Collins Elementary School

2021-22 Schoolwide Improvement Plan

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Collins Elementary School

1050 NW 2ND ST, Dania Beach, FL 33004

[no web address on file]

Demographics

Principal: Tracy Jackson

Start Date for this Principal: 7/21/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Economically Disadvantaged Students*
School Grades History	2018-19: C (42%) 2017-18: D (38%) 2016-17: A (73%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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 Broward County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Collins Elementary School

1050 NW 2ND ST, Dania Beach, FL 33004

[no web address on file]

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	85%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

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

School Board Approval

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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.

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.

Our mission is to operate with high expectations that are met through rigorous instruction, personal growth, and effective collaboration with all stakeholders.

Provide the school's vision statement.

Collins Elementary is a school of excellence that ensures a nurturing environment to meet the academic and social needs of children.

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
Jackson, Tracy	Principal	Oversee all school functions
Keenan, Maureen	Assistant Principal	Assist in overseeing all school operations.
Hurst, Eleanna	Reading Coach	Implement the state, district, and school comprehensive literacy plan.
Casamitjana, Nuria	School Counselor	Oversee the school's social emotional learning plan and multi-tiered system of support.
Murray, Carol	SAC Member	Chairperson for our School Advisory Council

Demographic Information

Principal start date
Tuesday 7/21/2015, Tracy Jackson

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

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
2

Total number of teacher positions allocated to the school
24

Total number of students enrolled at the school

296

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

0

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

1

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	53	48	60	59	55	45	0	0	0	0	0	0	0	320
Attendance below 90 percent	30	21	24	27	23	13	0	0	0	0	0	0	0	138
One or more suspensions	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	7	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	12	0	0	0	0	0	0	0	13
Number of students with a substantial reading deficiency	0	0	1	24	1	2	0	0	0	0	0	0	0	28

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	5	2	15	1	10	0	0	0	0	0	0	0	33

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	6	1	6	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	1	0	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 9/23/2021

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	60	62	69	54	56	51	0	0	0	0	0	0	0	352
Attendance below 90 percent	17	15	17	14	16	6	0	0	0	0	0	0	0	85
One or more suspensions	0	0	2	1	1	0	0	0	0	0	0	0	0	4
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	50	37	45	0	0	0	0	0	0	0	132
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	7	1	24	16	2	0	0	0	0	0	0	0	50

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	3	2	0	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	2	0	0	0	0	0	0	0	0	2

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	60	62	69	54	56	51	0	0	0	0	0	0	0	352
Attendance below 90 percent	17	15	17	14	16	6	0	0	0	0	0	0	0	85
One or more suspensions	0	0	2	1	1	0	0	0	0	0	0	0	0	4
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	50	37	45	0	0	0	0	0	0	0	132
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	7	1	24	16	2	0	0	0	0	0	0	0	50

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	3	2	0	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	2	0	0	0	0	0	0	0	0	2

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%	59%	57%	50%	56%	56%
ELA Learning Gains				34%	60%	58%	36%	57%	55%
ELA Lowest 25th Percentile				25%	54%	53%	60%	51%	48%
Math Achievement				57%	65%	63%	50%	62%	62%
Math Learning Gains				61%	66%	62%	24%	60%	59%
Math Lowest 25th Percentile				57%	53%	51%	32%	47%	47%
Science Achievement				22%	46%	53%	15%	49%	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	33%	60%	-27%	58%	-25%
Cohort Comparison						
04	2021					
	2019	44%	62%	-18%	58%	-14%
Cohort Comparison		-33%				
05	2021					
	2019	34%	59%	-25%	56%	-22%
Cohort Comparison		-44%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	51%	65%	-14%	62%	-11%
Cohort Comparison						
04	2021					
	2019	47%	67%	-20%	64%	-17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-51%				
05	2021					
	2019	64%	64%	0%	60%	4%
Cohort Comparison		-47%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	20%	49%	-29%	53%	-33%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

iReady was used for progress monitoring in reading and math. Science was monitored through district assessments.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	29	18	33
	Economically Disadvantaged	25	21	30
	Students With Disabilities	0	0	0
	English Language Learners	100	50	50
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	22	26	19
	Economically Disadvantaged	17	19	8
	Students With Disabilities	0	0	0
	English Language Learners	100	50	50

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25	25	40
	Economically Disadvantaged	23	28	40
	Students With Disabilities	25	25	0
	English Language Learners	0	0	40
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	11	14	25
	Economically Disadvantaged	11	16	24
	Students With Disabilities	0	25	0
	English Language Learners	0	0	0

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	27	36	37
	Economically Disadvantaged	27	43	37
	Students With Disabilities	38	13	29
	English Language Learners	25	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	4	11	32
	Economically Disadvantaged	2	10	31
	Students With Disabilities	0	0	0
	English Language Learners	0	0	33

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24	35	32
	Economically Disadvantaged	24	24	31
	Students With Disabilities	0	13	0
	English Language Learners	N/A	N/A	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17	23	38
	Economically Disadvantaged	18	28	43
	Students With Disabilities	0	13	22
	English Language Learners	N/A	N/A	50

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	3	17	23
	Economically Disadvantaged	0	14	20
	Students With Disabilities	0	13	11
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14	16	30
	Economically Disadvantaged	13	15	30
	Students With Disabilities	0	0	11
	English Language Learners	100	0	N/A
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	6	11	14
	Economically Disadvantaged	6	10	12
	Students With Disabilities	1	3	1
	English Language Learners	0	0	0

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	25			5	40						
ELL	15			20							
BLK	25	33		20	27		14				
HSP	39			26							
FRL	28	32		18	28		13				

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	27		48	64						
ELL	47			69							
BLK	32	32	27	54	55	56	15				
HSP	62	45		71	82						
WHT	40			40							
FRL	37	32	22	57	60	55	22				

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	58	39		50	39						
BLK	42	37	59	49	22	33	15				
HSP	83			75							
WHT	82			42							
FRL	49	35	56	49	22	32	15				

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	26
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	130
Total Components for the Federal Index	5
Percent Tested	97%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	23
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	18
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	24
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	33
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 Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	24
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?

ELA achievement has continuously decreased across grade levels and most subgroups for the past 3 years of data.

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

ELA achievement demonstrates the greatest need for improvement.

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

Although interventions have continuously taken place for students demonstrating reading deficiencies, the numbers of students needing services and the varying needs of those students has exceeded the staffing structure of the school.

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

Mathematics achievement has shown improvement on the state assessments.

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

The time devoted to mathematics in grades 3-5 increased to 1.75 hours each day to allow for appropriate grade level instruction as well as time for interventions.

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

Student interventions in reading need to be more targeted. Additional assessments to identify the specific needs of students who demonstrate deficiencies in reading will be given and then the specific interventions will implemented to meet the needs of the students. Additional academic support personnel will be hired and used to meet the needs of students. All classes in grades 1-5 will be provided with academic support. Academic support personnel will meet with administration and

instructional coaches bi-weekly to review data for struggling students to allow for any necessary adjustments throughout the year.

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.

Data-based Professional Learning Communities (PLCs) will be conducted for reading. The new reading curriculum adoption will be fully implemented in grades K-5 and will serve as the foundation for our professional learning throughout the year. Classroom teachers, academic support teachers, and academic support persons will all engage in this professional learning.

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

Through our data-driven PLCs, intervention support meetings, and continuous professional development in the area of reading, our teachers and support staff will become increasingly proficient in diagnosing and "treating" the specific deficiencies for individual students and developing proficiency in implementing targeted interventions.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale:	Black/African-American students are identified a subgroup not meeting FSSI at 39%. This subgroup also showed a decrease from 2018-2019 of 10%.
Measurable Outcome:	By June, 2022, Black/African-American students will increase in English Language Arts proficiency from 39% to 49% as identified by the results of the 2022 Florida Standards Assessment.
Monitoring:	Students in this subgroup will be monitored using iReady Diagnostic Assessments as well as Unit assessments from Benchmark Universe.
Person responsible for monitoring outcome:	Maureen Keenan (maureen.keenan@browardschools.com)
Evidence-based Strategy:	Small group instruction targeted to the individual needs of the student. Possible intervention resources will be Leveled Literacy Intervention (LLI), Reading Horizons, or skills-based comprehension group.
Rationale for Evidence-based Strategy:	Reading Horizons and Leveled Literacy Intervention are two identified intervention resources with high yield effect. Reading Horizons specifically targets students with phonics/phonemic awareness deficiencies while LLI addresses vocabulary, fluency, and comprehension.

Action Steps to Implement

1. Conduct Benchmark Assessment System (BAS) tests and any necessary additional assessments to identify specific needs of all readers in grades K-5
2. Hire three academic support teachers to provide reading interventions
3. Create small group intervention support schedules for all students with identified reading deficiencies
4. Monitor the progress of these students and adjust interventions as needed

Person Responsible	Eleanna Hurst (eleanna.hurst@browardschools.com)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Students with disabilities are identified as a subgroup not meeting FSSI at 40%. This subgroup also showed a decrease from 2018-2019 of 38%.
Measurable Outcome:	By June, 2022, students with disabilities will increase in English Language Arts proficiency from 40% to 45% as identified by the results of the 2022 Florida Standards Assessment.
Monitoring:	Students in this subgroup will be monitored using iReady Diagnostic Assessments as well as Unit assessments from Benchmark Universe.
Person responsible for monitoring outcome:	Maureen Keenan (maureen.keenan@browardschools.com)
Evidence-based Strategy:	Small group instruction targeted to the individual needs of the student. Possible intervention resources will be Leveled Literacy Intervention (LLI), Reading Horizons, or skills-based comprehension group.
Rationale for Evidence-based Strategy:	Reading Horizons and Leveled Literacy Intervention are two identified intervention resources with high yield effect. Reading Horizons specifically targets students with phonics/phonemic awareness deficiencies while LLI addresses vocabulary, fluency, and comprehension.

Action Steps to Implement

1. Conduct Benchmark Assessment System (BAS) tests and any necessary additional assessments to identify specific needs of all readers in grades K-5
2. Hire three academic support teachers to provide reading interventions
3. Create small group intervention support schedules for all students with identified reading deficiencies
4. Monitor the progress of these students and adjust interventions as needed

Person Responsible	Eleanna Hurst (eleanna.hurst@browardschools.com)

#3. ESSA Subgroup specifically relating to White	
Area of Focus Description and Rationale:	White students are identified a subgroup not meeting FSSI at 40%. This subgroup also showed a decrease from 2018-2019 of 42%.
Measurable Outcome:	By June, 2022, White students will increase in English Language Arts proficiency from 40% to 45% as identified by the results of the 2022 Florida Standards Assessment.
Monitoring:	Students in this subgroup will be monitored using iReady Diagnostic Assessments as well as Unit assessments from Benchmark Universe.
Person responsible for monitoring outcome:	Maureen Keenan (maureen.keenan@browardschools.com)
Evidence-based Strategy:	Small group instruction targeted to the individual needs of the student. Possible intervention resources will be Leveled Literacy Intervention (LLI), Reading Horizons, or skills-based comprehension group.
Rationale for Evidence-based Strategy:	Reading Horizons and Leveled Literacy Intervention are two identified intervention resources with high yield effect. Reading Horizons specifically targets students with phonics/phonemic awareness deficiencies while LLI addresses vocabulary, fluency, and comprehension.

Action Steps to Implement

1. Conduct Benchmark Assessment System (BAS) tests and any necessary additional assessments to identify specific needs of all readers in grades K-5
2. Hire three academic support teachers to provide reading interventions
3. Create small group intervention support schedules for all students with identified reading deficiencies
4. Monitor the progress of these students and adjust interventions as needed

Person Responsible	Eleanna Hurst (eleanna.hurst@browardschools.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.

Collins is below the state elementary school average for incidents and suspensions. We will continue to implement our school-wide positive behavior plan and proactive discipline to ensure that we have minimal incidents and suspensions.

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.

Collins implements a school-wide positive behavior plan focusing on four expectations (kindness, respect, self-control, and conflict resolution) for how our students, faculty, and staff conduct themselves throughout the school day. Students are rewarded and celebrated for exhibiting these expectations. We teach character traits through the Kids of Character curriculum which highlights a single character trait each month. A student is selected each month to represent his/her class as the Kid of Character and then the leadership team and our school resource officer select one of those students to represent the school. He or she gets to have lunch with the Sheriff.
1-2 minutes of silence and 10 minutes of mindfulness are built into every school day. Teachers have an abundance of resources to select from but most often choose to implement Rethink Ed for its social emotional learning curriculum.

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

The school's positive discipline committee, which is comprised of the school's leadership team, community representative, and teachers, develop the school-wide positive behavior plan and provide lessons for teachers to use throughout the year. The school's counselor and social worker solicit donations from business partners to supply a school store for students to "shop" with the coins they receive as rewards for positive behaviors and academic effort.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American				$58,535.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	130-Other Certified Instructional Personnel	0331 - Collins Elementary School	Other Federal		$58,535.00
			Notes: Provide academic support to students who have reading or math deficiencies.			
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				$58,535.00

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	130-Other Certified Instructional Personnel	0331 - Collins Elementary School	Other Federal		$58,535.00
		Notes: Provide academic support to students with reading and deficiencies.				
3	**III.A.**	**Areas of Focus: ESSA Subgroup: White**				**$58,535.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	130-Other Certified Instructional Personnel	0331 - Collins Elementary School	Other Federal		$58,535.00
		Notes: Provide academic support to students with deficiencies in reading and math.				
					Total:	**$175,605.00**