

Collier County Public Schools

Pelican Marsh Elementary School



2022-23 Schoolwide Improvement Plan

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Pelican Marsh Elementary School

9480 AIRPORT RD N, Naples, FL 34109

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

Demographics

Principal: Rebecca Merhar

Start Date for this Principal: 7/12/2021

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)	61%
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 Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (79%) 2018-19: A (77%) 2017-18: A (76%)
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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Pelican Marsh Elementary School

9480 AIRPORT RD N, Naples, FL 34109

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

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	61%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	39%

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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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.

Pelican Marsh Elementary School provides a positive, nurturing environment committed to achieving excellence. All students are challenged to reach their maximum potential through a strong foundation of rigorous instruction and shared practices, enabling them to become successful, life-long learners.

Provide the school's vision statement.

Pelican Marsh Elementary is a community that honors all learners and works in partnership with parents and community members ensuring students' success.

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
Merhar, Rebecca	Principal	Both the Principal and Assistant Principal share the responsibility of providing instructional leadership. School leaders attend weekly Professional Learning Communities (PLCs) with grade level teams, review weekly lesson plans, observe classroom instruction, monitor the implementation of the curriculum, and develop schedules to ensure a safe and orderly learning environment. School leaders meet regularly with teachers to discuss their ideas regarding instructional decisions and school operation through common planning meetings, PLCs, team meetings, MTSS, the School Advisory Council, and the Faculty Advisory Council. Additionally, school leaders meet informally with teachers and teams to get their perspective on various instructional decisions to meet the needs of all students.
Kovis, Krystal	Assistant Principal	Manages school operations in the absence of the Principal. Provides leadership to teachers and team leaders concerning instructional programs. Assists the Principal in the supervision of all school programs. Is a member of the Leadership Team and strives to acquire knowledge in the area of literacy, supports and guides teams for ongoing collaboration. Seeks input from stakeholders before making decisions and works collaboratively with school staff. Supports District and school SEL initiatives.
Ward, Julie	School Counselor	Assists the Principal in maintaining a positive school climate and culture of character within the school. Serves as on-staff resource with expertise in student services. Works collaboratively with teams and/or individuals to gather input for decision making. Supports District and school SEL initiatives.
Cassilly, Robyn	Reading Coach	Supports all instructional staff with English Language Arts instruction, analyzes data, and monitors student achievement. Works collaboratively with teams and/or individuals to gather input for decision making.
White, Allison	Teacher, ESE	Supports MTSS school procedures, professional learning and activities regarding student academic and behavioral achievement, and student intervention in an efficient, professional manner. Works collaboratively with our school-based leadership team to monitor fidelity of MTSS implementation. Maintains a working knowledge of local, state, and federal laws and regulations related to compliance with the Individuals with Disabilities Education Act (IDEA), as well as guidelines pertaining to eligibility, delivery of services, and individualized plan development. Additionally, facilitates gifted education eligibility and education plans for gifted students.

Demographic Information

Principal start date

Monday 7/12/2021, Rebecca Merhar

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.*

6

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.*

8

Total number of teacher positions allocated to the school

50

Total number of students enrolled at the school

711

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

4

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

10

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	114	121	113	116	101	119	0	0	0	0	0	0	0	684
Attendance below 90 percent	7	11	9	13	4	6	0	0	0	0	0	0	0	50
One or more suspensions	0	2	2	1	4	2	0	0	0	0	0	0	0	11
Course failure in ELA	1	9	9	4	0	0	0	0	0	0	0	0	0	23
Course failure in Math	1	7	7	1	0	0	0	0	0	0	0	0	0	16
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	2	3	0	0	0	0	0	0	0	7
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	2	4	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	1	17	12	19	7	3	0	0	0	0	0	0	0	59

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	2	0	3	0	0	0	0	0	0	0	0	0	5

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	1	0	0	1	0	1	0	0	0	0	0	0	0	3
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

Monday 9/19/2022

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	119	111	106	104	119	122	0	0	0	0	0	0	0	681
Attendance below 90 percent	1	9	8	5	4	5	0	0	0	0	0	0	0	32
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	4	1	0	0	0	0	0	0	0	0	0	6
Course failure in Math	0	0	4	0	0	0	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	6	7	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	8	8	0	0	0	0	0	0	0	16
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	0	0	2	0	2	1	0	0	0	0	0	0	0	5

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	

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	119	111	106	104	119	122	0	0	0	0	0	0	0	681
Attendance below 90 percent	1	9	8	5	4	5	0	0	0	0	0	0	0	32
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	4	1	0	0	0	0	0	0	0	0	0	6
Course failure in Math	0	0	4	0	0	0	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	6	7	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	8	8	0	0	0	0	0	0	0	16
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	0	0	2	0	2	1	0	0	0	0	0	0	0	5

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	87%	64%	56%				86%	60%	57%
ELA Learning Gains	77%						74%	59%	58%
ELA Lowest 25th Percentile	73%						59%	51%	53%
Math Achievement	86%	56%	50%				91%	68%	63%
Math Learning Gains	78%						80%	64%	62%
Math Lowest 25th Percentile	74%						70%	55%	51%
Science Achievement	78%	72%	59%				77%	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	88%	61%	27%	58%	30%
Cohort Comparison		0%				
04	2022					
	2019	79%	58%	21%	58%	21%
Cohort Comparison		-88%				
05	2022					
	2019	83%	60%	23%	56%	27%
Cohort Comparison		-79%				

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	95%	68%	27%	62%	33%
Cohort Comparison		0%				
04	2022					
	2019	86%	65%	21%	64%	22%
Cohort Comparison		-95%				
05	2022					
	2019	86%	67%	19%	60%	26%
Cohort Comparison		-86%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	76%	56%	20%	53%	23%
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	46	47	47	54	63	71	42				
ELL	74	72	63	70	72	67	61				
ASN	80			80							
BLK	64			64							
HSP	78	66	72	76	73	72	57				
WHT	91	81	76	92	82	77	89				
FRL	77	68	68	74	66	69	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							
ELL	76	77		71	62		67				
ASN	77			85							
HSP	71	67	64	73	58		61				
WHT	90	79	45	94	79	77	90				
FRL	71	64	50	80	57	50	69				
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	53	54	52	69	74	70	21				
ELL	61	52	42	70	61	56	44				
ASN	82			100							
BLK	58	70		83	90						
HSP	80	73	70	82	80	69	58				
MUL	94	91		94	91						
WHT	90	74	57	94	80	64	85				
FRL	79	71	60	84	78	71	60				

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	78
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	68
Total Points Earned for the Federal Index	621
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	53
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	68
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	64
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	72
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	
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	84
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	69
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?

Overall reading proficiency showed steady growth. Science proficiency dropped to 78% proficiency. ESE proficiency for math and reading was 50% proficiency. Proficiency for ESE has decreased over the last two years.

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

The content area that shows the greatest need is Science. The subgroup that shows the greatest need for improvement is ESE in all content areas.

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 were a large cluster of ESE students in 5th grade. Actions being taken to address the need for improvement are strategically scheduling ESE teachers to maximize support at each grade level.

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

Our gains scores showed the most improvement. Gains for L25 in math and science as well as overall gains were a huge area of growth looking at our FY22 data.

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

We strategically scheduled ESE, ELL, and Resource support. We also used a floating DI block to maximize personnel for tiered support and reteach groups.

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

Acceleration strategies include differentiation for all learners, push in support from resource team, progress monitoring of end of module and quarterly assessment data and incorporating student academic notebooks.

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 opportunities focused on FTEM Element, Helping Students Revise Knowledge, and utilizing morning clubs and DI time to scaffold grade level support and mastery of grade level standards.

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

Scaffolded support that is direct and purposeful by master teachers teaching content areas within their area of expertise.

Areas of Focus

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

:

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

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

SY22 overall student performance in ELA indicates a steady increase over the past two years in proficiency. To continue this upward trend, a focus on explicit and intentional instruction aligned to the intended learning of the benchmark is required.

Measurable Outcome:

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

By June 1, 2023, if teachers regularly employ standards-aligned ELA instruction, then overall ELA student proficiency on the FY23 FAST will increase by 3% (87%-90%).

Monitoring:

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

To monitor administration attends weekly grade level planning, check grade level lesson plans for consistency and embedded strategies, conducts FTEM observation and casual walkthroughs to ensure the implementation of evidenced-based instruction, and monitors weekly Professional Learning Committee data reviews.

Person responsible for monitoring outcome:

Rebecca Merhar (merharre@collierschools.com)

Evidence-based Strategy:

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

Common grade level annotation of informational/fictional text. (Somebody-Wanted-But-So)
Initial student-centered cold read and repeated reading to deepen understanding with new text.
Use collaborative structures to foster student processing of content. (Rally Coach)

Rationale for Evidence-based Strategy:

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

Based upon FY22 proficiency data, our school-wide growth area focuses on summarizing content. Students will use annotation techniques to synthesize information of grade level text to deepen their reading comprehension.

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 teachers will participate in district and school professional development on standards-aligned ELA instruction throughout the school year.

Person Responsible

Rebecca Merhar (merharre@collierschools.com)

Grade level teachers will participate in weekly collaborative planning to discuss and embed schoolwide strategies in ELA lesson plans.

Teachers will engage in standards-aligned, collaborative planning. PLC's will analyze formative student assessment data, iReady data, FAST progress monitoring data, and district quarterly benchmarks to determine adjustments in instructional model.

Person Responsible

Rebecca Merhar (merharre@collierschools.com)

All teachers will implement weekly lesson plans with fidelity.

Person Responsible

Rebecca Merhar (merharre@collierschools.com)

Literacy Coach will support all new teachers to the school and new teachers in a grade level using the impact cycle.

Person Responsible Robyn Cassilly (cassir1@collierschools.com)

#2. 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.**

Upon review of the 2021-2022 FSA data, overall, Math proficiency decreased from 88% to 86%. The need for differentiated instruction and support, ongoing progress monitoring by a highly qualified teacher is critical and essential to improve student performance. Many of the students not demonstrating proficiency are identified lowest 25%.

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

By June 1, 2023, if teachers regularly employ standards-aligned Math instruction, then overall Math student proficiency on the FY23 FAST will increase by 4% (86%-90%).

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

Monitoring will come from quarterly data analysis of students in the lowest 25%, followed by adjustments to differentiated and core instruction based on results from district benchmark assessments and Red Bird reports. Monitoring will occur during bimonthly grade level PLC's to determine appropriate adjustments in groups to ensure that all students in the Low 25% are making adequate progress.

Person responsible for monitoring outcome:

Krystal Kovis (kovisk@collierschools.com)

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

Build fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Extensive review of FY22 FSA data identified a decrease in proficiency. Evidence indicated a need for support staff to collaborate with classroom teachers and the need to incorporate collaborative structures, build fluency and conceptual understanding. Strategic scheduling of additional support during the Math instructional block, which includes staggered DI blocks in all grade levels with two days of math to reteach and scaffold grade level standards, and the utilization of collaborative structures to increase student fluency.

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 teachers will participate in district and school-based professional development on standards-aligned math instruction throughout the school year.

Person Responsible Krystal Kavis (kovisk@collierschools.com)

Teachers will engage in standards-aligned, collaborative planning. PLC's will analyze formative student assessment data, FAST progress monitoring data, and district quarterly benchmarks to determine adjustments in instructional model.

Person Responsible Krystal Kavis (kovisk@collierschools.com)

All teachers will implement weekly lesson plans with fidelity.

Person Responsible Krystal Kavis (kovisk@collierschools.com)

Vertical Articulation Committees will focus on school-wide trends and implementation of best teaching practices.

Person Responsible Krystal Kavis (kovisk@collierschools.com)

#3. 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 decreased proficiency level as compared to SY21. When comparing 5th grade science proficiency scores to ELA proficiency scores, it appears that students are able to read the test but need more engagement with science concepts. There is a need for explicit, intentional, and engaging 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.

By June 1, 2023, if teachers regularly employ standards-aligned Science instruction, fifth grade proficiency on the Spring 2023 Grade 5 Statewide Science Assessment will increase by 5% (78%-83%).

Monitoring:

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

To monitor, administration attends weekly grade level planning, checks grade level lesson plans for consistency and embedded strategies, conducts FTEM observation and casual walkthroughs to ensure the implementation of evidenced-based instruction, and monitors weekly Professional Learning Committee data reviews.

Person responsible for monitoring outcome:

Krystal Kovis (kovisk@collierschools.com)

Evidence-based**Strategy:**

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

Ensure that daily instruction is standards-aligned and utilizes the 5E instructional model and District resources. 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.

Rationale for Evidence-based Strategy:

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

The 5E model is a planning tool for inquiry teaching that provides a structure for students to connect science ideas with their experiences and apply their learning to new contexts.

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 teachers will participate in district and school-based professional development on standards-aligned science instruction throughout the school year.

Person Responsible Krystal Kovis (kovisk@collierschools.com)

Grade level teachers will participate in weekly collaborative planning to discuss and embed schoolwide strategies in science lesson plans.

Teachers will engage in standards-aligned, collaborative planning. PLC's will analyze formative student assessment data and district quarterly benchmarks to determine adjustments in instructional model.

Person Responsible Krystal Kovis (kovisk@collierschools.com)

All teachers will implement weekly lesson plans with fidelity.

Person Responsible Krystal Kovis (kovisk@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.

In order to build a positive environment, one of Pelican Marsh's schoolwide goals is for all students to be a leader and display leadership qualities. Twice a week students participate in Connect for Success in their classroom, learning about leadership through Leader in Me 7 Habits.

At Pelican Marsh, all staff and students participate in monthly Leadership Clubs. To ensure staff and students had voice and choice, they had the chance to choose their leadership club for the year. There are many opportunities for students to be schoolwide leaders such as joining Student Council, Safety Patrols, Student Ambassadors, Greeter Leaders and various classroom roles.

This year, our PBIS WIG is by January 1, 2023, PME students will have received 800 positive referrals. Names are announced on the news, students receive a certificate, and they receive a brag tag with our three schoolwide expectations: Be Safe, Be Respectful, Be Responsible.

To promote positive leadership habits, monthly celebrations of Habit Leaders for staff occurs at the faculty meeting. Student Habit Leaders are chosen by the classroom teacher and celebrated monthly with the School Counselor, receiving a certificate, wrist band/pencil and picture posted on the Habit Leader Board.

The school counselor is teaching leadership habits through a weekly morning news segment called Habit High 5.

To promote and celebrate reading achievements, PME students participate in incentive programs such as Reading Counts, and the annual Sunshine State Young Reader's Award Program. In addition, individual students are celebrated weekly in class and highlighted on the news and social media when they have achieved an iReady Streak Award (1st, 2nd, and 3rd) or lesson passed (Grades K, 4th and 5th). An iReady scoreboard, updated weekly by a student leader displays the iReady WIG goal of 100% of PME students will show growth between the fall and spring on iReady Diagnostic.

In addition, a schoolwide reading incentive program tracks student reading success based on Reading

Counts points, iReady Streaks/pass rate, Quarterly benchmark quartile performance in order for individual students to earn tickets toward an end of year Academic Carnival celebration.

Every year, the school purchases spirit shirts for all staff at the beginning of the year. Staff and students' birthdays are celebrated each day on the morning announcements. A monthly cake for staff birthdays is shared at faculty meetings and the Social Committee leaves the teacher a bag full of birthday goodies in the mailbox.

During the 21-22 school year, students are participating in the PME Attendance Race. The grade level with the highest monthly ADA will earn a popsicle party, which will be announced on the WPME news. ADA percentages for all grade levels will be shared on the news. The grade levels that meet the 96% goal will participate in an end of year celebration.

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

Pelican Marsh has a very engaged and dedicated Parent Teacher Organization and School Advisory Council with representatives from all stakeholder groups. Through parent sponsored events, our families are involved in daytime and evening school events. Pelican Marsh is located in a central area with many businesses, restaurants, and offices surrounding that happily sponsor the school through the PTO Pelican Banner Sponsorship.

Our PTO contributes to our positive culture through monthly staff luncheons and a week-long celebration for Teacher Appreciation week in May.

School spirit is a large part of our Pelican Pride. PTO sells student spirit wear for students each year. Every Friday, both staff and students are encouraged to show their school pride by wearing school spirit. The week of the annual PTO Fall Fundraiser is spirit week for both staff and students.

Through monthly family activities such as Fall Fundraiser, Movie Night, Holiday House, Market at the Marsh, Family and Academic Carnival, Pelican families volunteer their time to promote positive school culture.