

Hillsborough County Public Schools

# Collins Pk 8 School



2021-22 Schoolwide Improvement Plan

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# Collins Pk 8 School

12424 SUMMERFIELD BLVD, Riverview, FL 33579

[ no web address on file ]

## Demographics

**Principal: Rebecca Sargable**

Start Date for this Principal: 7/29/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	49%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (48%) 2017-18: C (52%) 2016-17: C (53%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan is pending approval by the Hillsborough 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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# Collins Pk 8 School

12424 SUMMERFIELD BLVD, Riverview, FL 33579

[ no web address on file ]

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Combination School PK-8</p>	<p><b>2020-21 Title I School</b></p> <p>No</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>41%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>59%</p>

## School Grades History

	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>
<b>Year</b>				
<b>Grade</b>		C	C	C

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## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

Collins Elementary students will be compassionate, respectful, responsible learners who become successful citizens.

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

Preparing students for life.

### 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
Smiley, Ron	Assistant Principal	Providing strategic direction to the school, assessing teaching methods, monitoring student achievement, encouraging parent and community involvement, revising policies and procedures, evaluating staff, and overseeing facilities.
Sargable, Rebecca	Principal	Providing strategic direction to the school, assessing teaching methods, monitoring student achievement, encouraging parent and community involvement, revising policies and procedures, administering the budget, hiring and evaluating staff, and overseeing facilities.

### Demographic Information

**Principal start date**

Thursday 7/29/2021, Rebecca Sargable

**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.*

8

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

53

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

954

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

19

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

16

**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	126	175	136	173	139	183	0	0	0	0	0	0	0	932
Attendance below 90 percent	37	38	32	21	21	30	0	0	0	0	0	0	0	179
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
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	6	22	35	0	0	0	0	0	0	0	63
Level 1 on 2019 statewide FSA Math assessment	0	0	0	6	31	42	0	0	0	0	0	0	0	79
Number of students with a substantial reading deficiency	0	0	0	78	38	58	0	0	0	0	0	0	0	174

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	2	2	0	0	0	0	0	0	0	0	4

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	10	9	13	9	13	0	0	0	0	0	0	0	55
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

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	75	149	169	148	179	165	0	0	0	0	0	0	0	885
Attendance below 90 percent	25	13	21	10	15	16	0	0	0	0	0	0	0	100
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	9	25	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide Math assessment	0	0	0	0	6	25	0	0	0	0	0	0	0	31

**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	4	6	0	0	0	0	0	0	0	10

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	7	1	0	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

**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	75	149	169	148	179	165	0	0	0	0	0	0	0	885
Attendance below 90 percent	25	13	21	10	15	16	0	0	0	0	0	0	0	100
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	9	25	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide Math assessment	0	0	0	0	6	25	0	0	0	0	0	0	0	31

**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	4	6	0	0	0	0	0	0	0	10

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	3	7	1	0	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

**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				58%	57%	61%	59%	59%	60%
ELA Learning Gains				55%	56%	59%	50%	56%	57%
ELA Lowest 25th Percentile				41%	52%	54%	34%	49%	52%
Math Achievement				56%	55%	62%	64%	57%	61%
Math Learning Gains				44%	57%	59%	58%	53%	58%
Math Lowest 25th Percentile				26%	49%	52%	34%	47%	52%
Science Achievement				57%	50%	56%	65%	51%	57%
Social Studies Achievement					77%	78%		79%	77%

**Grade Level Data Review - State Assessments**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	59%	52%	7%	58%	1%
Cohort Comparison						
04	2021					
	2019	55%	55%	0%	58%	-3%
Cohort Comparison		-59%				
05	2021					
	2019	58%	54%	4%	56%	2%
Cohort Comparison		-55%				
06	2021					
	2019					
Cohort Comparison		-58%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	60%	54%	6%	62%	-2%
Cohort Comparison						
04	2021					
	2019	50%	57%	-7%	64%	-14%
Cohort Comparison		-60%				
05	2021					
	2019	58%	54%	4%	60%	-2%
Cohort Comparison		-50%				
06	2021					
	2019					
Cohort Comparison		-58%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	56%	51%	5%	53%	3%
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		-56%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					

**Grade Level Data Review - Progress Monitoring Assessments**

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

- iReady Reading Grades 1-5
- iReady Math Grades 1-5
- 5th Grade BOY and MOY Science

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40	60	84
	Economically Disadvantaged	18	47	63
	Students With Disabilities	30	56	70
	English Language Learners	33	33	67
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24	48	76
	Economically Disadvantaged	13	25	61
	Students With Disabilities	30	56	56
	English Language Learners	0	33	76

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39	66	74
	Economically Disadvantaged	32	53	53
	Students With Disabilities	50	60	60
	English Language Learners	0	50	25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23	42	69
	Economically Disadvantaged	5	23	46
	Students With Disabilities	0	20	50
	English Language Learners	0	0	25

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	73	93	92
	Economically Disadvantaged	47	56	65
	Students With Disabilities	56	62	63
	English Language Learners	0	100	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24	52	77
	Economically Disadvantaged	16	18	46
	Students With Disabilities	19	46	44
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41	60	67
	Economically Disadvantaged	39	43	56
	Students With Disabilities	23	47	40
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33	47	63
	Economically Disadvantaged	20	28	47
	Students With Disabilities	39	39	56
	English Language Learners	0	0	0

Grade 5					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		49	64	74
	Economically Disadvantaged		25	42	49
	Students With Disabilities		42	48	42
	English Language Learners		0	0	50
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		33	59	85
	Economically Disadvantaged		16	32	47
	Students With Disabilities		24	56	56
	English Language Learners		0	0	53
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		47	53	-
	Economically Disadvantaged		35	41	-
	Students With Disabilities		41	39	-
	English Language Learners		7	25	-
		Number/% Proficiency	Fall	Winter	Spring

**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	19	33	39	30	35	47	14				
ELL	34			47							
BLK	36	40	36	27	32		14				
HSP	52	41	36	50	52	57	41				
MUL	57			50			27				
WHT	69	62		62	64	60	55				
FRL	43	39	35	37	47	45	30				
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	16	39	35	19	26	25	9				
ELL	27	31	17	40	25	13	27				
ASN	65	57		76	50						

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
BLK	47	53	43	42	39	25	44				
HSP	58	56	36	59	42	31	56				
MUL	58	69		58	46						
WHT	64	56	41	60	47	19	68				
FRL	49	54	42	46	40	27	48				
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	16	23	23	25	32	25	32				
ELL	22	30	27	33	43	43					
ASN	50			79							
BLK	55	47	33	51	49	23	56				
HSP	51	48	25	58	60	52	47				
MUL	70	59		74	61		73				
WHT	66	50	40	74	61	31	83				
FRL	47	46	26	54	52	38	48				

### 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	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	398
Total Components for the Federal Index	8
Percent Tested	93%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
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	47



English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	31
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	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	45
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

The Federal Index for our Student with Disabilities is 31%, they are expected to reach 41%.  
 The Federal Index for our English Language Learning is 32%, they are expected to reach 41%.  
 Our Learning Gains in ELA were 49%, this continues to be a trend for our school.  
 Our Bottom Quartile Learning Gains in ELA were 32%, this continues to be a trend for our school.

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

Based on 2021 state assessment data our greatest areas for improvement are:  
 Bottom Quartile Learning Gains in ELA (32%)  
 Science Proficiency (42%)  
 ESSA subgroups (SWD 31% and ELL 32%)

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

Contributing factors - trying to teach students science during the pandemic via eLearning and/or brick/mortar and the instructional minutes eLearning students were engaged with science. Struggling readers historically have not consistently had access to foundational reading skills and development.

New actions:

BQLG ELA - we need to address the needs of our students, and our ESSA subgroups (SWD and ELL). We need to ensure our students are progressing throughout the school year so they show growth on the summative assessment.

Science Proficiency - we need to fill the gaps in science instruction with the use of progress monitoring to increase the knowledge from last school year. We also need to ensure our 5th graders are fully engaged in science lessons and the 5Es to ensure they are prepared for the Science assessment. We are focused on science vocabulary and incorporating multiple opportunities for students to improve in this area, which will impact their overall knowledge.

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

Based on 2021 state assessment data our greatest area of improvement was:  
 Bottom Quartile Learning Gains in Math (53%, up from 28%)

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

Contributing factors - successful implementation of Monthly Math Assessments for the 2019-2020 and 2020-2021 school year.

New actions:

Continue participating in Monthly Math Assessments, continue student conferences and goal setting, add 1st grade to this year's monthly assessments.

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

Knowledge of standards  
Knowledge of foundational skills  
Analyze data  
Monitor student's progress  
Plan-Do-Act-Check  
Maintain relationships/connections

### **Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional Development courses offered through PDS  
Monthly Professional Development based on school/teacher need offered one Monday a month  
Timely articles and research shared with staff on a weekly basis  
Teacher Talent Developers available for various levels of support, individual PD, and assistance  
District level support and feedback throughout the school year  
District provided Instructional Guides for various subjects  
District provided resources in Canvas  
Academic Services Notebook available in OneNote

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

Clear Instructional Priorities  
7 Mindsets SEL Program  
Look Fors and School Wide Feedback  
Effective PLCs  
Focus on Progress Monitoring

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

### **Areas of Focus:**

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

**Area of Focus Description and Rationale:** Using the 2021 FSA Data:  
 Our Math Proficiency was 51%  
 Our Math Learning Gains were 53%  
 Our Math Bottom Quartile Learning Gains were 53%

Using current iReady Math diagnostic data from 2021-2022 AP1:  
 5th grade - 71% of students scored at least one grade level below  
 4th grade - 71% of students scored at least one grade level below  
 3rd grade - 84% of students scored at least one grade level below  
 2nd grade - 84% of students scored at least one grade level below  
 1st grade - 84% of students scored at least one grade level below  
 Kindergarten - this data will be added when kdg students complete AP1

**Measurable Outcome:** 62% of K-5 students will demonstrate proficiency or make a years worth of growth by May of 2022.

**Monitoring:** We will use our progress monitoring tools to discuss student progress during PLC conversations. In addition, we will use individual conferences with students focused on their monthly math assessment in grades 1-5. We will work together in PLCs to plan standards aligned lessons/activities for small and large group.

**Person responsible for monitoring outcome:** Ron Smiley (ron.smiley@hcps.net)

**Evidence-based Strategy:** We will utilize K-5 iReady Math Diagnostics, Grades 1-5 Monthly Math Assessments, Grades 3-5 District Mid-Year Math Assessments, and Grades 3-5 FSA Math data to progress monitor our students.

**Rationale for Evidence-based Strategy:** Math iReady is differentiated to meet the needs of the students in K-5, including our ESSA groups of SWD and ELL. Monthly Math Assessments have targeted goals set by individual student needs.  
 Math Mid-Year assessments are aligned to FSA and provide a snapshot of the standards being assessed by the State and District.

**Action Steps to Implement**

1. Assist in providing differentiated professional development for the implementing of Florida standards, via the utilization of the assessments provided by the District (iReady, Monthly Math, and Mid-Year assessments)

**Person Responsible** Ron Smiley (ron.smiley@hcps.net)

2. Team members will utilize effective PLC practices to analyze student data and track student progress on grade level standards.

**Person Responsible** Ron Smiley (ron.smiley@hcps.net)

3. Focus on current data obtained, overall student performance, and the district provided resources (iReady, Monthly Math, and Mid-Year assessments), to drive instruction. This will include standards aligned lesson/activities for both core and small group.

**Person Responsible** Ron Smiley (ron.smiley@hcps.net)

**Instructional Priority:**

The Collins Team will ensure academic growth for every student through effective PLC practices, standards aligned lessons/activities (core and small group), and aggressive progress monitoring. Monitoring data will be discussed at PLCs and used to plan core and small group lesson/activities.

"Look Fors" for the school year:

Time is maximized throughout the lesson; students don't have idle time.

The teacher provides opportunities for students to work with and practice grade level problems/exercises.

Frequent monitoring of student progress drives the content of remediation/acceleration so that students get what they need.

Students can articulate their successes and needs as they work toward learning outcomes.

Students have opportunities for productive struggle and persevere in reasoning and solving problems in the face of initial difficulty.

Questions, tasks, or assessments yield data that allow the teacher to assess students' progress toward learning outcomes aligned to grade level standards and provides for lesson adjustments.

**Person Responsible** Ron Smiley (ron.smiley@hcps.net)

## #2. Instructional Practice specifically relating to ELA

<b>Area of Focus Description and Rationale:</b>	<p>Using the 2021 FSA Data:                  Our ELA Proficiency was 57%                  Our ELA Learning Gains were 49%                  Our ELA Bottom Quartile Learning Gains were 32%</p> <p>Using current iReady Reading diagnostic data from 2021-2022 AP1:                  5th grade - 66% of students scored at least one grade level below                  4th grade - 52% of students scored at least one grade level below                  3rd grade - 52% of students scored at least one grade level below                  2nd grade - 66% of students scored at least one grade level below                  1st grade - 81% of students scored at least one grade level below                  Kindergarten - this data will be added when kdg students complete AP1</p>
<b>Measurable Outcome:</b>	62% of K-5 students will demonstrate proficiency or make a years worth of growth by May of 2022.
<b>Monitoring:</b>	We will use our progress monitoring tools to discuss student progress in ELA during PLC conversations. In addition, we will use small group instruction to meet the needs of our readers in grades K-5. We will work together in PLCs to plan standards aligned lessons/ activities for small and large group.
<b>Person responsible for monitoring outcome:</b>	Rebecca Sargable (rebecca.sargable@hcps.net)
<b>Evidence-based Strategy:</b>	We will utilize K-5 iReady Reading Diagnostics, SIPPS for Grades K-2, Grades 2-5 District Provided Reading Assessments, and Grades 3-5 FSA Reading data to progress monitor our students.
<b>Rationale for Evidence-based Strategy:</b>	Reading iReady is differentiated to meet the needs of the students in K-5, including our ESSA groups of SWD and ELL. Reading Assessments are aligned to FSA and provide a snapshot of the standards being assessed by the State and District. SIPPS is a research based foundational program to help new and struggling readers build skills and confidence.

### Action Steps to Implement

- Assist in providing differentiated professional development for the implementation of BEST/Florida standards, and utilize the assessments provided by the District (iReady, SIPPS, Wonders, and Reading Assessments)
 

<b>Person Responsible</b>	Rebecca Sargable (rebecca.sargable@hcps.net)
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- Team members will utilize effective PLC practices to analyze student data and track student progress on grade level standards.
 

<b>Person Responsible</b>	Rebecca Sargable (rebecca.sargable@hcps.net)
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- Focus on current ELA data obtained, overall student performance, and the district provided resources (iReady,SIPPS, Wonders, and Reading assessments), to drive instruction. This will include standards aligned lesson/activities for both core and small group.
 

<b>Person Responsible</b>	Rebecca Sargable (rebecca.sargable@hcps.net)
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**Instructional Priority:**

The Collins Team will ensure academic growth for every student through effective PLC practices, standards aligned lessons/activities (core and small group), and aggressive progress monitoring. Monitoring data will be discussed at PLCs and used to plan core and small group lesson/activities.

"Look Fors" for the school year:

Time is maximized throughout the lesson; students don't have idle time.

The teacher provides opportunities for students to work with and practice grade level problems/exercises.

Frequent monitoring of student progress drives the content of remediation/acceleration so that students get what they need.

Students can articulate their successes and needs as they work toward learning outcomes.

Students have opportunities for productive struggle and persevere in reasoning and solving problems in the face of initial difficulty.

Questions, tasks, or assessments yield data that allow the teacher to assess students' progress toward learning outcomes aligned to grade level standards and provides for lesson adjustments.

**Person**

**Responsible** Rebecca Sargable (rebecca.sargable@hcps.net)

**#3. Culture & Environment specifically relating to Social Emotional Learning**

**Area of Focus Description and Rationale:** The Collins Team will focus on social-emotional learning, through the implementation of the 7Mindsets curriculum, to ensure a safe, caring environment where all stakeholders feel emotionally, socially, and physically safe. In order for everyone to perform at their personal best, all forms of safety must be a priority. During the 20-21 school year, only 42% of surveyed students indicated they feel successful pulling themselves out of a bad mood ("How often are you able to pull yourself out of a bad mood" as measured by the Spring 2021 Panorama Survey). Our students (3.35) answered lower than the district (3.42) and Region 5 (3.41) average and feel 7 Mindsets will benefit our students in SEL areas like this. We are pleased to be out performing the District and National average on all areas of the Insight Survey.

By the Spring of 2022 Panorama Survey, using the student question, "How often are you able to pull yourself out of a bad mood?" the student positive response rate will increase to 50%, from 42%.

**Measurable Outcome:** In addition, we will continue to maintain or increase our Insight data in all areas. In Spring of 2021 our Insight data compared to HCPS was:  
 Professional Development - 5.6  
 Instructional Planning for Student Growth - 5.9  
 Peer Culture - 6.2  
 Academic Opportunities - 6.7  
 Observation and Feedback - 7.1  
 Diversity, Equity, and Inclusion - 7.2  
 Evaluation - 7.5  
 Learning Environment - 7.6  
 Leadership - 7.9

**Monitoring:** We will monitor this goal through the 7 Mindsets committee and monthly conversations with faculty/staff/students. We will utilize walkthroughs to ensure fidelity and are showcasing students that are demonstrating comfort with the 7 Mindsets strategies.

**Person responsible for monitoring outcome:** Rebecca Sargable (rebecca.sargable@hcps.net)

**Evidence-based Strategy:** 7 Mindsets Social-Emotional program  
 Start With Hello program  
 School-based mentoring program for students

**Rationale for Evidence-based Strategy:** With the support of creating an inclusive environment, the stakeholders will be able to identify and make connections with others, including students and adults, in order to promote and foster an appreciation for our school, each other, and the learning.

**Action Steps to Implement**

1. Implement effective strategies to infuse 7Mindsets across the curriculum.

**Person Responsible** Rebecca Sargable (rebecca.sargable@hcps.net)

2. Reserve time, weekly/monthly, for 7 Mindsets lessons taught by classroom teachers (weekly) and school counselors (monthly).



**Person Responsible** Rebecca Sargable (rebecca.sargable@hcps.net)

3. Continue to enhance mentoring program for students.

**Person Responsible** Rebecca Sargable (rebecca.sargable@hcps.net)

4. Continue infusing the Start with Hello program, to promote inclusion and to ensure all students feel a part of our school family.

**Person Responsible** Rebecca Sargable (rebecca.sargable@hcps.net)

### Additional Schoolwide Improvement Priorities

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

**Though the Safe Schools for Alex website shows we are ranked "high" for violent incidents, it should be noted that this data is from the 2019-2020 school year. That year we had 16 behavior referrals and 9 were coded as violent (bullying, physical attack, threat, intimidation, fighting, etc). We had marked improvement during the 2020-2021 school year with only 5 behavior referrals submitted and only 1 considered "violent." We will continue to monitor student behavior and hold students accountable for their actions. We will support students struggling with behavior through our Behavior Intervention Team, Restorative Practices, and the 7 Mindsets curriculum.**

### 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 addresses the continued positive school culture and environment by having administration, someone from each grade level, a PTA Board member, our business and community partners, parents, and students address school performance and equity as a team, willing to voice ideas and provide feedback to address the concerns of its members.

One of the actions taken as a result of this committee meeting, is that Collins has created a mentoring program. This program continues to grow yearly with more adults participating in the program and thus,

more students are benefitting. We believe that connections help build and foster the culture and addresses the needs of the students where they are at now, whether it is academically or socially.

We work to communicate every child's progress to the parents by sending home quarterly progress alerts and holding parent teacher conferences. We also encourage parents to participate in all our events by sending newsletters, flyers, ParentLinks, Remind App, Twitter, Facebook, and our school website.

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

Every stakeholder associated with our school (faculty, staff, volunteers, parents, students, community members, etc) are responsible for actively engaging in and promoting a positive school 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
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
<b>Total:</b>			<b>\$0.00</b>