

Collier County Public Schools

Lake Trafford Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	15
Positive Culture & Environment	0
Budget to Support Goals	0

Lake Trafford Elementary School

3500 LAKE TRAFFORD RD, Immokalee, FL 34142

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

Demographics

Principal: Amity Wyss

Start Date for this Principal: 7/6/2022

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	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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 Economically Disadvantaged Students
School Grades History	2021-22: A (62%) 2018-19: B (58%) 2017-18: B (56%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	0

Lake Trafford Elementary School

3500 LAKE TRAFFORD RD, Immokalee, FL 34142

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

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	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

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

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Lake Trafford Elementary School is to unite the school community to support our students as they engage in the active process of learning.

Provide the school's vision statement.

At Lake Trafford Elementary School we are committed to providing a community of empowered learners who work toward real-world attainable goals that help students develop a passion for life-long learning.

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
Wyss, Amity	Principal	<p>Attends and participates in grade-level Collaborative Planning Sessions and PLCs</p> <p>Attends and participates in grade level bi-weekly data chats</p> <p>Attends and participates in weekly individual student data analysis</p> <p>Assists teachers with their instructional program</p> <p>Oversees all building operations</p> <p>Supervises all building personnel</p> <p>Coordinates/oversees all staffing (hiring procedures for instructional and non-instructional staff)</p> <p>Oversees duties of Building Leadership Team</p> <p>Oversees Building Leadership Team, Team Leaders, and School-Wide Committees</p> <p>Coordinates All Staff Development</p> <p>Responsible for all teacher evaluations through FTEM</p> <p>Oversees development and implementation of parent education programs</p> <p>Oversees SAC and FAC</p> <p>Facilitates School Improvement process</p> <p>Oversees all operations/communications with District office</p> <p>Coordinates Master Calendar electronically/Daily News Flash with General Secretary</p> <p>Works with Office Manager to Supervise and Evaluate Office Staff</p> <p>Responsible to implement School Board policies and State Statutes</p> <p>Oversees Facility needs with Plant Manager</p> <p>Coordinates district lease agreements with Office Manager</p>
Poteet, Nathan	Assistant Principal	<p>Attends and participates in grade level Collaborative Planning Sessions and Data Chats</p> <p>Oversees Discipline Program utilizing Positive Behavioral Support (PBS)</p> <p>Monitoring of a progressive discipline program school-wide</p> <p>Facilitates parent/student conferences</p> <p>Contacts parents on all office referrals</p> <p>Assists principal in the evaluation of instructional personnel through CTEM</p> <p>Facilitates School Improvement process</p> <p>Assists teachers with their instructional program</p> <p>Supervises all non-instructional personnel</p> <p>Coordinates Guest Teachers</p> <p>Oversees community involvement</p> <p>Implements district attendance policy</p> <p>Oversees Cafeteria Supervision for Lunch Programs</p> <p>Oversees Related Arts Scheduling and Related Arts issues</p> <p>Coordinates Interns</p> <p>Develops schedules for duties for arrival, dismissal, cafeteria, playground</p> <p>Oversees Attendance</p> <p>Oversees Inventory of Instructional Materials and Textbooks</p> <p>Coordinates State and District Testing</p> <p>Coordinates bus evacuation drills and emergency evacuation procedures</p> <p>Creates and oversees breakfast and lunch schedule</p> <p>Coordinates Health Screenings</p>

Name	Position Title	Job Duties and Responsibilities
Roberts, Brittany	Assistant Principal	<p>Attends and participates in grade level Collaborative Planning Sessions and Data Chats</p> <p>Oversees Discipline Program utilizing Positive Behavioral Support (PBS)</p> <p>Monitoring of a progressive discipline program school-wide</p> <p>Facilitates parent/student conferences</p> <p>Contacts parents on all office referrals</p> <p>Assists principal in the evaluation of instructional personnel through CTEM</p> <p>Facilitates School Improvement process</p> <p>Assists teachers with their instructional program</p> <p>Supervises all non-instructional personnel</p> <p>Implements district attendance policy</p> <p>Oversees Cafeteria Supervision for Lunch Programs</p> <p>Coordinates State and District Testing</p> <p>Coordinates all required drills, including bus evacuation drills and emergency evacuation procedures</p> <p>Creates and oversees breakfast and lunch schedule</p> <p>Coordinates Social Media communication</p> <p>Oversees implementation of Leader In Me Student Clubs and Leadership Binders</p>
Rincon, Genette	Reading Coach	<p>Provides support to teachers in the area of literacy</p> <p>Attends and supports ELA collaborative planning sessions</p> <p>Provides coaching cycles to teachers</p> <p>Provides job-embedded professional development to staff</p> <p>Monitors student assessment data</p> <p>Provides input to building leadership on curriculum and instructional practices</p> <p>Ensures accuracy of Required Reading lists</p>
Crary, Chad	Math Coach	<p>Provides support to teachers in the area of math</p> <p>Attends and supports Math collaborative planning sessions</p> <p>Provides coaching cycles to teachers</p> <p>Provides job-embedded professional development to staff</p> <p>Monitors student assessment data</p> <p>Provides input to building leadership on curriculum and instructional practices</p>
Wilkinson, Jolie	Science Coach	<p>Provides support to teachers in the area of science</p> <p>Attends and supports Science collaborative planning sessions</p> <p>Provides coaching cycles to teachers</p> <p>Provides job-embedded professional development to staff</p> <p>Monitors student assessment data</p> <p>Provides input to building leadership on curriculum and instructional practices</p>

Demographic Information

Principal start date

Wednesday 7/6/2022, Amity Wyss

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.*

3

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.*

17

Total number of teacher positions allocated to the school

50

Total number of students enrolled at the school

650

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

10

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

5

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	91	108	109	116	95	94	0	0	0	0	0	0	0	613
Attendance below 90 percent	190	9	25	12	15	9	0	0	0	0	0	0	0	260
One or more suspensions	10	1	0	0	0	0	0	0	0	0	0	0	0	11
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	16	16	21	0	0	0	0	0	0	0	53
Level 1 on 2022 statewide FSA Math assessment	0	0	0	130	22	36	0	0	0	0	0	0	0	188
Number of students with a substantial reading deficiency	0	0	1	0	0	0	0	0	0	0	0	0	0	1

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	2	5	4	0	0	0	0	0	0	0	11

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	5	9	15	0	0	0	0	0	0	0	0	0	30
Students retained two or more times	0	0	1	0	0	0	0	0	0	0	0	0	0	1

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	99	107	107	106	101	118	0	0	0	0	0	0	0	638
Attendance below 90 percent	44	48	43	38	36	36	0	0	0	0	0	0	0	245
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	1	22	37	12	0	1	0	0	0	0	0	0	0	73
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	5	22	38	0	0	0	0	0	0	0	65
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	41	46	0	0	0	0	0	0	0	92
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	0	0	22	21	0	0	0	0	0	0	0	43

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	8	4	5	0	0	0	0	0	0	0	0	0	18
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	99	107	107	106	101	118	0	0	0	0	0	0	0	638
Attendance below 90 percent	44	48	43	38	36	36	0	0	0	0	0	0	0	245
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	1	22	37	12	0	1	0	0	0	0	0	0	0	73
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	5	22	38	0	0	0	0	0	0	0	65
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	41	46	0	0	0	0	0	0	0	92
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	0	0	22	21	0	0	0	0	0	0	0	43

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	8	4	5	0	0	0	0	0	0	0	0	0	18
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	58%	64%	56%				51%	60%	57%
ELA Learning Gains	66%						58%	59%	58%
ELA Lowest 25th Percentile	58%						49%	51%	53%
Math Achievement	56%	56%	50%				64%	68%	63%
Math Learning Gains	67%						74%	64%	62%
Math Lowest 25th Percentile	69%						54%	55%	51%
Science Achievement	58%	72%	59%				53%	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	46%	61%	-15%	58%	-12%
Cohort Comparison		0%				
04	2022					
	2019	49%	58%	-9%	58%	-9%
Cohort Comparison		-46%				
05	2022					
	2019	47%	60%	-13%	56%	-9%
Cohort Comparison		-49%				

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	63%	68%	-5%	62%	1%
Cohort Comparison		0%				
04	2022					
	2019	54%	65%	-11%	64%	-10%
Cohort Comparison		-63%				
05	2022					
	2019	69%	67%	2%	60%	9%
Cohort Comparison		-54%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	47%	56%	-9%	53%	-6%
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	33	56	62	31	59	64	41				
ELL	54	70	65	49	68	77	59				
BLK	63	69		63	72		72				
HSP	57	65	54	53	64	68	56				
FRL	57	66	58	55	67	69	60				
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	26	29	19	33	40	29	31				
ELL	40	48	38	44	44	27	39				
BLK	43	40		40	20						
HSP	43	47	29	45	42	35	43				
FRL	44	48	30	45	41	35	43				
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	36	37	26	46	66	54	44				
ELL	42	54	50	61	74	62	51				
BLK	44	49	45	54	82	85	43				
HSP	52	60	50	65	71	45	54				
FRL	51	58	49	64	73	55	51				

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	62
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	62
Total Points Earned for the Federal Index	494
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	50

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	63
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	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	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	62
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?

Gains in Math and ELA were up across most grade levels, with the exception being 4th-grade math. Proficiency was also up compared to 20-21 in all areas, including a large gain in science. Additionally, attendance as compared to district norms is low.

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

Overall proficiency in ELA, Math, and Science continues to need improvement as we continue to work to ensure all students continue to close the gap. Additionally, as we improve the alignment of ELA, Math, and Science instruction with the standards and use of efficient and effective instructional strategies, it is critical that students are in school each day to receive that instruction. Improving attendance is a high priority for our school.

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

Our students come to us with a variety of educational needs and confidence levels. By continuing to help them recognize that they all have "genius and leadership" as we further implement the Leader in Me program, as well as strategic instruction that meets the needs of each of our learners where they are at, we can continue to increase academic performance in the areas of ELA, Math, and Science.

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

Science and ELA proficiency showed great improvements in the 2022 state assessments. Aspects of math, especially in grades 3 and 5 also showed improvement.

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

The addition and empowerment of our academic coaches to really lead the charge in growing our teachers to ensure our whole school is providing quality and efficient instruction across content areas. This lift of the instructional practices of our staff led to our strong scores.

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

Our focus this year is to replicate the strong practices from 2021-22 school year and refine our areas of weakness. In ELA this will be a focus on differentiation to ensure that as we are continuing to learn more about the BEST standards we meet the needs of all of our students. In Math, this shift comes in the form of providing engaging student-led instruction. In Science, we are ensuring students have the consistent opportunity to use and apply content-specific vocabulary, both in writing and in speaking. Supporting all content areas will be focused on ensuring students attend school each day, in order to receive quality instruction in its intended, best-fit, format.

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.

Focusing on differentiation, engagement, and small group instruction within content areas will help increase the effectiveness of instruction. Our professional development opportunities through coach-led planning meetings, whole group staff development, and coaching cycles will support our teachers and leaders.

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

Our focus on general instructional practices, that can be tailored to fit any content area, will ensure that as teachers change departmentalized content areas, or grade levels, they can continue to implement high quality instruction.

Areas of Focus

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

:

#1. Positive Culture and Environment specifically relating to Attendance.

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed. Attendance in each grade level is more than 2% lower than the district average.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. If we celebrate classes, students, and staff members who meet 95% attendance in monthly increments, then attendance will increase overall to 95% by the end of the 22-23 academic year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome. Weekly attendance reports will be shared with the staff and students, and families will be informed of attendance monthly via Sunday phone calls as well as social media posts. Student Leadership Notebooks will track attendance on a daily for each student, modeled by staff members.

Person responsible for monitoring outcome:

Nathan Poteet (poteen@collierschools.com)

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

The PBIS model of having clear expectations (attend school on time, all day, every day), tracking progress towards the expectations, and rewarding adherence and growth towards those expectations at strategic intervals (monthly celebrations) is the strategy we will be using.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. Daily tracking of all school-based stakeholders' progress towards meeting this attendance goal provides a visual representation of the progress. The strategic celebration, targeting small increments, will ensure long-range engagement with the goal.

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.

Implementation of attendance trackers in Leadership notebooks for students and staff members

Person Responsible Nathan Poteet (poteen@collierschools.com)

Weekly monitoring of data, sharing with students and staff.

Person Responsible Nathan Poteet (poteen@collierschools.com)

Monthly celebrations. Reporting progress to leadership team for discussion about enhancements to the progress.

Person Responsible Nathan Poteet (poteen@collierschools.com)

MTSS process for attendance support for students with less than 85% attendance.

Person Responsible Nathan Poteet (poteen@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.

As we look to continue to capitalize on the upward trend in ELA scores, meeting individual student needs as the learning loss from the pandemic is recuperated will be critical for ensuring continued increases in student achievement. By providing differentiated instruction, we can ensure that our highest achievers remain high, and our students most in need of support receive targeted support.

Measurable Outcome:

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

If during ELA planning and instruction, differentiation is evident, then the percentage of students scoring proficient on the Spring 2023 assessment in ELA will increase from 58% to 65%.

Monitoring:

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

Progress monitoring will occur via collaborative planning sessions, classroom observations, and progress monitoring data.

Person responsible for monitoring outcome:

Brittany Roberts (roberb3@collierschools.com)

Evidence-based Strategy:

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

Differentiated instruction, including support of foundational skills and targeted enrichment of standards, will increase student achievement.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

A targeted use of the Differentiated Instruction block, supported by quality core instruction. will ensure that each individual student's needs are met.

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.

Weekly collaborative planning meetings with a focus on effective planning of differentiated instruction.

Person Responsible Genette Rincon (rinconge@collierschools.com)

Classroom observations to see differentiation within lesson plans in action.

Person Responsible Brittany Roberts (roberb3@collierschools.com)

Weekly monitoring of data to identify needed areas of differentiation, sharing with students and staff.

Person Responsible Genette Rincon (rinconge@collierschools.com)

Providing professional development to share best practices to aid in planning and delivering differentiated instruction.

Person Responsible Genette Rincon (rinconge@collierschools.com)

#3. 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.

Based on previous observations of instructional practices of the teachers at LTE versus the shifts in frameworks as we move to implement the BEST Standards for Math, a strategic focus on ensuring high levels of student engagement, via student-inquiry driving the lesson is needed.

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

If during Math planning and instruction, student-centered and student-led instructional practices are evident, then the percentage of students scoring proficient on the Spring 2023 Math assessment will increase from 56% to 65%.

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

Progress monitoring will occur via collaborative planning sessions, classroom observations, and progress monitoring data.

Person responsible for monitoring outcome:

Nathan Poteet (poteen@collierschools.com)

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

Student responses via inquiry-based teaching methodologies will drive the lesson. Planning for the lesson will include preparation in response to a variety of problem-solving strategies and coaching in how to respond to varying misconceptions.

Rationale for Evidence-based Strategy:

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

High levels of student engagement lead to high levels of student achievement.

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.

Weekly collaborative planning meetings with a focus on high student engagement.

Person Responsible Chad Crary (craryc@collierschools.com)

Classroom observations to see high student engagement in action.

Person Responsible Nathan Poteet (poteen@collierschools.com)

Weekly monitoring of data to identify areas where student engagement is in need of support, and sharing with staff.

Person Responsible Chad Crary (craryc@collierschools.com)

Providing professional development to share best practices to aid in planning and delivery of instruction with high levels of student engagement.

Person Responsible Chad Crary (craryc@collierschools.com)

#4. Instructional Practice specifically relating to Small Group Instruction**Area of Focus Description and****Rationale:**

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

As we look back at the prior year's data and identify weaknesses within instructional units, as we plan to deliver instruction this year we are strategically incorporating small group instruction to target those weaknesses, with the intention of closing those gaps.

Measurable Outcome:

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

If during Science planning and instruction, small-group instruction is evident, then the percentage of students scoring levels 3, 4, or 5 on the 2023 SSA will increase from 58% to 65%.

Monitoring:

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

Progress monitoring will occur via collaborative planning sessions, classroom observations, and quarterly benchmark data.

Person responsible for monitoring outcome:

Amity Wyss (wyssa@collierschools.com)

Evidence-based Strategy:

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

Small group instruction, where students can be hands-on with science content while engaging with their teacher in explicit demonstrations using academic vocabulary, will be implemented.

Rationale for Evidence-based Strategy:

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

Small group instruction to allow for hands-on activities with supported use of academic vocabulary will ensure high levels of science proficiency.

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.

Weekly collaborative planning meetings with a focus on planning small-group instruction

Person Responsible

Jolie Wilkinson (wilkij2@collierschools.com)

Classroom observations to see small-group instruction in action.

Person Responsible

Amity Wyss (wyssa@collierschools.com)

Bi-weekly monitoring of student tasks to identify the effectiveness of small-group instruction.

Person Responsible

Jolie Wilkinson (wilkij2@collierschools.com)

Providing professional development to share best practices to aid in planning and delivering small-group instruction.

Person Responsible

Jolie Wilkinson (wilkij2@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.

By utilizing the Leader in Me Framework to align all stakeholders in the "Wildly Important Goals" we develop students as life-ready learners. We will create a leadership environment with shared responsibilities for all stakeholders in the school. This includes teaching students to lead, goal setting, monitoring and achieving goals, and shared leadership roles. We will also be implementing Collier County Schools Connect for Success. This program will establish meaningful connections with peers and adults, develop a sense of belonging within the school community, help students find a trusted adult who understands students' needs and with whom they can talk, and create an environment where students can become College, Career and Life Ready.

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

Administration

- Getting all stakeholders trained in the Leader in ME
- Implementing PBIS with staff
- Monitoring Connect for Success

Teachers and Staff

- Teaching Connect for Success lessons
- Incorporating Leader in Me in classroom lessons
- Providing support for all student leaders

Students

- Learning and implementing the lessons from Connect for Success and the 7 Habits.