used to track individual progress and growth related to the school-wide W.I.G. (Wildly Important Goal) on a weekly basis. Class and grade level lead measures are tracked and displayed in support of the schoolwide W.I.G.

**Person Responsible** Katie Maya (mayak@collierschools.com)

Weekly Collaborative Planning will occur to develop and discuss effective instructional practices related to ELA standards and curriculum. The development of exit tickets and the direct planning for use of specific graphic organizers will occur during collaborative planning. Resources and best practices will be shared and intentionally planned for during this time. Additional professional development will be based on areas of need, identified during grade level sessions.



**Person Responsible** Katie Maya (mayak@collierschools.com)

Data meetings, Student Success Plans and Exit Tickets drive interventions and remediation. Monthly Data Meetings are scheduled to identify and support students in need of interventions or instructional adjustments. The development of individual Student Success Plans will provide research based interventions and data collection for individual students who are below grade level. The use of the teacher evaluation model will assist in monitoring instruction and provide meaningful feedback to teachers throughout the year.

**Person Responsible** Katie Maya (mayak@collierschools.com)

**#2. Instructional Practice specifically relating to ELA**

<b>Area of Focus Description and Rationale:</b>	FY21 FSA Data indicates a significant decrease of 38% in the percent of students in ELA Low 25% Making Gains from the FY19 school year.
<b>Measurable Outcome:</b>	By the end of the 2021-2022 school year, the percent of students in the lowest 25% making learning gains for ELA will increase 8% from 27% to 35%.
<b>Monitoring:</b>	ELA gains for students in our Low 25% will be monitored for all grade levels through the use of quarterly district benchmarks and iReady diagnostics. The use of daily formative assessments and weekly collaborative planning sessions, involving our inclusion and ELL teachers, will occur. Monthly data meetings for both classroom and support teachers, along with the implementation of a data wall, will assist in the monitoring and tracking at the individual student and classroom level.
<b>Person responsible for monitoring outcome:</b>	Katie Maya (mayak@collierschools.com)
<b>Evidence-based Strategy:</b>	<p>Establish a school wide ELA goal targeting growth in iReady using the 4DX Model (Leader in Me)</p> <p>Students will set and track individual ELA goals to monitor their progress on their individual learning path. Weekly planning with Literacy Coach</p> <p>Explicit and targeted phonics support to fill instructional gaps and to support reading foundational skills.</p> <p>Monthly data meetings to identify student needs and to monitor response to their Student Success Plans.</p> <p>Daily exit slips as a formative assessments</p> <p>Use of graphic organizers</p>
<b>Rationale for Evidence-based Strategy:</b>	<p>Through the implementation of The Leader in Me and by incorporating the 4DX Model of students take accountability and ownership of their learning. Establishing opportunities for both students and teachers to monitor growth and track individual progress leads to data based adjustments and differentiation. The use of Graphic Organizers will support an increase student engagement and actively processing content, as teachers use a gradual release model for instruction delivery.</p> <p>Exit slips are informal assessments that enable teachers to quickly assess students' understanding of the material.</p>

**Action Steps to Implement**

Both classroom and instruction support staff will attend weekly Collaborative Planning meetings to develop and discuss effective instructional practices related to ELA standards and curriculum. The development of exit tickets and the direct planning for use of specific graphic organizers will occur during collaborative planning. Resources and best practices will be shared and intentionally planned for during this time. Additional professional development will be based on areas of needs identified during these sessions.

**Person Responsible** Katie Maya (mayak@collierschools.com)

Data meetings, Student Success Plans and Exit Tickets drive interventions and remediation. Monthly Data Meetings are scheduled to identify and support students in need of interventions or instructional adjustments. The development of individual Student Success Plans will provide research based interventions and data collection for individual students who are below grade level. The use of the teacher

evaluation model

will assist in monitoring instruction and provide meaningful feedback to teachers throughout the year. Explicit time has been established in the master schedule for interventions to occur for students in the low 25%, aligning instructional support schedules to this time as well.

**Person**  
**Responsible** Katie Maya (mayak@collierschools.com)

**#3. Instructional Practice specifically relating to Math**

<b>Area of Focus Description and Rationale:</b>	FY21 FSA data indicate a significant decrease of 12% in students making Math Gains from the FY 19 school year.
<b>Measurable Outcome:</b>	By the end of the 2021-2022 school year, the percent of students making learning gains for Math will increase 8% from 52% to 60%.
<b>Monitoring:</b>	Math gains will be monitored through the use of quarterly district benchmarks and formative assessments. The use of daily formative assessments and weekly collaborative planning sessions will assist in the monitoring and planning of effective instructional strategies and in making key adjustments when needed. Monthly data meetings and the implementation of a data wall will assist in the monitoring and tracking at the individual student and classroom level.
<b>Person responsible for monitoring outcome:</b>	Susana Summers (summes@collierschools.com)
<b>Evidence-based Strategy:</b>	The Critical Content for each lesson will be identified to focus reasoning Use of Accountable Talk stems to facilitate meaningful mathematical discourse Build procedural fluency from conceptual understanding Exit Tickets
<b>Rationale for Evidence-based Strategy:</b>	The identification of Critical Content in each lesson is our school-wide instructional practice element that will support establishing clear goals for standards that students are learning, situate goals within learning progressions, and use the goals to guide instructional decisions. The use of Accountable Talk in the classroom will help to facilitate discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and reasoning. A focus on building grade appropriate fluency with emphasis on the conceptual understanding will allow students, over time, to become skillful in using procedures as they solve contextual and mathematical problems.

**Action Steps to Implement**

Weekly Collaborative Planning will occur to develop and discuss effective instructional practices related to Math standards and curriculum. District support will help identify the critical content and appropriate skill progression. This time will also be used for the development of daily formative assessments to assist in the monitoring of student growth.

**Person Responsible** Susana Summers (summes@collierschools.com)

Accountable Talk and Exit Tickets will be monitored and observed through classroom observations, provide meaningful feedback to teachers throughout the year. Monitoring of procedural fluency will be supported by the use of Quick Tables program in ALEKS and use of flash cards.

**Person Responsible** Susana Summers (summes@collierschools.com)

Leader In Me Student Data Portfolios will be used to track individual progress and growth related to grade appropriate fluency standards. Teachers will plan for time each week, where students will practice fluency skills, including the use of computer based programs adopted by the district. Students will track their individual progress towards mastery of grade appropriate fluency skills.

**Person Responsible** Susana Summers (summes@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.

N/A

### 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.

We are a PBIS school that is focused on interventions and supports to promote positive behaviors school-wide as evidenced by respect, responsibility and resourcefulness. To support PBIS, we are a Leader in Me School which is focused on developing the leader in every student by learning and practicing the 7 Habits of Highly Effective People. Students will be recognized when displaying the 7 Habits by earning positive referrals and shark bucks. Students will receive a prize for earning positive referrals weekly. Students will also shop at the "Shark Cart School Store" to spend their shark bucks they have earned weekly. In addition, we will have a Culture Action Team made up of staff members to ensure ongoing support for staff focused on promoting and maintaining a positive school environment. Examples of this actions team's goals are to create and share examples of leadership roles for students in every classroom, ensure habit language and posters are posted/evident in every classroom, etc. PBIS monthly reports will be sent out to staff and shared with students on the school news each month.

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

Principal Katie Maya, Assistant Principal Susie Summers, and School Counselor Candace Johnson will support and monitor the implementation of positive school culture and environment initiatives school-wide. Katie Maya will receive the Positive Referrals and deliver them each Friday to students who then receive a prize from the positive referral prize cart. Candace Johnson will open the shark cart school store three mornings a week for students to spend their shark bucks on prizes. Susie Summers will create a monthly PBIS report to share with staff and students via the school news. The culture action team will meet as

needed to check progress towards action team's goals and discuss ongoing support and needs for continued growth.