

Collier County Public Schools

Corkscrew Elementary School



2022-23 Schoolwide Improvement Plan

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Corkscrew Elementary School

1065 COUNTY ROAD 858, Naples, FL 34120

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

Demographics

Principal: Kelly Zwack

Start Date for this Principal: 6/5/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	62%
2021-22 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 Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (67%) 2018-19: A (68%) 2017-18: A (66%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	62%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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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.

To create a collaborative learning community that inspires success through high-quality, data-driven instruction, purposeful learning, and amazingly positive experiences for all stakeholders.

Provide the school's vision statement.

To foster a learning community where students will engage in experiences that develop self-confidence and a love of learning resulting in respectful and responsible citizens.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Zwack, Kelly	Principal	<ol style="list-style-type: none"> 1. Implement the District's philosophy of education and instructional program in accordance with District policies and administrative guidelines, Florida Department of Education requirements, and provisions of State and Federal law. 2. Directs all school administrative operations. 3. Provides instructional leadership for all school programs. 4. Provides leadership for all school operations consistent with existing collective bargaining contracts, school law, Board Policies, and Administrative Procedures. 5. Provides leadership in developing, coordinating, implementing, and evaluating school instructional and extra-curricular programs. 6. Ensures there is a data driven focus on student achievement. 7. Creates a positive school climate and culture within the school. 8. Maintains fair, reasonable, and consistent discipline within the school. 9. Facilitates the School Advisory Committee and develops the School Improvement Plan. 10. Maintains a healthy and safe environment for students and staff (fire drills, code yellow, code red, etc.). 11. Ensures the proper maintenance and custodial care of school facility and grounds. 12. Supervises the creation of the master schedule and related staff assignments. 13. Provides professional development opportunities for all staff. 14. Evaluates instructional and non-instructional staff. 15. Assists as needed with District accreditation process. 16. Facilitates parent involvement in the school community. 17. Serves as liaison between school and community to utilize community resources. 18. Maintains and properly disposes of administrative and student records. 19. Serves as liaison between the school and District Support Services (Nutrition, Transportation, and Custodial). 20. Ensures compliance with state and district assessment requirements. 21. Ensures fiscal responsibility in the development and maintenance of locational and internal school budgets. 22. Supervises the preparation of county, state, and federal reports originating at the school level. 23. Maintains inventory of supplies, equipment, and furniture within the school. 24. Recruits and interviews prospective staff members. 25. Participates/facilitates in workshops, conferences, parent-teacher meetings, and extracurricular activities. 26. Provides leadership in implementing and evaluating before- and after-school instructional and extracurricular programs. 27. Performs other tasks, duties and responsibilities as assigned.
Callahan, Rachel	Assistant Principal	<ol style="list-style-type: none"> 1. Implement the District's philosophy of education and instructional program in accordance with District policies and administrative guidelines, Florida Department of Education requirements, and provisions of State and Federal law.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> 2. Assists the Principal in directing all school administrative operations. 3. Assists the Principal with providing instructional leadership for all school personnel and programs. 4. Manages school operations in the absence of the Principal. 5. Assists the Principal in maintaining a positive school climate and culture within the school. 6. Provides leadership with teachers and department chairperson/team leader concerning instructional programs. 7. Assists the Principal in planning and implementing interdisciplinary teams, student advisory programs, exploratory programs, extended day programs and transition programs with middle schools. 8. Develops and implements the school's master schedule and related staff assignments. 9. Works in conjunction with the Principal to maintain fair, reasonable, and consistent discipline within the school. 10. Oversees the testing program and aggregates, analyzes, interprets and communicates data in order to improve the instructional program. 8. Works in conjunction with the Principal to ensure there is a data drive focus on student achievement. 11. Assists the Principal in working with community groups and utilizing community resources. 12. Assists in the development of the School Improvement Plan. 13. Coordinates evaluation, selection, and distribution of instructional materials. 14. Assists the Principal in the selection, supervision, and evaluation of staff. 15. Supervises extra-curricular activities. 16. Assists the Principal in the preparation of Title I (if applicable), locational, and internal school budgets. 17. Assists the Principal in the preparation of county, state, and federal reports originating at the school level. 18. Coordinates and conducts appropriate parent/teacher conferences related to curriculum. 19. Secures substitute teachers as needed. 20. Works in conjunction with the Principal to maintain a healthy and safe environment for students and staff (fire drills, code yellow, code red). 21. Works in conjunction with the Principal to provide professional development opportunities for all staff. 22. Participates/facilitates in workshops, conferences, parent-teacher meetings. 23. Serves as liaison between school and community to utilize community resources. 24. Coordinates the IDEA 504 process. 25. Oversees the implementation of the Positive Behavior Support (PBS) program. 26. Works in conjunction with the Principal to supervise all aspects of the student day (i.e. student arrival, class transition, lunch, dismissal). 27. Performs other duties, tasks, and responsibilities as assigned by the Principal.

Name	Position Title	Job Duties and Responsibilities
McCosh, Rebecca	Instructional Coach	<ol style="list-style-type: none"> 1. Implement the District's philosophy of education and instructional program in accordance with District policies and administrative guidelines, Florida Department of Education requirements, and provisions of State and Federal law. 2. Assists in the implementation of the Collier County Public Schools K-12 Comprehensive Research-Based Reading Plan. 3. Assists in the implementation of an articulated K-12 literacy program. 4. Coordinates with appropriate groups and staff including ESE and ESOL personnel, for district-wide articulation regarding literacy issues. 5. Assists with the delivery of staff development. 6. Supports and follows up literacy training including meeting with teacher groups and modeling instructional strategies. 7. Participates actively in the selection of instructional materials for literacy development. 8. Assists school personnel and the staff of the technology department in efforts to utilize technology to enhance literacy instruction. 9. Works collaboratively with the administrative teams, assistant principal of curriculum, reading coaches, and staff at each assigned school to help implement an effective literacy program. 10. Assists in the design, implementation and evaluation of new instructional program development, assessment of student progress and identification of appropriate instructional strategies and materials. 11. Performs other duties as assigned.
Fialko, Sue		<ol style="list-style-type: none"> 1. Implements the District's philosophy of education and instructional program in accordance with District policies and administrative guidelines, Florida Department of Education requirements, and provisions of State and Federal law. 2. Promotes the shared vision of meeting the needs of all students utilizing a system of supports with differentiated instruction as the platform for integration of standards-based instruction. 3. Maintains detailed knowledge of procedural safeguards, evaluation, eligibility procedures, policies, laws, and regulations related to the educational needs of students with disabilities. 4. Remains informed, stays up-to-date on district initiatives as shared via email, iBriefings, webinars, meetings, etc. and takes appropriate action as needed. 5. Works collaboratively with district and school-based leadership teams including academic coaches, to review the fidelity of Tier 3 intervention implementation prior to referral for evaluation. 6. Maintains a working knowledge of local, state, and federal laws and regulations related to compliance with the Individuals with Disabilities Education Act (IDEA), ESEA and English Language Learners (ELLs), as well as guidelines pertaining to eligibility, delivery of services, and individualized plan development. 7. Attends all district required professional development activities aligned with specific position requirements and demonstrates active participation and follow-through at the school(s) of assignment.

Name	Position Title	Job Duties and Responsibilities
Newell, Christin	Other	<p>8. Provides training and technical assistance in the use of the Enrich system, and consultation in the development of the Educational Plans (EP). Individual Educational Plans (IEP) and 504 plans according to individual student needs.</p> <p>9. Prepares, reviews, and monitors the correct completion of educational documentation in student records pertaining to exceptional student (EP, IEP, 504) services to ensure compliance with federal, state, and local requirements.</p> <p>10. Participates in annual self-assessment monitoring of student records in compliance with all requirements of IDEA and its regulations; Florida Statutes related to Special programs for Exceptional students; and Exceptional Student Education/Florida Education Finance Program (ESE/FEFP). Assists district and school based administrators with F.T.E., student projections, compliance monitoring, and federal, state, and local reports.</p> <p>11. Conducts meetings using components of effective meeting facilitation assisting IEP teams in reaching agreements that lead to education programs and beneficial outcomes for students.</p> <p>12. Gives information about organizations that offer support for parents of students with disabilities, information on agencies that can assist a student with a disability in transition from school and offers parents training about Exceptional Student Education.</p> <p>13. Performs other duties as assigned.</p>
		<p>1. Fosters student achievement and development.</p> <p>2. Serves as an on-staff specialist with expertise in Library/Media services.</p> <p>3. Works with and through the department/grade level chairpersons, and all teachers and staff to support curriculum, technology, and student services.</p> <p>4. Collaborates with colleagues for the purpose of improving instruction and student performance.</p> <p>5. Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida and the district's code of ethics policy, and the professional practices of the American Library Association.</p> <p>6. Organizes and supervises use of the Library Media Center by all students and teachers, and supervises library personnel, media and equipment.</p> <p>7. Promotes and maintains a dynamic, richly diverse, up-to-date library collection in all formats; designed and continually evaluated to best support the school curriculum and meet the reading needs of the student community.</p> <p>8. Provides group and individual instruction to students in research, technology, reading selection, and information skills.</p> <p>9. Develops and implements engaging lessons and designs authentic work for students, in collaboration with classroom subject-area teachers.</p> <p>10. Models and provides instruction to students and staff in the ethical use of information, including teaching students how to correctly cite and use the information and intellectual property of others in their research papers and projects; and adheres to the guidelines and laws governing intellectual property and fair use across all media.</p> <p>11. Incorporates reading and writing strategies across all content areas, and encourages use of the Library Media Center's resources to accomplish these strategies.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>12. Remains current and knowledgeable about evidence-based practices related to teaching and learning, and demonstrates these practices in Library Media Center instruction.</p> <p>13. Integrates technology appropriately to enhance student learning and instructional delivery, and supports classroom subject area teachers in instructional technology use.</p> <p>14. Maintains a positive, student-centered Library Media Center environment which assists pupils in developing positive values, attitudes and behavior patterns and personal accountability.</p> <p>15. Prepares budgets, inventories, purchase orders and other records as required to support the Library Media Center's objectives of providing curriculum support and age appropriate reading materials to the school community.</p> <p>16. Provides welcoming and timely accessibility to the Library Media Center and all materials and equipment to all members of the school community.</p> <p>17. Processes, schedules and safeguards use of all media and equipment and provides guidance, as requested, for classroom technology and equipment purchases.</p> <p>18. Offers in-service programs on research, technology and software use, curriculum development, and information skills.</p> <p>19. Analyzes and uses student performance data to inform instruction.</p> <p>20. Participates in District Library Media Specialists' PLCs, in-services and meetings and other school-based meetings as assigned.</p> <p>21. Performs other duties as assigned.</p>
Lyberg, Dan	School Counselor	<p>1. Provides school counseling services for students, utilizing parents, staff, and community resources in the areas of academic achievement, career development, personal and social development, and community involvement and multicultural/global citizenship development.</p> <p>2. Works with and through the lead counselor where applicable, in the area of student services.</p> <p>3. Maintains professional growth via staff development activities both within and outside the district. Provides for the implementation and delivery of the district adopted school counseling curriculum based upon Florida's School Counseling Framework.</p> <p>4. Serves as on-staff resource with expertise in student services.</p> <p>5. Provides counseling services for students, and advisement to parents, teachers, staff, and outside agencies. Counseling services may include, but are not restricted to, targeted individual counseling, small group counseling, classroom presentations to support academic success, social skills, stress and anger management; and crisis intervention. Counseling services may include a review of psychological evaluations and standardized test scores.</p> <p>6. Serves as a member of RtI (Response to Intervention) and/or PBIS (Positive Behavior Intervention Support Team(s) to support the referral process to include pre-referral screening and conferences, student progression, school level articulation and staffing for ESE. Assists with the coordination of student placement, agency referrals, student records, and student recognition programs.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>7. Serves as a member of the school's ELL (English Language Learners) Committee.</p> <p>8. Plans, implements, and delivers the district adopted school counseling curriculum, based upon Florida's School Counseling Framework through the coordination of school-wide programs and grade specific classroom presentations, requiring articulation with the administration and classroom teachers.</p> <p>9. Consults with teachers, teams, administrators, families and/or students regarding the progress of students.</p> <p>10. Performs other duties as assigned by the Principal.</p>

Demographic Information

Principal start date

Saturday 6/5/2021, Kelly Zwack

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2022 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.*

22

Total number of teacher positions allocated to the school

56

Total number of students enrolled at the school

855

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

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

13

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	141	129	136	145	131	0	0	0	0	0	0	0	808
Attendance below 90 percent	18	22	15	19	18	11	0	0	0	0	0	0	0	103
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 2022 statewide FSA ELA assessment	0	0	0	1	5	13	0	0	0	0	0	0	0	19
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	12	19	0	0	0	0	0	0	0	31
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	1	3	4	0	0	0	0	0	0	0	8

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Wednesday 8/24/2022

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	117	118	127	128	117	137	0	0	0	0	0	0	0	744
Attendance below 90 percent	8	15	13	12	14	15	0	0	0	0	0	0	0	77
One or more suspensions	0	8	1	7	2	9	0	0	0	0	0	0	0	27
Course failure in ELA	2	9	27	15	0	0	0	0	0	0	0	0	0	53
Course failure in Math	2	3	21	16	0	0	0	0	0	0	0	0	0	42
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	1	10	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide FSA Math assessment	0	0	0	4	13	16	0	0	0	0	0	0	0	33
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	3	6	6	4	8	0	0	0	0	0	0	0	29

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	2	4	4	6	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	117	118	127	128	117	137	0	0	0	0	0	0	0	744
Attendance below 90 percent	8	15	13	12	14	15	0	0	0	0	0	0	0	77
One or more suspensions	0	8	1	7	2	9	0	0	0	0	0	0	0	27
Course failure in ELA	2	9	27	15	0	0	0	0	0	0	0	0	0	53
Course failure in Math	2	3	21	16	0	0	0	0	0	0	0	0	0	42
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	1	10	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide FSA Math assessment	0	0	0	4	13	16	0	0	0	0	0	0	0	33
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	3	6	6	4	8	0	0	0	0	0	0	0	29

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	2	4	4	6	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	73%	64%	56%				77%	60%	57%
ELA Learning Gains	64%						68%	59%	58%
ELA Lowest 25th Percentile	58%						59%	51%	53%
Math Achievement	76%	56%	50%				81%	68%	63%
Math Learning Gains	71%						72%	64%	62%
Math Lowest 25th Percentile	58%						42%	55%	51%
Science Achievement	66%	72%	59%				75%	59%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	81%	61%	20%	58%	23%
Cohort Comparison		0%				
04	2022					
	2019	73%	58%	15%	58%	15%
Cohort Comparison		-81%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	74%	60%	14%	56%	18%
Cohort Comparison		-73%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	89%	68%	21%	62%	27%
Cohort Comparison		0%				
04	2022					
	2019	77%	65%	12%	64%	13%
Cohort Comparison		-89%				
05	2022					
	2019	75%	67%	8%	60%	15%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	73%	56%	17%	53%	20%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	48	50	53	54	58	39	38				
ELL	58	55	36	65	62		40				
ASN	70			90							
BLK	65	72		64	41						
HSP	69	63	44	67	68	53	64				
WHT	78	62	68	84	76	67	67				
FRL	66	58	50	70	64	51	59				

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	50	50		55	55	50	44				
ELL	60	64		64	57		60				
BLK	67			71							
HSP	67	66	67	68	66	57	63				
WHT	81	60		83	62		85				
FRL	68	62	56	68	57	50	62				
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	57	59	62	57	63	35	55				
ELL	55	63	63	68	70	31	50				
BLK	65	91		53	55						
HSP	70	62	55	74	71	41	65				
WHT	85	70	63	89	77	56	88				
FRL	65	65	63	68	63	25	64				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	51
Total Points Earned for the Federal Index	517
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	50
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	80
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	61
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	72
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Over the past three testing years FY19, FY21, and FY22, we have seen our ELA proficiency decrease or remain stagnant. We have seen that our SWD subgroups decreased in ELA and Math gains from FY21 to FY22.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The data components that are in the greatest need for improvement include science achievement scores, learning gains in our lowest 25% in both ELA and Math. Another area for improvement are our overall reading gains.

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

The contributing factors are the FY21 FSA scores and quarterly benchmarks. One new action made was an adjustment to the master schedule to maximize ESE and ELL supports within the classroom. We also made departmentalization adjustments in fifth grade. Weekly grade level collaboration meetings are focusing on discussing specific best practice strategies to ensure students are proficient within each benchmark. Students will also be taking a weekly common assessment in both Math and ELA to track their progress and make instructional adjustments as needed.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our third grade math FSA showed the most improvement and our overall math gains from FY21 to FY22.

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

We began the Principal Club where students demonstrated their mastery of grade level math benchmarks. The lowest performing students and students close to proficiency, based on the quarterly benchmarks, were invited to an after-school math program. We held this program twice a year. In fourth and fifth grade, teachers implemented an additional math intervention time two times per week. This year we created a specific departmentalized schedule in fifth grade to best support students needs. We also adjusted the master schedule to maximize ESE and ELL teacher support within classrooms.

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

The use of weekly exit tickets in ELA and Math will be implemented. Teachers will be able to use this data to adjust their teaching to differentiate to their student's needs.

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.

We will provide professional development with a focus on ELL strategies to support the needs of our growing population of ELL students. We will also provide additional professional development on differentiation to meet the needs of our SWD students in our classroom to master the grade level benchmarks.

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

We will continue to review our student performance data and make the necessary adjustments to instruction to ensure our students are moving towards proficiency in ELA, Math, and Science. We will structure our professional learning sessions and PLC meetings based off of the data that is collected from our formative and summative assessments.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. Instructional Practice specifically relating to Differentiation**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Since FY18, we have historically decreased in our overall ELA proficiency from 77% to currently at 73% proficient. In FY22, our 3rd graders maintained a 73% proficiency from FY21. Our 4th graders, decreased proficiency levels by 3% and our 5th graders decreased by 2%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If teachers individualize literacy instruction during their intervention block, they will meet the needs of each of their students lowest performing domain, our ELA proficiency on the 2023 State ELA Assessment will increase by 5% from 73% to 78%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor the progress of student achievement through our culminative end of module assessments, iReady diagnostic data, weekly formative assessments, and monthly PLCs.

Person responsible for monitoring outcome:

Rachel Callahan (callar1@collierschools.com)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will use the evidence-based strategy of differentiation during their intervention block for literacy.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The strategy of differentiation allows teachers to meet the students where they are and can receive individualized instruction to become proficient.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will provide students with a weekly progress monitoring tool (3-5 questions) based on the standards that were taught during the week, utilizing the HMH resources to create their weekly assessments. Teachers will use the weekly data to differentiate their literacy instruction during the intervention block.

Person Responsible

Rachel Callahan (callar1@collierschools.com)

Intervention Block, with differentiated small group intervention based on the weekly progress monitoring tool.

Person Responsible

Rebecca McCosh (mccosr@collierschools.com)

Grade level teams will conduct monthly PLC meetings to discuss student data. Teachers will discuss student concerns based on data and the team will discuss and provide strategies to help support the student. We will also discuss the implementation tier 2 SSPs if necessary.

Person Responsible

Rachel Callahan (callar1@collierschools.com)

Students will track their progress on their iReady lesson pass rates in their leadership notebooks.

Person Responsible

Rebecca McCosh (mccosr@collierschools.com)

Teachers will participate in weekly collaborative planning to discuss how they are address each benchmark during their instruction to meet the needs of all students.

Person Responsible

Rebecca McCosh (mccosr@collierschools.com)

#2. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

SY22 student performance in fifth grade science indicated a significant decrease from SY21 by 11%. Additionally, our 4th grade cohort's ELA proficiency in FY22 was 67% which is a 6% decrease from FY21. Walkthrough data indicates a need for explicit and intentional instruction aligned to the intended learning of the benchmark.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

When teachers deliver standards-based instruction that utilizes the 5E model and District resources, our fifth-grade science proficiency on the 2023 State Science Assessment will increase by 11% from 66% to 77%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The area of focus will be monitored through the following tools:

- Professional Development sign-in sheets
- Classroom observations
- Weekly common assessments
- Quarterly Benchmarks

Person responsible for monitoring outcome:

Rachel Callahan (callar1@collierschools.com)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Ensure daily science instruction is being taught through the 5E model utilizing grade-appropriate assignments that align to the standard.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The 5E Instructional Model is a research-based approach to designing instructional sequences within a unit where each phase (engage, explore, explain, elaborate, and evaluate) is used as the basis for one or more lessons.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

All fifth grade teachers will participate in professional development on the 5E model for high quality, standards-aligned science instruction.

Person Responsible

Rachel Callahan (callar1@collierschools.com)

Students will complete daily exit tickets to assist teachers on making instructional adjustments.

Person Responsible

Rachel Callahan (callar1@collierschools.com)

Teachers will engage in standards-aligned, collaborative planning that incorporates the 5E model.

Person Responsible

Rachel Callahan (callar1@collierschools.com)

Teachers will implement weekly lesson plans with fidelity.

Person Responsible

Rachel Callahan (callar1@collierschools.com)

Students will take a weekly 5 question common assessment to track proficiency in each standard being addressed during instruction.

Person Responsible

Rachel Callahan (callar1@collierschools.com)

#3. Instructional Practice specifically relating to Math**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Since FY19, we have historically decreased in our overall Math proficiency from 81% to currently at 76% proficient. In FY22 our 3rd graders increased 8% from FY21 68% to FY22 76% proficiency. Our 4th graders decreased proficiency levels by 1% FY21 76% to 75% and our 5th graders decreased by 11% from FY21 81% to 70% proficient.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If the teacher deliver standards-based instruction that utilizes formative assessments to differentiate instruction to meet the needs of all students, our math proficiency on the 2023 state math assessment will increase by 4% from 76% to 80%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor the progress of student achievement through our end of unit assessments, weekly formative assessments, quarterly benchmark data, and monthly PLCs.

Person responsible for monitoring outcome:

Kelly Zwack (zwackk@collierschools.com)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will use the evidence-based strategy of number talks during their math instruction.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Number talks builds numbers sense, fluency, and automaticity within the students to be successful with more complex mathematical tasks.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will receive on-going professional development on the BEST standards.

Person Responsible

Kelly Zwack (zwackk@collierschools.com)

Students will complete a weekly five question common formative assessment to track mastery on each benchmark.

Person Responsible

Kelly Zwack (zwackk@collierschools.com)

Students will track their progress on each common formative assessments in their leadership notebooks.

Person Responsible

Kelly Zwack (zwackk@collierschools.com)

Weekly Collaborative Planning focusing in how the teachers are addressing the benchmarks in their instruction.

Person Responsible Kelly Zwack (zwackk@collierschools.com)

Teachers will participate in a number talks professional learning session.

Person Responsible Kelly Zwack (zwackk@collierschools.com)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

CES builds a positive school culture through promoting our schoolwide positive behavior systems. We have a token economy system, Corky Cash, for students to earn by demonstrating positive behavior and leadership. Classes can earn up to four paws each day during lunch, recess, related arts, and a outside compliment by demonstrating leadership skills and following the rules. These paws are collected on a paw chart and once the class has earned 5 charts, they receive a reward from administration. There are also several rewards students can earn by displaying positive behavior such as positive referrals, leader of the week, habit leader of the month, and excellence awards. The positive referrals can be written by any staff member or student within our CES family to any student that goes above and beyond to show positive leadership. The leader of the week is chosen by the class and/or classroom teacher for positive behavior within the classroom. The habit leader of the month is chosen by the classroom teacher for a student that is displaying behavior to match the habit of the month (example being proactive, Habit #1). This award is given out at our monthly and the students are showcased at our quarterly assemblies. The leader of excellence award is given to two students per quarter that have gone above and beyond to demonstrate their positive leadership skills.

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

Our school administration, leadership team, and PBis action team work diligently to ensure that all students and staff have a voice in choosing rewards for positive behavior. We value their input on the systems we have put in place to ensure everyone is able to be successful.