Sea Gate Elementary School

2022-23 Schoolwide Improvement Plan

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Sea Gate Elementary School

650 SEAGATE DR, Naples, FL 34103

https://www.collierschools.com/sge

Demographics

Principal: Meredith K IR By   Start Date for this Principal: 7/9/2019

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)	49%
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 (87%) 2018-19: A (78%) 2017-18: A (79%)
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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Sea Gate Elementary School

650 SEAGATE DR, Naples, FL 34103

https://www.collierschools.com/sge

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	49%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	37%

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.

Our mission at Sea Gate Elementary School is to encourage a caring and collaborative community of problem solvers who achieve their fullest potential as life-long learners.

Provide the school's vision statement.

Our vision at Sea Gate Elementary School is to achieve excellence through high expectations and positive attitudes.

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
Kirby, Meredith	Principal	As the principal of the building, it is my responsibility to create a safe and rigorous learning environment with a clear vision that is shared with all stakeholders. With a clear mission and vision, we strive to meet each child at their level and to ensure a year's worth of growth is obtained for every child. Through teacher observations and analysis of student data, professional development is planned and implemented for the year to provide teachers with instructional practices that will increase student achievement. Through authentic conversations with instructional staff during Professional Learning Communities, collaborative planning, and formal pre and post conferences, the principal is able to intervene and goal set with individual teachers and grade levels to maximize instructional strategies.
Santacrose, Diane	Assistant Principal	As the assistant principal (AP), I assist the principal in maintaining a positive school culture and climate; provide leadership and support when monitoring student growth through the MTSS process, and regularly attend planning and professional development meetings to support and provide assistance and/or resources to grade level teams/teachers as needed. Support is provided throughout the implementation of curriculum, adjustments to instruction, and effective teaching strategies that increase overall student performance. As the assistant principal, I oversee various district and state testing and work closely with the principal to aggregate, analyze, and communicate data to improve classroom instruction and increase student achievement. I work hand-in-hand with the principal to ensure systems are in place and effective for monitoring teacher and student growth, which include, but are not limited to classroom observation (FTEM), lesson planning, use of Data Warehouse, FOCUS and iReady. As the assistant principal, I work closely with the school counselor to maintain positive, consistent discipline structures (PBIS) within the school.
Carney, Katherine	School Counselor	As the School Counselor, of Sea Gate Elementary, I run a comprehensive program that promotes the academic, personal, and social emotional development of all students. The school counselor reaches 100% of the student population though teaching classroom life skills lessons, embedded with character education. Topics include: Problem Solving, Respect, Responsibility, Kindness, and Self-Control to name a few. Solution-focused and psychoeducational small group and individual sessions, as well as, check in/check out programs are offered by the school counselor throughout the school year. The school counselor works to teach the knowledge, attitudes, and skills that students need to succeed academically and social emotionally. I assist with crisis intervention, consults with teachers and parents, and makes referrals to community services and outside providers. In addition, the school counselor serves as the PBIS (Positive Behavior Intervention & Supports) Coach which includes overseeing the data driven PBIS school-wide management system. At SGE, the school counselor provides students with leadership opportunities to students by overseeing the 5th Grade Safety Patrols, Flag Patrols, as well as the new SGE Spirit Club. As a member of the leadership team, I perform afternoon walker dismissal duty, assists with health screenings, and assists with administering district and state testing.

Name	Position Title	Job Duties and Responsibilities
Pelletier, Karen	Reading Coach	As the Reading Coach, I support teachers with the new ELA B.E.S.T. Standards and the HMH tools included in the new Reading series. I attend weekly collaborative planning meetings, as a support for planning rigorous lessons for the students. A Reading Coach conducts coaching cycles with teachers, as needed. When working in this capacity, I am in the classroom, alongside teachers, observing and then meeting with them to discuss what I saw. Together, we work on an area mutually agreed upon to enhance instruction. I model the lesson and then plan with the teacher to work collaboratively on a lesson. I then will observe the lesson as the teacher implements instructional strategies on her/his own, providing feedback to strength the teacher's effectiveness with literacy lessons. I am a crucial member of the MTSS team, and together with the assistant principal and teachers, we review student data to determine whether students are below level and need additional supports or interventions that help close the achievement gap. As a member of this team, I meet with teachers to discuss the strengths and weaknesses of students in order to plan the correct intervention for the group or individual student. I assist in developing interventions for students who are in the MTSS process, both Tier 2 and Tier 3.
Ellis, Ashley	Other	It is the role of the ESE Specialist to ensure that the ESE team works together as a collaborative group to monitor the academic and social growth of individual children. As the ESE Specialist, I oversee and work closely with the ESE team to monitor student progress, ensure appropriate services are in place, and establish and maintain relationships with parents and staff. It is critical that each student's plan is implemented and monitored with fidelity, to ensure the classroom teacher and support staff follow the goals of the Individualized Education Plan(IEP), 504 Plan, and Educational Plan (EP). Student progress is monitored through data collection to ensure growth is being made and goals are mastered. This is done through communication with the school team, teachers, and parents during an IEP, 504 Plan, or EP meeting. It is also my role to provide staff with training on the importance of compliance guidelines, new state laws, and timelines. At the conclusion of each IEP, 504 Plan, and EP meeting, documents are disseminated to team members and the testing coordinator. I work to ensure communication among all stakeholders' meetings is in place to discuss caseloads, accommodations, new state laws and compliance, as well as any concerns or suggestions that need to be addressed at the time. This information is also delivered to various staff members who work directly with students being serviced. As a crucial member of the ESE team, I work collaboratively to ensure all students files are up to date and compliant. Student progress is monitored and reported through quarterly progress reports. I review these reports with staff members before they are sent home to parents. Many times, I confer with district-wide ESE Specialists as questions arise and to review procedures for dissemination of updates state and district guidelines.

Demographic Information

Principal start date

Tuesday 7/9/2019, Meredith K IR By

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.*

14

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.*

18

Total number of teacher positions allocated to the school

47

Total number of students enrolled at the school

708

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.

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	89	127	116	123	119	134	0	0	0	0	0	0	0	708
Attendance below 90 percent	3	15	8	9	7	11	0	0	0	0	0	0	0	53
One or more suspensions	1	3	1	6	8	5	0	0	0	0	0	0	0	24
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	2	6	4	0	0	0	0	0	0	0	12
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	9	5	0	0	0	0	0	0	0	17
Number of students with a substantial reading deficiency	0	12	12	13	5	4	0	0	0	0	0	0	0	46

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	1	1	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	2	6	4	2	0	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

Tuesday 8/23/2022

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	115	110	114	114	131	122	0	0	0	0	0	0	0	706
Attendance below 90 percent	13	16	11	15	13	17	0	0	0	0	0	0	0	85
One or more suspensions	0	2	1	1	1	2	0	0	0	0	0	0	0	7
Course failure in ELA	1	6	15	16	1	0	0	0	0	0	0	0	0	39
Course failure in Math	1	3	7	11	0	2	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	6	8	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	12	11	0	0	0	0	0	0	0	24
Number of students with a substantial reading deficiency	0	3	21	14	5	9	0	0	0	0	0	0	0	52

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	2	4	3	0	6	0	0	0	0	0	0	0	15

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	2	2	2	0	0	0	0	0	0	0	0	0	8
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	115	110	114	114	131	122	0	0	0	0	0	0	0	706
Attendance below 90 percent	13	16	11	15	13	17	0	0	0	0	0	0	0	85
One or more suspensions	0	2	1	1	1	2	0	0	0	0	0	0	0	7
Course failure in ELA	1	6	15	16	1	0	0	0	0	0	0	0	0	39
Course failure in Math	1	3	7	11	0	2	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	6	8	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	12	11	0	0	0	0	0	0	0	24
Number of students with a substantial reading deficiency	0	3	21	14	5	9	0	0	0	0	0	0	0	52

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	2	4	3	0	6	0	0	0	0	0	0	0	15

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	2	2	2	0	0	0	0	0	0	0	0	0	8
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	86%	64%	56%				84%	60%	57%
ELA Learning Gains	80%						75%	59%	58%
ELA Lowest 25th Percentile	74%						59%	51%	53%
Math Achievement	92%	56%	50%				90%	68%	63%
Math Learning Gains	94%						79%	64%	62%
Math Lowest 25th Percentile	96%						73%	55%	51%
Science Achievement	89%	72%	59%				84%	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	83%	61%	22%	58%	25%
Cohort Comparison		0%				
04	2022					
	2019	83%	58%	25%	58%	25%
Cohort Comparison		-83%				
05	2022					
	2019	83%	60%	23%	56%	27%
Cohort Comparison		-83%				

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	87%	68%	19%	62%	25%
Cohort Comparison		0%				
04	2022					
	2019	87%	65%	22%	64%	23%
Cohort Comparison		-87%				
05	2022					
	2019	89%	67%	22%	60%	29%
Cohort Comparison		-87%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	80%	56%	24%	53%	27%
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	76	81	75	82	93	96	79				
ELL	64	79	72	78	89	86	67				
ASN	100			100							
BLK	58			75							
HSP	77	80	73	85	92	92	83				
WHT	90	81	81	95	94	100	91				
FRL	79	80	71	87	93	94	87				

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	72	69	53	78	72	69	59				
ELL	65	62		73	85		47				
BLK	62			69							
HSP	72	61	41	79	87	88	56				
WHT	89	70		90	80	70	88				
FRL	75	59	43	80	75	79	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	58	49	42	71	65	60	63				
ELL	59	44	38	74	74	62	65				
BLK	60			90							
HSP	68	56	41	76	73	68	66				
MUL	92			92							
WHT	91	83	78	95	83	83	91				
FRL	70	60	50	83	73	66	75				

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	86
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	74
Total Points Earned for the Federal Index	685
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	83
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	76
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	100
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	67
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	82
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	90
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	83
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?

3rd grade Math and ELA proficiency remains stagnant from FY20-FY22. Students were instructed on the New ELA B.E.S.T. Standards, however, tested on FL Standards. A focus has been on ELA, instructional, due to the mandatory retention of Level 1 learners.

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

The area of ELA continues to be a focus across grade levels. Specifically, the subgroup of SWD, students with Disabilities in 3rd grade (9 students). The area of 3rd grade Math, had similar findings, with only a 1 point increase in proficiency, 11 students with disabilities not scoring proficient.

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 to this area of improvement were two lower-performing 3rd grade teachers, one unfamiliar with the pace and standards of curriculum. Teachers were moved to a primary grade level, provided Professional Development to help increase student engagement/ student response rates, and utilize team PLCs to focus on student proficiency of benchmarks through more consistent use of exit tickets. Class make ups for the FY23 school year were adjusted to allow for peer models for lower performing students.

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

5th grade math teachers disaggregated data from District Quarterly Benchmark data, identifying students in the lowest 25% of each class. All L25 math students in 5th grade made a gain and 98% of students

scored proficient on the FY22 Math FSA. 5th grade science scores increased from 75% proficient to 89%.

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

The students identified in the lowest 25% of each math class were invited to an after-school math club, two times a week for an hour each day. Skills were reviewed, practiced, and re-taught based on student performance on the Quarterly Benchmark Assessments. 98% of the Lowest 25% of students attended the 8 week club. 5th grade science teachers were more familiar with the content and standards this year.

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

A focus this year is on our high achieving students, specifically providing opportunities for enrichment through instructional strategies that will challenge independent thinking, higher-level questioning, project-based learning, identified through the use of pre-assessments and exit tickets.

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.

Teachers identified Deliberate Practice goals in Marzano's teacher evaluation model that will assist in producing higher order questions and increasing the amount of student talk. Professional development in the area of engagement strategies, planning for instruction, and high yield instructional strategies will be offered throughout the school year during PD days and Early Release Days.

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

Consistent data review, utilizing district quarterly benchmarks, FAST Progress Monitoring, iReady Diagnostics and classroom performance to provide differentiation to students and early identification.

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.

ELA proficiency in grades 3, 4, and 5 has averaged 85% in the last five years. While a 3-point gain from SY21 to SY22 was seen, the overall proficiency of our students remains stagnant.

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 in ELA that utilizes collaborative structures and exit tickets, third, fourth and fifth grade proficiency on the Florida Assessment of Student Thinking (FAST) will increase 3% from 86% to 89% by the end of the FY23 school year.

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

School administration and the Literacy Coach will meet weekly with grade level teams during collaborative planning. During planning time, teachers will come prepared with knowledge of the spotlight standards, read stories in advance, and have generated questions that will promote higher level thinking. Instructional strategies and monitoring techniques will be selected to ensure student learning and understanding of critical concepts.

Person responsible for monitoring outcome:

Karen Pelletier (pellek@collierschools.com)

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

Teachers will intentionally plan for the use of Exit Tickets to ensure students are meeting the rigor of the standard. A one question assessment will allow teachers to group students for future lessons to remediate, practice, and deepen understanding of the benchmark.

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

Teachers are waiting until the culminating task of a standard is taught, instead of formatively assessing throughout the week. Through the use of exit tickets for each lesson, teachers will be able to identify the needs of students and plan future lessons to ensure clear understanding of the benchmark.

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.

School administration to provide professional development and goal setting/reflections on schoolwide deliberate practice goal, Marzano Element 7: "Using questions to help students elaborate on content."

Person Responsible   Meredith Kirby (kirbym1@collierschools.com)

Literacy Coach will attend weekly grade-level collaborative ELA planning meetings to ensure grade level standards and District materials are being utilized to drive student instruction. Teachers will plan collaborative structures and select an activity/exit ticket for students that facilitates understanding of central ideas.

Person Responsible   Karen Pelletier (pellek@collierschools.com)

Classroom observations, both formal and informal, will focus on teacher implementation of standards-based instruction through Marzano's Focused Teacher Evaluation Model.

Person Responsible   Diane Santacrose (santacdi@collierschools.com)

When meeting with administration for pre and post conference observations, teachers will provide evidence of the implementation of exit tickets for planning purposes and to ensure student understanding of the benchmarks. The information gathered through exit tickets can be used to guide planning of future lessons.

Person Responsible   Meredith Kirby (kirbym1@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.	Performance on the FY22 FSA mathematics assessment was an area of strength for our students, 80% proficient for 3rd grade, 91% for 4th grade and 98% for 5th grade, respectfully. This year Kindergarten through 5th grade students will learn using the new B.E.S.T. Standards in Mathematics. In order to maintain the high level of proficiency across the three grade levels, teachers will need to plan for the new scope of the benchmarks and adjust their instructional strategies, using specifically designed questions to ensure a deep understanding of the benchmarks.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	As a result of teacher planning and delivery of standards-based instruction that utilizes District materials and strategy-driven questions, there will be a 3% increase in student proficiency in third, fourth and fifth grade. An increase from 90% to 93% will be seen on the FY23 FAST.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Through planning, teachers will devise and use purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships. Students will be monitored through the use of exit tickets, which will assist in planning and teaching future lessons.
Person responsible for monitoring outcome:	Meredith Kirby (kirbym1@collierschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will use the evidenced-based mathematical strategy of posing purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships. Teachers will generate questions during collaborative planning and use students' answers from previous lessons to deepen conceptual understanding.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/	Teachers are learning a new set of standards for mathematics this year. During planning, they will pose several levels of questions to use throughout their lesson to ensure students have a depth of understanding of the concepts taught. Teachers will be able to identify the needs of students and plan future lessons that ensure proficiency and true understanding of the benchmark.

**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.

All teachers will attend the District Professional Development on the B.E.S.T. Math Standards prior to the start of school.

Person Responsible	Diane Santacrose (santacdi@collierschools.com)

During pre-service week and the first Early Release Day, teachers will participate in the selection of their Deliberate Practice goal and schoolwide goal, "Using Questions to Deepen Student Understanding." Teachers will participate in professional development on instructional practices that include the use of exit tickets, technology-based quizzes, and collaborative structures.

Person Responsible	Meredith Kirby (kirbym1@collierschools.com)

Grade-level teams will attend and actively participate in weekly collaborative planning in the area of mathematics. Using the B.E.S.T. book, teachers will understand the scope of the benchmark.

Person Responsible	Meredith Kirby (kirbym1@collierschools.com)

During daily student instruction, teachers will pose a variety of leveled questions that maximize student understanding and allow them to make critical connections to important mathematical concepts.

Person Responsible	Diane Santacrose (santacdi@collierschools.com)

Administration will conduct informal and formal classroom observations to monitor the use and effectiveness of the level of questioning posed to students during math instruction.

Person Responsible	Meredith Kirby (kirbym1@collierschools.com)

#3. Instructional Practice specifically relating to Standards-aligned Instruction	
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 indicate an upward trend in proficiency from 75% to 89%. Additionally, the cohort for SY23, student performance in ELA was comparable at 84 proficiency. In reviewing quarterly district benchmark data and classroom observations in 3rd through 5th grade, the focus from our school improvement plan FY22 led to this positive trend.
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 District resources and Exit tickets, fifth grade proficiency on the spring 2023 Grade 5 Statewide Science Assessment will increase 3 percentage points from 89% to 92%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	All fifth grade teachers will participate in professional development and planning to create questions to deepen the understanding of the content. This area of focus will be monitored through classroom observations, specifically focused on Marzano's Element 7: Using Questions to Deepen the Understanding, the school-wide deliberate practice goal.
Person responsible for monitoring outcome:	Meredith Kirby (kirbym1@collierschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will utilize the district curriculum maps and resources to align tasks to the intended learning goals. Questions will be generated in planning to deepen the understanding of the intended learning goals. Teachers will demonstrate the ability to plan and implement instruction using the Exit tickets, short response tasks that teachers administer to students after an activity (such as laboratory experiment) or class period. They present opportunities for teachers to elicit students' thinking without affecting their grade, provide individualized feedback, and identify learning needs or modifications to an instructional plan.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	When teachers plan for instruction using effective questioning and utilize Exit tickets to monitor student progress, students will demonstrate an increased understanding of the content taught.

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.

Teachers will participate in Professional Development to select the the school-wide deliberate practice goal of Using Questions to Deepen Student Understanding and how to monitor for student evidence.

Person Responsible   Meredith Kirby (kirbym1@collierschools.com)

Collaborative planning will take place weekly to align questions, plan for laboratory experiments and create exit tickets to meet the science standards.

Person Responsible   Meredith Kirby (kirbym1@collierschools.com)

Teachers will disaggregate data from District Quarterly Benchmarks to ensure a depth of knowledge and understanding and shift instruction to meet the individual needs of students.

Person Responsible   Meredith Kirby (kirbym1@collierschools.com)

Classroom observations will be conducted by administration, specifically focused on critical content of science and the use of questioning to deepen student understanding of the content,

Person Responsible   Meredith Kirby (kirbym1@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.

At Sea Gate Elementary School, we continue to implement a schoolwide PBIS program focused on the common language of "Be Safe, Be Respectful, Be Responsible." These characteristics focus on creating uniformity throughout the campus and an understanding of the expectations for all students and staff. The common language is used as a Tier I behavior intervention that positively influences the choices our students make and the behaviors they display throughout the school.

Once again this school year, Sea Gate grade-level team leaders met with the school counselor to create PBIS-specific charts/templates, including goals and expectations that directly affect student learning and

social interactions in the classroom. This successful, collaborative effort provided teachers with a strong foundation to create PBIS-specific goals and classroom expectations charts related to the behaviors demonstrated when being safe, being respectful, and being responsible in the classroom and throughout the school. Brainstorming behavioral expectations, facilitated by the teacher, combined with student input, created "buy-in" because they had been part of the creation and implementation process. The school counselor, teachers, and students worked collaboratively to develop classroom procedures and expectations. This process has influenced classroom and schoolwide behavior, as students were involved in setting the norms for their classroom.

Sea Gate's Student of the Month program has been extremely successful. We have continued the success by moving forward with this PBIS-related plan that identifies students displaying positive academic and social behaviors. Each month, teachers submit the name of a student to the school counselor. These students have been identified because they continue to demonstrate positive character, but specifically a trait of the month. The counselor organizes a short ceremony at the end of each month, recognizing students from each classroom. Members of the school leadership team and families are present and involved in the recognition of student accomplishments. Students receive a certificate and "spirit stick" to recognize their accomplishment. Students' pictures are also displayed in a prominent area of the school for all to see.

Super Seahorse Cards are another PBIS-related incentive used to recognize students who display positive behaviors. Any time throughout the school day, a staff member can provide a student with the card. The student fills out the back of the card and the classroom teacher submits the card into a grade-level box for a weekly drawing on the morning news. Students receive a " spirit stick" which is proudly displayed on a bracelet-sized ring attached to their lanyard. Our students are always excited to receive recognition for their ongoing positive behaviors.

The PBIS Committee continues to collaborate and implement ideas that encourage students to exhibit positive behavior. This August, we kicked off the new school by holding a pep rally focused on promoting positive school culture and recognizing our students' academic accomplishments on the Florida State Assessments. Our Spirit Committee continues to make up cheers that encourage students to do their best, and they were actively involved in the beginning of the year pep rally. A variety of activities and rallies will continue this year to provide opportunities for individual students and classrooms to be recognized for positive behavior. Two times each year, we celebrate students' hard work and achievement with a PBIS Day. During related arts time, our students participate in various, fun-filled activities. They absolutely love PBIS Day. Student "spirit sticks" are also being used as a means to recognize students for being kind, honest, working hard, and for displaying various other positive character traits.
Teachers are also encouraged to submit the names of students who display positive behaviors in the classroom. These students are recognized with a certificate, a free ice cream coupon and pencil. They also receive assistant principal or school counselor "mail" with an uplifting message about their accomplishment.

Our school counselor will continue to meet weekly with groups of students during their lunch time. The counselor and students focus their discussion on issues or concerns with peers, teachers, and/or home relationships, as well as appropriate classroom behavior. Teachers were asked to recommend specific students who experience behavioral issues in the classroom. Together with the school counselor, these students can practice strategies to help control behavior and peacefully resolve peer issues independently.

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

The School Advisory Council (SAC) is involved in providing ideas and funding to support the efforts in place that recognize students' accomplishments. SAC meets monthly to review the happenings occurring in the school and provide feedback and ideas related to school improvement and student recognition.

Teachers encourage positive student behavior and routinely recognize students for being kind, working

hard, and putting forth effort to complete classroom assignments. Our teachers work tirelessly to encourage and instill positive character traits. Teachers promote positive behaviors daily and ensure students are recognized for displaying these behaviors.

School Leadership Team encourages staff participation in recommending students for positive referrals when excellent behavior is displayed in the classroom and throughout the school. Students receive a positive referral certificate, free ice cream card and pencil. The various incentives described above are implemented as a collective effort of the leadership team working to support and recognize students' positive behaviors.

Community business partners work together with the school to recognize students for positive behaviors and effort in the classroom. Students who demonstrate outstanding or satisfactory effort in the classroom and receive O or S in the learner qualities section of their report card receive a recognition card that can be used for free food items at many local restaurants or venues.