Collier County Public Schools

Ecollier Academy

2021-22 Schoolwide Improvement Plan

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Ecollier Academy

4600 SANTA BARBARA BLVD, Naples, FL 34104

www.ecollieracademy.com

Demographics

Principal: Brent Klein

Start Date for this Principal: 7/6/2020

2019-20 Status (per MSID File)	Closed: 2022-06-30
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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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)
Combination School KG-12	No	40%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

School Grades History

Year	2020-21
Grade	

School Board Approval

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SIP Authority

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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.

Our mission at eCollier Academy is to provide a high-quality, technically comprehensive, and meaningful education for all students. An enriching and flexible online experience will be created through teacher, parent, and student collaboration.

Provide the school's vision statement.

Our vision at eCollier Academy is to empower all students to achieve their potential through digital innovation.

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
Lindheim, Denise	Principal	Instructional Leader and Collaborator- eLearning classroom observations with specific feedback, professional development trainings, monitors all school data daily, over site of all PLC's Engage Stakeholders- Daily Star-Daily news memo to all staff, Comet Connection-Bi-monthly newsletter to parents and staff, Website Calendar and information update daily on Facebook posts, and Twitter, Blackboard family calls, emails and texts home. Tours of eLearning Center for interested community members and parents. SAC member and participation in monthly meetings, charter member of Naples Sunset Rotary.
Rickard, Jessica	Instructional Technology	School Leadership- Leads the K-12 instructional staff with instructional technology applications in department and PLC's. Peer observer for the FTEM observation model. Collaborates with teachers on standard-based lesson planning, incorporating instructional technology strategies. Attends monthly district Instructional Media Coach meetings for all levels, Elementary, Middle and High to learn new strategies and updated training. Engaging Stakeholders- Works with individual students on success strategies, models lessons for teachers, communicates with the parents through multiple modes emails, phone calls, and WebEx's. Creates and maintains two Canvas Media Center Courses for Elementary and Secondary.
Fike, Jay	Assistant Principal	Instructional Leader and Collaborator- eLearning classroom observations with specific feedback, professional development trainings, monitors all school data, participation in all PLC's. Testing coordinator for all testing in grades K-12, inclusive of FSA/ EOC, District Benchmarks, PSAT, SAT, ACT and AP. Engage Stakeholders- Daily Star- a daily news memo to staff, Comet Connection-Bi- monthly newsletter to parents and staff, daily and weekly updates to school website; Facebook, Twitter, Blackboard calls, emails and texts home. Tours of eLearinng Campus for interested community members and parents. Over site of the Parent Volunteer Support Club to support student academic and SIP. Attendance and participation in Monthly SAC meetings. Community group round table discussions and presentations. Monthly SAC meetings and community leadership groups
Ortiz, Miriam	Reading Coach	School Leadership- Leads the Elementary English department and PLC's. Peer observer for the FTEM observation model. Collaborates with teachers on standard-based lesson planning inclusive of the new BEST

Name	Position Title	Job Duties and Responsibilities
		Standards. Attends monthly district Elementary Reading Coach meetings to learn new strategies and updated training. Assists APC with testing, inclusive of District Benchmarks, FSA, and EOC Engaging Stakeholders- Works with individual students on success strategies, models lessons for teachers, communicates with the parents through multiple modes (emails, phone calls, conferences) and provides training to all staff regarding reading strategies. Coordinates and facilitates the weekly eLearning Elementary tutoring labs on campus
Ross, Sarah	Reading Coach	School Leadership- Leads the Secondary English department and PLC's. Peer observer for the FTEM observation model. Collaborates with teachers on standard-based lesson planning. Attends monthly district Secondary Reading Coach meetings to learn new strategies and updated training. Assists APC with FSA/PSAT/SAT/AP and ACT Testing. Engaging Stakeholders- Works with individual students on success strategies, models lessons for teachers, communicates with the parents through multiple modes (emails, phone calls, conferences) and provides training to all staff regarding reading strategies. Coordinates and facilitates the weekly eLearning tutoring Lab every Thursday, and assists APC with FSA/EOC/PSAT/SAT/AP and ACT testing.

Demographic Information

Principal start date

Monday 7/6/2020, Brent Klein

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.*

1

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

520

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

21

Identify the number of instructional staff who joined the school during the 2021-22 school year.
2

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	26	35	34	52	37	49	31	52	60	34	27	41	35	513
Attendance below 90 percent	7	12	5	6	10	8	3	10	10	5	6	15	4	101
One or more suspensions	0	0	0	0	0	0	0	0	42	0	0	0	0	42
Course failure in ELA	0	0	0	1	0	0	0	2	3	1	6	12	3	28
Course failure in Math	0	0	0	1	0	0	0	2	4	3	8	12	5	35
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	2	8	3	9	13	13	5	8	7	69
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	11	12	6	14	13	16	3	5	1	82
Number of students with a substantial reading deficiency	0	0	0	0	1	1	2	0	2	0	0	2	2	10

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	1	0	0	5	2	2	6	7	6	9	14	6	58

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	0	1	0	0	1	0	2	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	1	0	1

Date this data was collected or last updated
Monday 9/20/2021

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	26	35	34	52	37	49	31	52	60	34	27	41	35	513
Attendance below 90 percent	7	12	5	6	10	8	3	10	10	5	6	15	4	101
One or more suspensions	0	0	0	0	0	0	0	0	42	0	0	0	0	42
Course failure in ELA	0	2	0	0	0	0	0	2	3	1	6	12	3	29
Course failure in Math	0	2	0	0	0	0	0	2	4	3	8	12	5	36
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	1	0	0	5	2	2	6	7	6	9	14	6	58

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	0	1	0	0	1	0	2	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	1	0	1

Part II: Needs Assessment/Analysis

Grade Level Data Review - Progress Monitoring Assessments

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

Progress monitoring is compiled through our district quarter benchmark assessments during the Fall, Winter and Spring. In the 2020-2021 school year, the school only served grades K-8.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	76 (57%)	43 (57%)	43 (74%)
	Economically Disadvantaged	5 (31%)	3 (43%)	no scores
	Students With Disabilities	4 (25%)	4 (50%)	3 (75%)
	English Language Learners	12 (4%)	2 (20%)	6 (67%)
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	no scores	no scores	no scores
	Economically Disadvantaged	no scores	no scores	no scores
	Students With Disabilities	no scores	no scores	no scores
	English Language Learners	no scores	no scores	no scores

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	72 (56%)	45 (58%)	43 (7%)
	Economically Disadvantaged	6 (46%)	5 (50%)	3 (100%)
	Students With Disabilities	8 (42%)	6 (43%)	6 (60%)
	English Language Learners	8 (32%)	6 (43%)	4 (44%)
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	no scores	no scores	no scores
	Economically Disadvantaged	no scores	no scores	no scores
	Students With Disabilities	no scores	no scores	no scores
	English Language Learners	no scores	no scores	no scores

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	63	73	56
	Economically Disadvantaged	64	90	50
	Students With Disabilities	56	22	0
	English Language Learners	38	67	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	57	45	50
	Economically Disadvantaged	45	50	40
	Students With Disabilities	67	29	22
	English Language Learners	29	N/A	N/A

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	60	51	55
	Economically Disadvantaged	60	27	45
	Students With Disabilities	24	22	0
	English Language Learners	0	0	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	49	33	24
	Economically Disadvantaged	0	0	9
	Students With Disabilities	18	13	0
	English Language Learners	0	0	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	63	63	64
	Economically Disadvantaged	50	40	43
	Students With Disabilities	0	0	0
	English Language Learners	20	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	53	37	34
	Economically Disadvantaged	50	40	22
	Students With Disabilities	0	0	0
	English Language Learners	20	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	36	34	56
	Economically Disadvantaged	14	20	40
	Students With Disabilities	0	0	50
	English Language Learners	0	0	0

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	70	69	65
	Economically Disadvantaged	100	43	50
	Students With Disabilities	25	40	45
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	57	60	42
	Economically Disadvantaged	67	43	25
	Students With Disabilities	31	30	0
	English Language Learners	0	0	0

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	58	69	69
	Economically Disadvantaged	27	71	62
	Students With Disabilities	23	20	13
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	58	51	48
	Economically Disadvantaged	25	29	21
	Students With Disabilities	29	20	22
	English Language Learners	40	0	0
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	71	72	75
	Economically Disadvantaged	60	44	55
	Students With Disabilities	36	40	56
	English Language Learners	20	50	50

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	73	72	58
	Economically Disadvantaged	63	40	32
	Students With Disabilities	33	20	12
	English Language Learners	33	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9	8	18
	Economically Disadvantaged	0	8	5
	Students With Disabilities	6	6	6
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	62	53	51
	Economically Disadvantaged	44	36	24
	Students With Disabilities	19	5	5
	English Language Learners	33	50	0

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a

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

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?

Based upon the observed data from the 2020-2021 district benchmark assessments, as well as state assessments, there is a clear decrease in students meeting proficiency in math, especially those students in the lowest 25%. These students did not show adequate growth throughout the diagnostic

assessments in elementary grades 2--4 through Waggle and in grades 5-8 through ALEKS. The FSA math assessment clearly denoted a deficit in our overall math scores across all grade levels, especially with our special needs students and our lowest 25%. Additionally, proficiency in reading among the lowest 25%, decreased across grade levels.

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

Math learning gains of the lowest 25 percent showed the greatest decline as well as our students with disabilities. This goes along with the trend we have seen in the overall math proficiency decline across all grade levels.

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

Continuous and fluid enrollment and withdraw of students the entire school year.
Lack of substantial and effective live direct explicit instruction, due to
re-visiting of researched-based instructional strategies that are effective in an asynchronous eLearning model, inclusive of grade-level appropriate formative assessments.
Teacher instructional changes in math courses.
Requiring weekly live explicit instruction including dedicated administrative monitoring with specific feedback.
Weekly administrative monitoring of student formative assessment data or progress check-ins.

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

N/A

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

N/A

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

Standards based- instruction
Math overall Learning Gains and learning gains of the lowest 25 percent.
Instruction of explicit critical content through weekly live student-centered lessons.

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.

Instructional support from district math coordinators
Instructional technology support from district coordinators
Instructional technology support from school technology/ media coach
Weekly sharing of best practices

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

On-going assigned administrator monitoring of Canvas created lesson plans with standard-aligned student work, FLVS course reports and individual student reports, eLearning live lesson observations with a focus on rigorous student-centered critical content and consistent and clearly communicated instructional administrative office hours.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Based upon district progress monitoring data and state assessments during the 20-21 school year, students in the lowest 25% did not make adequate growth gains in math.
Measurable Outcome:	By the end of the 21-22 school year, the percent of students in the lowest 25% making gains on FSA Math will increase by 10 points.
Monitoring:	Monthly data meetings will be used to discuss and monitor data by teacher and by students, and plan for instructional implications. In addition to monthly data monitoring, data will be monitored after each quarterly benchmark assessment.
Person responsible for monitoring outcome:	Denise Lindheim (lindhede@collierschools.com)
Evidence-based Strategy:	Explicit, systematic instruction. Math teachers will create small groups for differentiated instruction to meet the specific needs of their students.
Rationale for Evidence-based Strategy:	Progress monitoring through Waggle, HMH, ALEKS and Reveal will allow math teachers to easily identify students to pull into small group for differentiated instruction sessions.

Action Steps to Implement

Obtain district support to intensify professional development for math teachers in the use of Waggle. Teachers need support pulling and interpreting Waggle data to provide strategies to improve math fluency among students in grades K-3.

Person Responsible Denise Lindheim (lindhede@collierschools.com)

Teachers will focus students on specific areas in ALEKS and slices of the pie to specially make personal math gains. Data points will also be collected through Waggle math in grades K-3 and Reveal math in grades 6-10.
Collected data will help drive instructional implications.

Person Responsible Jay Fike (fikeja@collierschools.com)

Review of ALEK data reports to develop student math binders. Student math binders help build student understanding of their learning gains and what they need to focus on improving as a math student.

Person Responsible Jay Fike (fikeja@collierschools.com)

Use of the teacher evaluation model to monitor instruction and provide meaningful feedback to teachers throughout the year. Additionally, administration will review data reports from both Waggle and ALEKS, weekly with math teachers.

Person Responsible Denise Lindheim (lindhede@collierschools.com)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	The students we are serving changed so drastically from last year that analysis of text became a need to address for eCollier Virtual Academy in all grade levels. Asynchronous and synchronous virtual students need more opportunities to express what they have learned during and after reading. Students need to lead instruction in synchronous learning situations.
Measurable Outcome:	By the end of the 2021-2022 school year, the percentage of students scoring a 3 or higher on FSA ELA eCollier will increase by 5 points.
Monitoring:	Monitoring will occur through data in our Learning Management Systems. This includes Module Assessment data in FLVS, iReady , Read 180, System 44. Quarterly benchmarks and FSA data will also be used for grades 3-10.
Person responsible for monitoring outcome:	Jay Fike (fikeja@collierschools.com)
Evidence-based Strategy:	Teachers will provide Concept Maps and Question Stems to students so children can express their understanding of text, receive accurate feedback, and revise their thinking on the topic.
Rationale for Evidence-based Strategy:	This strategy covers reading comprehension for elementary through high school. The strategy is sustainable and repeatable. It is also useful for eCA as a K-12 virtual school. Students will have products that speak to their understanding. Graphic organizers, answers to conversation stem responses, white board answers. In turn, this will lead to increased comprehension on their quarterly benchmarks, classroom assessments, and FSA scores.

Action Steps to Implement

1. Professional Development and material support for virtual learning. Practice use and increase capacity of Breakout Rooms. Develop graphic organizers that are simple to use on LMS and students have ease of access. This will allow for monitoring of student comprehension. This can be correlated with data reports from FLVS. and reading programs System 44, read 180, and iReady.

Person Responsible Jay Fike (fikeja@collierschools.com)

4. Increase amount of student centered instruction instead of solely teacher delivered virtual instruction. This will build capacity for student led learning.

Person Responsible Sarah Ross (rosss2@collierschools.com)

5. Add layer of Collaborative Structures and Classroom Conversations for another opportunity for monitoring or teacher feedback to get students to display desired outcome of comprehension. Use Kagan structures for virtual education to increase collaboration and engagement of students online.

Person Responsible Miriam Ortiz (ortizm4@collierschools.com)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Based upon district progress monitoring data and state assessments during the 20-21 school year, students in grades 6-12 are not proficient in math.
Measurable Outcome:	By the end of the 21-22 school year, the percentage of grade 6-12 students meeting proficiency on FSA Math will increase by 10 points.
Monitoring:	Math proficiency will be monitored using quarterly benchmark scores, FLVS progress reports, FLVS module assessments, and FLVS Discussion Based Assessments.
Person responsible for monitoring outcome:	Jay Fike (fikeja@collierschools.com)
Evidence-based Strategy:	Explicit, systematic instruction. Math teachers will create small groups for differentiated instruction to meet the specific needs of their grades 6-12 students.
Rationale for Evidence-based Strategy:	Reveal assignment data will clearly show teachers which students need targeted small group instruction to meet math standards. ALEKS progress pie chart will show teachers which grade 6-12 students are becoming proficient in key mathematical skills.

Action Steps to Implement

Teachers will focus grades 6-12 students on specific areas in ALEKS and slices of the pie to specially make personal math gains. Data points will also be collected through Reveal math in grades 6-10. Collected data will help drive instructional implications.

Person Responsible	Jay Fike (fikeja@collierschools.com)

Review of ALEK data reports to develop student math binders. Administration will review data reports from ALEKS weekly with math teachers. Student math binders help build student understanding of their learning gains and what they need to focus on to meet math standards in grades 6-12.

Person Responsible	Jay Fike (fikeja@collierschools.com)

Use of the teacher evaluation model to monitor instruction and provide meaningful feedback to teachers throughout the year. Teachers will refine direct instruction and video tutorials for students in grades 6-12.

Person Responsible	Denise Lindheim (lindhede@collierschools.com)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

School-wide Focus on Student Engagement:
eCA uses an asynchronous virtual learning instructional model. Due to the distance of space and time between the teacher and the student in this model, it is essential to guide students to become better independent learners and for teachers to provide engaging instruction that is researched based. Teachers will be provided with professional learning in Kagan Strategies, which will help them to prioritize their time in front of students for connection, discussion and interaction. As part of the school-wide focus on student engagement, the school PBIS (Positive Behavior Support) has incorporated the use of live lesson attendance-tracking and on-task student behavior tracking. Students that meet their grade level criteria for attendance and on-task behavior will qualify for Comet Celebration Coupons and Quarterly Grade Level Field Days for students in Primary, Intermediate, Middle and High School.

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.

Parents and community members are encouraged and sought out to be active participants in our school SAC. Our SAC meetings are held on the second Monday of each month at 6:00 pm at the eCollier Virtual Academy Campus, located at Calusa Park Elementary School. Parents will be provided with an opportunity to review our SIP and provide input as documented in our agenda and in meeting minutes from SAC meetings. SAC will be consulted on the appropriate use of parent involvement funds. As part of our ongoing Parent Involvement SIP committee, we host monthly activities, that are shared out with all of our parents through our bi-weekly eCA comet Connection Family Newsletter. All bi-weekly newsletters are also archived on our school website, along with all weekly activities that are taking place through our virtual eLearning Academy. Additionally, we push out monthly family surveys to gather ideas and support for our students, families and staff. This school year we will be promoting our K-12 Comet Collaborative Family Support Club, to assist with supporting our teachers with our SIP through volunteering and in-kind giving.

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

Jay Fike- Assistant Principal: Provides daily, weekly and monthly surveys and blackboard messages to all stakeholders.

Jessica Rickard- Instructional Technology Coach and Media Coach: Provides and creates our bi-weekly family newsletters and maintains and updates our Elementary and Secondary online and physical Media Centers.
Angela Sweet- Office Manager: Facilitates our multi-leveled communications for all staff that is provided to all stakeholders.
Denise Lindheim- Principal: Organizational Leader of all things related to positive culture and safe environment

Part V: Budget

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

1	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			7023 - Ecollier Academy			$0.00
			Notes: There are no funds available for this function			
2	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$0.00**
3	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$0.00**
					Total:	**$0.00**