

Collier County Public Schools

Tommie Barfield Elementary School



2022-23 Schoolwide Improvement Plan

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Tommie Barfield Elementary School

101 KIRKWOOD ST, Marco Island, FL 34145

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

Demographics

Principal: Alyssa Ledbetter

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)	57%
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 Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (69%) 2018-19: A (78%) 2017-18: A (74%)
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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<https://www.collierschools.com/tbe>

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	57%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

School Grades History

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

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to recognize individual genius, build confidence, and create leaders.

Provide the school's vision statement.:

TBE will foster academic excellence, nurture personal integrity, and encourage a commitment to lifelong learning in a diverse society.

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
Ledbetter, Alyssa	Principal	As the principal it is my responsibility to ensure a safe and high quality learning environment for all students, while informing and including our stakeholders in the process. Our leadership team meets weekly to review data collected through various forms of monitoring strategies. Data is then used by the leadership team to plan for curriculum and instructional needs throughout all grade levels. Weekly revisions of instructional implications occur to ensure the most effective instruction is taking place. The principal serves as an instructional leader with a clear school-wide focus.
Franklin, Dana	Assistant Principal	As the assistant principal of curriculum, I serve on the school's leadership team. It is my responsibility as a building leader to support instruction and provide feedback to each classroom teacher. As a leadership team, we plan and create opportunities for our teachers, parents, and community members to engage with our students and promote positive school culture. I am able to make data driven decisions for the benefit of all students. As the assistant principal, I also oversee and support our school-wide positive behavior support model.
Skudnig, Molly	Reading Coach	As a Literacy Coach and a member of the school leadership team, my primary focus is to provide staff with instructional support in the area of ELA. I support, monitor, plan, and provide feedback to teachers as they deliver reading instruction. I work with the teachers weekly in collaborative planning to ensure data driven decisions are made based on data and instructional strategies used. In addition, I provide mentoring support to teachers both new to our building, as well as new to the area of teaching. My ultimate goal is to increase the instructional capacity within the building and promote growth in student achievement.

Demographic Information

Principal start date

Monday 7/12/2021, Alyssa Ledbetter

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.*

2

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.*

24

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

460

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

5

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

6

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	77	81	78	69	77	75	0	0	0	0	0	0	0	457
Attendance below 90 percent	3	11	4	5	8	3	0	0	0	0	0	0	0	34
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	0	9	0	0	0	0	0	0	0	10
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
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 0 0 2 0 0 0 0 0 0 0 2

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 0 0 0 1 0 0 0 0 0 0 0 0 0 1

Students retained two or more times 0 0 0 0 0 0 0 0 0 0 0 0 0 0

Date this data was collected or last updated

Sunday 8/14/2022

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 74 73 66 74 84 96 0 0 0 0 0 0 0 467

Attendance below 90 percent 0 1 5 5 7 3 4 0 0 0 0 0 0 25

One or more suspensions 0 0 0 0 0 0 0 0 0 0 0 0 0 0

Course failure in ELA 0 1 8 7 0 0 0 0 0 0 0 0 0 16

Course failure in Math 0 1 6 4 0 5 0 0 0 0 0 0 0 16

Level 1 on 2019 statewide FSA ELA assessment 0 0 0 0 6 1 0 0 0 0 0 0 0 7

Level 1 on 2019 statewide FSA Math assessment 0 0 0 0 5 7 0 0 0 0 0 0 0 12

Number of students with a substantial reading deficiency 0 0 0 0 0 0 0 0 0 0 0 0 0 0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Students with two or more indicators 0 0 1 3 1 4 0 0 0 0 0 0 0 9

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 1 1 0 0 0 0 0 0 0 0 0 0 4

Students retained two or more times 0 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	74	73	66	74	84	96	0	0	0	0	0	0	0	467
Attendance below 90 percent	0	1	5	5	7	3	4	0	0	0	0	0	0	25
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	8	7	0	0	0	0	0	0	0	0	0	16
Course failure in Math	0	1	6	4	0	5	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	6	1	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	5	7	0	0	0	0	0	0	0	12
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	1	3	1	4	0	0	0	0	0	0	0	9

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	1	1	0	0	0	0	0	0	0	0	0	0	4
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	79%	64%	56%				84%	60%	57%
ELA Learning Gains	66%						71%	59%	58%
ELA Lowest 25th Percentile	50%						63%	51%	53%
Math Achievement	85%	56%	50%				91%	68%	63%
Math Learning Gains	63%						74%	64%	62%
Math Lowest 25th Percentile	61%						77%	55%	51%
Science Achievement	76%	72%	59%				89%	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	80%	61%	19%	58%	22%
Cohort Comparison		0%				
04	2022					
	2019	79%	58%	21%	58%	21%
Cohort Comparison		-80%				
05	2022					
	2019	79%	60%	19%	56%	23%
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	89%	68%	21%	62%	27%
Cohort Comparison		0%				
04	2022					
	2019	86%	65%	21%	64%	22%
Cohort Comparison		-89%				
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	83%	56%	27%	53%	30%
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	42	33	29	61	48	40					
ELL	58	56	44	68	51	59	54				
HSP	65	60	38	72	55	56	56				
MUL	91			100							
WHT	86	69	65	91	64	71	86				
FRL	65	55	43	72	58	57	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	34	31		40	46		50				
ELL	51	35		65	50		47				
HSP	59	48	20	72	59	55	63				
WHT	85	54		91	64		81				
FRL	63	43	31	73	57	54	63				
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	51	56	50	63	59	53	67				
ELL	74	69	60	83	76	80	75				
HSP	76	67	59	84	74	77	87				
WHT	88	72	65	94	73	76	90				
FRL	78	68	68	86	69	70	81				

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	68
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	66
Total Points Earned for the Federal Index	546
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42

Students With Disabilities	
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	57
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	58
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	96
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	76
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	60
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?

Data from progress monitoring tools and state assessment show a significant increase in students making gains in ELA, including students in the L25. Quarter benchmark and iReady data from the 21-22 school year mirror this type of growth as well. However, the SWD subgroup made the least amount of growth in both gain categories.

Data from progress monitoring tools and state assessment data show stagnant growth in math proficiency and making gains in math. These categories remained consistent from the 20-21 to the 21-22 school year. Similar to ELA, SWD students had the lowest overall growth in math on the state assessment with only 40% making gains in math.

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

In ELA, students in the lowest 25% making gains is the greatest need for improvement, even though it had significant growth from the previous school year.

In Math, students in the lowest 25% making gains is also an area that demonstrates a need for improvement. This school grade category remained at the same proficiency level from the previous school year. More specifically, SWD students within this category demonstrate the greatest need for improvement.

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

In ELA, while the students in the lowest 25% made a 17 point increase from the previous year, the overall growth is still only at 50 percent. In math, the students in the lowest 25% did not make any growth from the FY21 to FY22 school year.

Specific tracking of student progress, related to making gains will be needed to support improvement in these categories. Data tracking throughout the year must be consistent and align with making growth. Progress monitoring tools will be used throughout the year and support the data needed to track progress and ensure improvement in these categories.

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

The category that showed the most improvement was ELA lowest 25% making gains.

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

For the FY22 school year state assessment, contributing factors included data tracking and following the 4DX (4 Disciplines of Execution) model, progress monitoring throughout the year, and before and afterschool programs for students in the L25.

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

All grade levels will utilize the new state assessment, F.A.S.T, which will provide timely data for instructional implications. In ELA, teachers will continue to utilize reading series that focuses on grade level instruction. Differentiated instruction will continue to be used and provided in each classroom. Early warning system will be utilized to track students and provide support. ELA intervention, Orton Gillingham will be used to support students in the lowest 25%.

Teachers will utilize new math curriculum and standards this year. Collaborative planning will be used to support teachers with new curriculum and standards. Leader in Me instructional model, 4 Disciplines of Execution, will be implemented school wide in the area of math. F.A.S.T assessment data will be used to monitor students progress and provide timely instructional implications.

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.

Ongoing weekly support for teachers and school leaders in the area of math will be given to ensure appropriate use of new math curriculum and standards. Support will be given during weekly grade level collaborative planning sessions. Teachers will utilize district created professional learning and planning opportunities when implementing new standards. Teachers will participate in instructional rounds two times this year to gain effective instructional practices from their peers.

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

Monthly data meetings will be held for consistent monitoring and tracking of school data. Data analysis will focus on students progress towards proficiency and track individual progress of those students in the lowest 25%. Both reading and math school wide WIG goals will be in place to track, monitor and celebrate success as students move towards meeting their goals.

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 Student Engagement

Area of Focus

Description and

Rationale:

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

In FY22, student performance within the school grade category of Math Lowest 25% gains did not make any growth (remained at 61%). Specifically, SWD students who make up 50% or more of this subgroup did not make gains nor meet proficiency.

Measurable Outcome:

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

If teachers use engagement strategies to engage or re-engage students with content, then by the end of the 2022-2023 school year, the percent of students meeting proficiency in the area of math will increase from 85% to 88%.

Monitoring:

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

School wide WIG data will be monitored weekly in the area of math. WIG data includes individual student, class, grade level, and school data. Tracking of progress towards meeting proficiency in math will be displayed and reviewed weekly by students and teachers.

School wide deliberate practice element is using engagement strategies. This element will be observed throughout all formal teacher evaluations.

Person responsible for monitoring outcome:

Alyssa Ledbetter (ledbea@collierschools.com)

Evidence-based Strategy:

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

Evidence based strategy that will be implemented to support this goal will be student-centered instruction focused on engagement strategies.

Rationale for Evidence-based Strategy:

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

Student-centered learning, which includes high engagement, would promote higher level thinking and processing for all students. Students must take ownership over their own learning and process the content that was presented by the teacher. Engagement strategies will provide more opportunities for processing content and productive struggle within student learning.

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.

To promote collaborative classroom environments, flexible seating will be purchased for all grade level classrooms.

Person Responsible

Alyssa Ledbetter (ledbea@collierschools.com)

Teacher led professional learning, including instructional rounds and peer observations, will take place throughout the year in the area of math and focus on engagement strategies.

Person Responsible

Alyssa Ledbetter (ledbea@collierschools.com)

4 Disciplines of Execution will be used in each classroom to track lead measures and support student progress towards proficiency.

Person Responsible Dana Franklin (franklda@collierschools.com)

Weekly collaborative planning sessions will be used to develop and discuss effective student centered learning techniques, strategies, and activities.

Person Responsible Molly Skudnig (skudnm@collierschools.com)

Teacher evaluation model and school wide deliberate practice element is using engagement strategies. Feedback on this element will be given to teachers throughout the year.

Person Responsible Alyssa Ledbetter (ledbea@collierschools.com)

#2. 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.

ELA data showed a lack of proficiency within the lowest 25% school grade category. While this area made growth from the previous school year, it is still the lowest reporting category. Data indicated a need to support these students in working towards proficiency.

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

If teachers use data to differentiate instruction and close the achievement gap, then by the end of the 22-23 school year, the percent of students meeting proficiency in the area of ELA will increase from 79% to 85%.

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

School wide WIG data will be monitored weekly in the area of ELA. WIG data includes individual, class, grade level, and school data. Tracking of progress towards meeting proficiency in ELA will be displayed and reviewed weekly by students and teachers.

Monthly data meetings with teachers will include ELA data analysis and instructional implications.

Person responsible for monitoring outcome:

Alyssa Ledbetter (ledbea@collierschools.com)

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

Differentiation provided to students not meeting proficiency in the area of ELA. Specifically, Orton Gillingham will be used as an ELA intervention to support students in reaching proficiency.

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

Students in the L25 that have not met proficiency need daily differentiated instruction to close the achievement gap. Orton Gillingham specifically targets the fundamental skills needed to read on grade level text.

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.

Student Leadership notebooks will be used to track student WIGS and monitor growth and proficiency.

Person Responsible

Molly Skudnig (skudnm@collierschools.com)

Utilizing 4 Disciplines of Execution when developing, monitoring, and tracking WIGS. Focusing on the 4 Disciplines of Execution will ensure students are held accountable for their goals.

Person Responsible

Dana Franklin (franklda@collierschools.com)

Teacher monthly data meetings will be used to track students progress towards meeting proficiency. After data meetings, instructional implications will be implemented as necessary.

Person Responsible

Alyssa Ledbetter (ledbea@collierschools.com)

Student led conferences will take place throughout the year to communicate student goals and growth with parents.

Person Responsible

Dana Franklin (franklda@collierschools.com)

Use of teacher evaluation model to monitor instruction and provide feedback throughout the year

Person Responsible Dana Franklin (franklda@collierschools.com)

Orton Gillingham professional learning was provided to intervention teachers at the end of FY22 school year. This intervention will be used daily with students in the L25.

Person Responsible Molly Skudnig (skudnm@collierschools.com)

iReady reports will be utilized to assist in creating instructional grouping within each grade level. These reports will help align instruction and support students during differentiated instruction time.

Person Responsible Alyssa Ledbetter (ledbea@collierschools.com)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and

Rationale: Science data indicated that while the proficiency increased 2% from the FY21 to FY22 school year, it still remains the lowest proficiency compared to ELA and math.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome: If scientific inquiry-based instruction is used in science than proficiency on the Spring 2023 Statewide Science Assessment will increase 4 percentage points, from 76% to 80%.
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring: This area of focus will be monitored through classroom observations, lesson plans, student work, quarterly benchmarks and other formative assessments.
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Scientific inquiry is a powerful way of understanding science content. Students learn how to ask questions and use evidence to answer them.
Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: This evidence-based strategy will support a critical thinking approach to learning science concepts and therefore increase students ability to apply the knowledge they have learned.
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

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.

Each month, one collaborative planning session per grade level will focus on scientific inquiry-based instruction.

Person Responsible Alyssa Ledbetter (ledbea@collierschools.com)

After each quarter benchmark, data meetings will be held to discuss student data in science. Data meetings will focus on student proficiency and instructional implications with specific standards of concern.

Person Responsible Alyssa Ledbetter (ledbea@collierschools.com)

Peer observations and use of mentor teachers to model effective use of evidence-based strategy.

Person Responsible Dana Franklin (franklda@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.

Tommie Barfield Elementary is a Leader in Me school that focuses on teaching and practicing the 7 Habits of Highly Effective People. The Leader in Me framework supports leadership, academics, and culture. Staff assembled actions teams support areas within the framework. Within culture, students and staff support the leadership environment, both physical as well as the social emotional environment. Leader in Me framework also ensures students have opportunities to engage in leadership clubs, activities, and roles. This supports the needs for all students to have a sense of belonging within the school.

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

Stakeholders include all staff, students, parents, and community members. Parents and community members have the opportunity to engage in school-wide organizations, such as SAC and PTO. These organizations work to ensure the environment within the school remains positive and focused on student wellbeing.

As a Leader in Me school, our parents have the opportunity each year to participate in a MRA survey (Measurable Results Assessment). Data retrieved by this survey helps the school develop and support needs centered around promoting a positive school culture. Teachers and school staff all utilize a Positive Behavior Support System where they promote and reward school-wide expectations.