Colonial Elementary School

2021-22 Schoolwide Improvement Plan

Table of Contents

Colonial Elementary School

3800 SCHOOLHOUSE RD E, Fort Myers, FL 33916

http://cnl.leeschools.net//

Demographics

Principal: Eric Washington

Start Date for this Principal: 9/20/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (47%) 2017-18: C (41%) 2016-17: B (54%)
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 Lee 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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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

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

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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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.

Our mission at Colonial Elementary is to be a community of students, parents, and staff dedicated to the development of every student's desire to learn and achieve. Collectively, we will provide a safe, supportive environment that fosters curiosity, confidence, and a lifelong passion for learning.

Provide the school's vision statement.

Our vision at Colonial Elementary is to provide a safe and encouraging environment where students are inspired to achieve their best each day.

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
Washington, Eric	Principal	
Ochoa, Yelennys	Assistant Principal	
Fiora, Jillian	Assistant Principal	
Ball, Sally	Other	
Speiser, Justin	Other	

Demographic Information

Principal start date
Monday 9/20/2021, Eric Washington

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
5

Total number of teacher positions allocated to the school

Total number of students enrolled at the school
840

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

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

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	135	140	105	150	123	110	0	0	0	0	0	0	0	763
Attendance below 90 percent	14	42	27	47	25	28	0	0	0	0	0	0	0	183
One or more suspensions	0	0	0	2	2	9	0	0	0	0	0	0	0	13
Course failure in ELA	1	38	15	41	19	29	0	0	0	0	0	0	0	143
Course failure in Math	0	0	0	13	41	52	0	0	0	0	0	0	0	106
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	12	50	51	0	0	0	0	0	0	0	113
Level 1 on 2019 statewide FSA Math assessment	1	25	9	40	45	56	0	0	0	0	0	0	0	176
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	1	25	9	40	45	56	0	0	0	0	0	0	0	176

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	0	13	0	0	0	0	0	0	0	0	0	14
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

Tuesday 9/21/2021

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	133	113	129	129	124	92	0	0	0	0	0	0	0	720
Attendance below 90 percent	32	30	42	36	37	22	0	0	0	0	0	0	0	199
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	133	113	129	129	124	92	0	0	0	0	0	0	0	720
Attendance below 90 percent	32	30	42	36	37	22	0	0	0	0	0	0	0	199
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
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				39%	57%	57%	35%	55%	56%
ELA Learning Gains				50%	56%	58%	44%	53%	55%
ELA Lowest 25th Percentile				48%	50%	53%	43%	47%	48%
Math Achievement				47%	62%	63%	44%	61%	62%
Math Learning Gains				59%	65%	62%	52%	59%	59%
Math Lowest 25th Percentile				57%	54%	51%	40%	46%	47%
Science Achievement				29%	52%	53%	29%	54%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	37%	58%	-21%	58%	-21%
Cohort Comparison						
04	2021					
	2019	34%	55%	-21%	58%	-24%
Cohort Comparison		-37%				
05	2021					
	2019	37%	54%	-17%	56%	-19%
Cohort Comparison		-34%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	52%	61%	-9%	62%	-10%
Cohort Comparison						
04	2021					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	37%	62%	-25%	64%	-27%
Cohort Comparison		-52%					
05	2021						
	2019	39%	58%	-19%	60%	-21%
Cohort Comparison		-37%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021						
	2019	28%	50%	-22%	53%	-25%
Cohort Comparison							

Grade Level Data Review - Progress Monitoring Assessments

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

Data was collected through a quarterly progress monitoring cycle, which included instruments such as STAR, iReady. and district-created progress monitoring assessments.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	4/4	12/11.7	0/0
	Economically Disadvantaged			
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	1/3	0/0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	4/4.0	6/5.8	0/0
	Economically Disadvantaged			
	Students With Disabilities	4/4.0	6/5.8	0/0
	English Language Learners	0/0	0/0	0/0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	8/6.7	16/12.6	0/0
	Economically Disadvantaged			
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	1/3	2/5.6	0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	1/.8	4/3.2	0/0
	Economically Disadvantaged			
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	1/2.8	0/0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	4/4.2	24/23.3	29/26.9
	Economically Disadvantaged			
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	3/8.1	5/12.8
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	1/.9	13/11	26/20.6
	Economically Disadvantaged			
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	4/9.8	7/15.9

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16/20.3	24/27.6	26/29.9
	Economically Disadvantaged			
	Students With Disabilities	0/0	0/0	1/33.3
	English Language Learners	0/0	1/4	0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4/5.4	13/14.9	15/17.9
	Economically Disadvantaged			
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	1/4.5	3/12	3/11.5

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	19/19.4	32/30.2	33/31.1
	Economically Disadvantaged			
	Students With Disabilities	1/4.5	2/8.7	3/13
	English Language Learners	1/3.8	5/17.9	5/17.9
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12/12.1	22/20.8	33/31.4
	Economically Disadvantaged			
	Students With Disabilities	0/0	1/4.3	3/13
	English Language Learners	1/3.8	4/14.3	5/18.5
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	9/11.4	20/23.8	38/45.2
	Economically Disadvantaged			
	Students With Disabilities	0/0	2/16.7	5/35.7
	English Language Learners	0/0	4/16.7	9/39.1

Subgroup Data Review

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
	**2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS**										
SWD	20	32	40	21	40	40	13				
ELL	23	38	45	32	46		25				
BLK	28	35	27	35	39	31	19				
HSP	33	33	45	41	42		23				
WHT	43			25							
FRL	27	32	33	35	35	33	15				

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	20	40	44	34	64	67	22				
ELL	32	43	53	38	59	59	13				
BLK	39	50	50	46	54	50	25				
HSP	36	51	52	49	64	63	39				
WHT	45	50		36	53						
FRL	37	50	51	43	56	56	26				

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	24	35	31	29	35	14	28				
ELL	18	50	50	39	50	45	14				
BLK	32	41	41	41	47	41	13				
HSP	35	47	47	45	56	38	42				
MUL	67			75							
WHT	53	38		56	50						
FRL	35	42	43	44	52	41	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	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	290
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	
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	34
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

The trend is a decrease across all grade levels, subgroups, and core content areas.

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

The greatest area of need based on progress monitoring and 2019 state assessment data would be the area of math gains. L25 math gain decreased by 34 percentage points and overall math gains decreased by 20 percentage points.

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

The contributing factors were
-distance learning due to the pandemic in FY20 fourth quarter
-Safety protocols put into place as a result - masks, no crossing cohorts, social distancing
-Staff and student absenteeism due to illness or being quarantined

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

All areas decreased from 2019. The area that decreased the least was ELA proficiency. This area decreased by 9 percentage points.

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

No improvement made.

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

-Fountas and Pinnell Guided Reading Program will be implemented during the balanced literacy block.
-A systematic, intensive standard-based intervention will be in place for both ELA and Math. Our PCTs with a depth of standard-based knowledge with create the intervention packet and make sure all stakeholders are prepared for instruction and are aware of student results.
-SRA Reading Mastery will be implemented with our LY students since this program has a positive correlation with this specific cohort of students. We will partner with the ELL department at the district to provide trainings and materials for our staff.
-Imagine Learning program for LY students who meet the criteria
-Daily math fluency practice with a perfect practice take home math sheet
-Weekly lesson planning with Math PCT and Math Coach
-Systematic and intensive ELA intervention with science content embedded
-Tutoring

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.

PCT hold a monthly Kagan and Thinking Maps training
Reading Mastery training provided by District ELL Coordinator
SIOP training for all staff
District Lead and Learning trainings

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

All the above strategies will continue with support from district curriculum specialist as well as PE waivers support, academic lunch bunch groups and other ways to increase academic time for students identified.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	As measured by the 2020-2021 FSA, 41% of our L25 in ELA made a learning gain and 23% of our Math L25 made a learning gain. FY21 was a unpreceded year, full of trials and tribulations as a result of the pandemic. Small group intervention was not fully implemented throughout the year since many safety protocols were in place during the first semester which included minimal cohort student interaction, social distancing, and masks. In addition, consistency with rigorous standard-based instruction was difficult due to high absenteeism and a need for students to quarantine at times.
Measurable Outcome:	By the end of the 2021 - 2022 school year, 70% of our 4th and 5th grade L25s will demonstrate a learning gain as measured by the ELA and Math portion of the FSA. In ELA, 41% made a learning gain and 23% of Math L25 made a learning gain. This goal represents an increase of 47 percentage points in Math and a 29 percentage point increase in ELA.
Monitoring:	Lesson plans Intervention Results Guided Reading Reports SRA Fast-track progress
Person responsible for monitoring outcome:	Jillian Fiora (jillianlf@leeschools.net)
Evidence-based Strategy:	-Fountas and Pinnell Guided Reading Program will be implemented during the balanced literacy block. -A systematic, intensive standard-based intervention will be in place for both ELA and Math. Our PCTs with a depth of standard-based knowledge with create the intervention packet and make sure all stakeholders are prepared for instruction and are aware of student results. -SRA Reading Mastery will be implemented with our LY students since this program has a positive correlation with this specific cohort of students. We will partner with the ELL department at the district to provide trainings and materials for our staff. -Imagine Learning program for LY students who meet the criteria
Rationale for Evidence-based Strategy:	Since L25 group for each grade level and subject is around 25 students, by targeting this small cohort we can move this group quickly. In addition, since this cohort made minimal gains last year, with intensive intervention, this group has a higher percentage to make a gain this year. This category counts four times in our school grade calculation so this is an important target to hit.

Action Steps to Implement

Daily, consistent guided reading lesson for these students during the balanced literacy block

Person Responsible	Eric Washington (ericlw@leeschools.net)

Systematic, intensive standard-based intervention

Person Responsible	Justin Speiser (justins@leeschools.net)

Reading Mastery with our LY population of students, as well as imagine learning (when applicable)

Person Responsible	Sally Ball (sallyjb@leeschools.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	As reflected by the FY17 FSA, 72% of math students made a learning gain. Since the loss of learning due to distance learning and the pandemic, students have a high chance to achieve a learning gain when provided intensive, standard-based math instruction. We intend to close the gap between these years and add one percent.
Measurable Outcome:	By the end of the 2021 - 2022 school year, 73% of 4th and 5th graders will show a year's growth as measured by the Math portion of FSA. As measured by the FY 21 FSA, 39% made a Math learning gain.
Monitoring:	Lesson Plans Intervention Plan Intervention Results Minute Math Fluency Program
Person responsible for monitoring outcome:	Jillian Fiora (jillianlf@leeschools.net)
Evidence-based Strategy:	-Systematic, intensive standard-based intervention program developed by Math PCT and Math Coach who are well-versed on grade level standards -Daily math fluency practice with a perfect practice take home math sheet -Weekly lesson planning with Math PCT and Math Coach
Rationale for Evidence-based Strategy:	Since the pandemic, a gap in grade level fluency standards and student ability is evident. Because of this, grade level daily math fluency practice is needed for pacing and accountable while Reflex math program which provides scaffolded support to remediate outside of grade level fluency standards. In addition, providing an intensive, systematic standard-based intervention using exemplar data to identify area of need will provide the extra time to either remediate or extend grade level standards.

Action Steps to Implement

Systematic, intensive intervention based on student exemplar data

Person Responsible	Justin Speiser (justins@leeschools.net)

Math in a Minute Fluency program daily implementation in math classrooms

Person Responsible	Justin Speiser (justins@leeschools.net)

Math Weekly Lesson Planning

Person Responsible	Jillian Fiora (jillianlf@leeschools.net)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	As reflected by the FY21 Science State Assessment, 19% of fifth grade students were proficient. Our current fifth grade students scored an ELA proficiency of 26% last year. Since we know about 26% of students are proficient readers, providing these students with standard-based science lessons with remediation and enrichment time then these students can reach science proficiency, plus one percentage point.
Measurable Outcome:	By the end of the 2021 - 2022 school year, we will increase our proficiency in fifth grade Science to 27% proficiency as measured by the State Science assessment. Last year, 19% of 5th grade students were proficient.
Monitoring:	Lesson Plans Science content in fifth grade reading intervention Science tutoring
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Systematic and intensive ELA intervention with science content embedded Tutoring
Rationale for Evidence-based Strategy:	By embedding science content in our ELA intervention, students will have extra time to learn science content. In addition, by providing targeted standard-based tutoring for our bubble students we will see an increase in science proficiency.

Action Steps to Implement

Creating a systematic and intensive ELA intervention with science content embedded will allow students to have more time to learn the science standard-based content. In addition, tutoring students who are almost proficient but have missed understanding of a certain domain, will enhance the students knowledge and understanding of all science standards.

Person Responsible	Sally Ball (sallyjb@leeschools.net)

Providing targeted standard-based tutoring for our bubble students in order to increase science proficiency

Person Responsible	Jillian Fiora (jillianlf@leeschools.net)

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.

Overall, Colonial Elementary ranked in the "low category" compared to all elementary schools across the state of Florida. Colonial ranked #499 out of 1,395 schools for the 2019-20 school year. This ranking was based on the number of incidents per 100 students. In 2019-20, Colonial had an enrollment of 897 students.
Of the three reporting categories within the "School Incident Ranking" report, Colonial Elementary scored as follows:
• Violent Incidents – Low
Colonial ranked #239 out of 1,395 schools in the state
Colonial ranked #11 out of 27 schools in the district
• Property Incidents – Low
Colonial ranked #1 out of 1,395 schools in the state
Colonial ranked #1 out of 27 schools in the district
• Drug/Public Order Incidents – High
Colonial ranked #1,113 out of 1,395 schools in the state
Colonial ranked #23 out of 27 schools in the district
Within the "Total Reported Suspensions" category, Colonial Elementary scored an overall "Medium". The report included the following highlights:
• Colonial ranked #779 out of 1,395 schools in the state
• Colonial ranked #22 out of 126 schools in the district
• Colonial reported 3.0 suspensions per 100 students
• Colonial reported a total of 27 suspensions in the 2019-20 school year
• According to the line graph, suspensions at Colonial Elementary have shown a steady decline from 2014 through 2019. There were 103 in-school suspensions in 2014 and 173 out-of-school suspensions in the same year. That number had declined each subsequent year with only 27 out-of-school suspensions and no in-school suspensions in the 2019-20 school year. There was, however, a slight uptick in 2016, but otherwise the trendline shows a steady decline in suspensions from 2014-2019.
Primary Area of Concern:
Because the Drug/Public Order Incidents did report high for the 2019-20 SY, our staff will receive Awareness Training during faculty meetings. Recommended PD would include recognizing new methods of drug and tobacco use and vaping devices. Commentary: Although the Drug/Public Incidents area reported high, there was only one reported incident for the 2019-20 school year.

Secondary Area of Concern:
Continued focus on reducing suspensions and student mediation strategies to reduce student altercations.

Lens of behavior:
Continue PBIS school-wide programs. All classroom teachers are implementing the 2nd step curriculum.

Lens of Culture:
Continue implementing Love and Logic strategies.

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.

Colonial Elementary is a PBIS school. Every morning for the 1st 15 minutes, teachers are teaching social emotional learning (SELs) which promotes a positive school culture and environment.

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

Sue Donnelly-- Teacher (PBIS Leader)
Lindsey Dwyer-- School Counselor
Yelennys Ochoa-- Assistant Principal
Julian Fiora-- Assistant Principal
Eric Washington-- Principal

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	$0.00
		Total:	$0.00