
Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	15
Planning for Improvement	19
Positive Culture & Environment	0
Budget to Support Goals	0

Lavern Gaynor Elementary

2965 44TH TERRACE, SW, Naples, FL 34116

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

Demographics

Principal: Susan Jordan

Start Date for this Principal: 3/5/2020

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: B (60%) 2018-19: No Grade 2017-18: No Grade
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	15
Planning for Improvement	19
Title I Requirements	0
Budget to Support Goals	0

Lavern Gaynor Elementary

2965 44TH TERRACE, SW, Naples, FL 34116

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

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	94%

School Grades History

Year	2021-22	2020-21
Grade	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.

Vision

At LGE

We belong, we learn,
we grow, we lead.

Together we succeed.

Provide the school's vision statement.

Mission

Through high quality education and leadership opportunities, the students of Lavern Gaynor Elementary will create a splash as they learn, lead, and serve in school and their community.

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
Jordan, Susan	Principal	<ul style="list-style-type: none"> ? Coordinates meetings throughout the school year for all stakeholders to review and revise the SIP ? Ensures that instruction and intervention is directly related to the Florida Standards and the School Improvement Plan goals and strategies ? Participates in collaborative instructional planning with instructional coaches and grade level teams ? Reviews student assessment data to monitor progress of all students, subgroups of students and effectiveness of instruction ? Attends MTSS meetings and communicates support for the MTSS process with various school stakeholders ? Conducts classroom walkthroughs, informal observations and formal observations to monitor instructional effectiveness ? Meets with Assistant Principal of Curriculum to monitor all tiers of instruction and review teacher observation results and reports ? Ensures that support is in place to improve and strengthen core instruction by utilizing instructional coaches to facilitate collaborative planning and implement coaching cycles for teachers identified through classroom observations and data analysis ? Coordinates the SIP and Title I budgets and the use of funds to provide personal and materials to support the SIP goals and student achievement ? Provides leadership for all school operations consistent with existing collective bargaining contracts, school law, Board Policies, and Administrative Procedures. ? Provides leadership in developing, coordinating, implementing, and evaluating school instructional and extra-curricular programs. ? Ensures there is a data driven focus on student achievement. ? Creates a positive school climate and culture within the school. ? Maintains fair, reasonable, and consistent discipline within the school. Facilitates the School Advisory Committee and develops the School Improvement Plan. ? Maintains a healthy and safe environment for students and staff (fire drills, code yellow, code red, etc.). ? Ensures the proper maintenance and custodial care of school facility and grounds. ? Supervises the creation of the master schedule and related staff assignments. ? Provides professional development opportunities for all staff. ? Evaluates instructional and non-instructional staff. ? Assists as needed with District accreditation process. ? Facilitates parent involvement in the school community. ? Serves as liaison between school and community to utilize community resources. ? Maintains and properly disposes of administrative and student records. ? Serves as liaison between the school and District Support Services (Nutrition, Transportation, and Custodial). ? Ensures compliance with state and district assessment requirements. ? Ensures fiscal responsibility in the development and maintenance of

Name	Position Title	Job Duties and Responsibilities
		<p>locational and internal school budgets.</p> <ul style="list-style-type: none"> ? Supervises the preparation of county, state, and federal reports originating at the school level. ? Maintains inventory of supplies, equipment, and furniture within the school. ? Recruits and interviews prospective staff members. ? Participates/facilitates in workshops, conferences, parent-teacher meetings, and extracurricular activities. ? Provides leadership in implementing and evaluating before- and after-school instructional and extracurricular programs. ? Performs other tasks, duties and responsibilities as assigned.
Arpaia, Didi	Assistant Principal	<ul style="list-style-type: none"> ? Participates in meetings throughout the school year for all stakeholders to review and revise the SIP ? Participates in collaborative instructional planning with instructional coaches and grade level teams ? Reviews student assessment data to monitor progress of students and effectiveness of instruction ? Attends MTSS meetings and communicates support for the MTSS process with various school stakeholders ? Conducts classroom walkthroughs, informal observations and formal observation to monitor instructional effectiveness ? Coordinates the schedules of Title I funded staff to meet the needs of students ? Coordinates the services provided for students receiving supplemental Title 1 services ? Coordinates professional development for non-instructional staff ? Coordinates district and state assessments to ensure the integrity of student assessment ? Meets with all grade level teams monthly to ensure that progress monitoring plans are up-to-date and entered appropriately in data warehouse and records meetings in Data Warehouse ? Schedules problem solving meetings for students struggling to meet core level instructional targets ? Coordinates and facilitates parent conferences with teachers to review intervention progress and discuss academic concerns for students receiving intensive intervention ? Monitors the progress of students receiving intensive intervention and facilitates diagnostic assessments to further inform the intervention process including possible ESE or EL services School Counselor ? Manages school operations in the absence of the Principal. ? Assists the Principal in maintaining a positive school climate and culture within the school. ? Provides leadership with teachers and department chairperson/team leader concerning instructional programs. ? Assists the Principal in planning and implementing interdisciplinary teams, student advisory programs, exploratory programs, extended day programs and transition programs with middle schools. ? Develops and implements the school's master schedule and related staff

Name	Position Title	Job Duties and Responsibilities
		<p>assignments.</p> <ul style="list-style-type: none"> ? Works in conjunction with the Principal to maintain fair, reasonable, and consistent discipline within the school. ? Oversees the testing program and aggregates, analyzes, interprets and communicates data in order to improve the instructional program. ? Works in conjunction with the Principal to ensure there is a data drive focus on student achievement. ? Assists the Principal in working with community groups and utilizing community resources. ? Assists in the development of the School Improvement Plan. ? Coordinates evaluation, selection, and distribution of instructional materials. ? Assists the Principal in the selection, supervision, and evaluation of staff. ? Supervises extra-curricular activities. ? Assists the Principal in the preparation of Title I (if applicable), locational, and internal school budgets. ? Assists the Principal in the preparation of county, state, and federal reports originating at the school level. ? Coordinates and conducts appropriate parent/teacher conferences related to curriculum. ? Secures substitute teachers as needed. ? Works in conjunction with the Principal to maintain a healthy and safe environment for students and staff (fire drills, code yellow, code red). ? Works in conjunction with the Principal to provide professional development opportunities for all staff. ? Participates/facilitates in workshops, conferences, parent-teacher meetings. ? Serves as liaison between school and community to utilize community resources. ? Coordinates the IDEA 504 process. ? Oversees the implementation of the Positive Behavior Support (PBS) program. ? Works in conjunction with the Principal to supervise all aspects of the student day (i.e. student arrival, class transition, lunch, dismissal). ? Performs such other duties, tasks, and responsibilities as assigned by the Principal.
<p>Bynum, Kimberly</p>	<p>School Counselor</p>	<ul style="list-style-type: none"> ? Provides a differentiated system of school counseling to meet the needs of students ? Coordinates the Positive Behavior Intervention Support (PBIS) to support and recognize positive behaviors and reduce problem behaviors ? Participates in MTSS meetings as needed to support behavioral or social-emotional needs ? Provides counseling services for students, and advisement to parents, teachers, staff, and outside agencies. Counseling services may include, but are not restricted to, targeted individual counseling, small group counseling, classroom presentations to support academic success, social skills, stress and anger management; and crisis intervention. Counseling services may include a review of psychological evaluations and standardized test scores. ? Serves as a member of RtI (Response to Intervention) and/or PBIS (Positive

Name	Position Title	Job Duties and Responsibilities
		<p>Behavior Intervention Support Team(s) to support the referral process to include pre-referral screening and conferences, student progression, school level articulation and staffing for ESE. Assists with the coordination of student placement, agency referrals, student records, and student recognition programs.</p> <p>? Serves as a member of the school’s ELL (English Language Learners) Committee.</p> <p>? Plans, implements, and delivers the district adopted school counseling curriculum, based upon Florida’s School Counseling Framework through the coordination of school-wide programs and grade specific classroom presentations, requiring articulation with the administration and classroom teachers.</p> <p>? Consults with teachers, teams, administrators, families and/or students regarding the progress of students.</p>
Golden, Theresa	Reading Coach	<p>? Facilitates collaborative instructional planning with grade level teams</p> <p>? Observes instructional practices in all classrooms to identify teachers in need of support</p> <p>? Meets with administration to schedule appropriate coaching activities for teachers in need of support</p> <p>? Attends MTSS meetings and provides guidance in developing problem statements, identifying instructional targets and intervention materials and implementing interventions</p> <p>? Monitors the effectiveness of tiered intervention and provides guidance on instructional adjustments</p> <p>? Provides administration with monthly data reports on use software to ensure fidelity of use</p> <p>? Collaborates with individual teachers and teams through co-planning, co-teaching, coaching and modeling.</p> <p>? Assists administrative and instructional staff in interpreting data and designing approaches to improve student achievement and instruction.</p> <p>? Ensures that the school ELA curricula are aligned with state and national standards.</p> <p>? Promotes teachers’ delivery and understanding of the school ELA curricula through collaborative long-range and short range planning.</p> <p>? Facilitates teachers’ use of successful, evidence based instructional strategies, including differentiated instruction for diverse learners such as those with limited English proficiency or disabilities.</p> <p>? Assists teachers in utilizing instructional and intervention resources.</p> <p>? Attends professional meetings including District Elementary Coach meetings.</p>
Jones, Gry	Math Coach	<p>? Facilitates collaborative instructional planning with grade level teams</p> <p>? Observes instructional practices in all classrooms to identify teachers in need of support</p> <p>? Meets with administration to schedule appropriate coaching activities for teachers in need of support</p> <p>? Attends MTSS meetings and provides guidance in developing problem statements, identifying instructional targets and intervention materials and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>implementing interventions</p> <ul style="list-style-type: none"> ? Monitors the effectiveness of tiered intervention and provides guidance on instructional adjustments ? Provides administration with monthly data reports on use software to ensure fidelity of use ? Collaborates with individual teachers and teams through co-planning, co-teaching, coaching and modeling. ? Assists administrative and instructional staff in interpreting data and designing approaches to improve student achievement and instruction. ? Ensures that the school mathematics curricula are aligned with state and national standards. ? Promotes teachers' delivery and understanding of the school mathematics curricula through collaborative long-range and short range planning. ? Facilitates teachers' use of successful, evidence based instructional strategies, including differentiated instruction for diverse learners such as those with limited English proficiency or disabilities. ? Assists teachers in utilizing mathematics manipulatives and supportive software. ? Attends professional meetings including District Elementary Coach meetings.
Parker, Candace	Other	<ul style="list-style-type: none"> ? Implements the District's philosophy of education and instructional program in accordance with District policies and administrative guidelines, Florida Department of Education requirements, and provisions of State and Federal law. ? Promotes the shared vision of meeting the needs of all students utilizing a system of supports with differentiated instruction as the platform for integration of standards-based instruction. ? Maintains detailed knowledge of procedural safeguards, evaluation, eligibility procedures, policies, laws and regulations related to the educational needs of students with disabilities. ? Remains informed, stays up-to-date on district initiatives as shared via email, iBriefings, webinars, meetings, etc. and takes appropriate action as needed. ? Works collaboratively with district and school-based leadership teams including academic coaches, to review the fidelity of Tier 3 intervention implementation prior to referral for evaluation. ? Maintains a working knowledge of local, state, and federal laws and regulations related to compliance with the Individuals with Disabilities Education Act (IDEA), ESEA and English Language Learners (ELLs), as well as guidelines pertaining to eligibility, delivery of services, and individualized plan development, ? Attends all district required professional development activities aligned with specific position requirements, and demonstrates active participation and follow-through at the school(s) of assignment. ? Provides training and technical assistance in the use of the Enrich system, and consultation in the development of the Educational Plans (EP). Individual Educational Plans (IEP) and 504 plans according to individual student needs. ? Prepares, reviews and monitors the correct completion of educational documentation in student records pertaining to exceptional student (EP, IEP,

Name	Position Title	Job Duties and Responsibilities
		<p>504) services to ensure compliance with federal, state, and local requirements.</p> <ul style="list-style-type: none"> ? Participates in annual self-assessment monitoring of student records in compliance with all requirements of IDEA and its regulations; Florida Statutes related to Special programs for Exceptional students; and Exceptional Student Education/Florida Education Finance Program (ESE/FEFP). Assists district and school-based administrators with F.T.E., student projections, compliance monitoring, and federal, state and local reports. ? Conducts meeting using components of effective meeting facilitation assisting IEP teams in reaching agreements that lead to education programs and beneficial outcomes for students. ? Gives information about organizations that offer support for parents of students with disabilities, information on agencies that can assist a student with a disability in transition from school, and offers parents training about Exceptional Student Education
Gomez, Gertrude	ELL Compliance Specialist	<ul style="list-style-type: none"> ? Facilitates school procedures and provides strategies and techniques regarding student intervention and the support EL students require ? Supports and assists in the delivery of comprehensible instruction to ELL students ? Monitors the progress of students receiving EL services and support ? Assists students in developing cognitive, affective and psychomotor skills by communicating comprehensible information to students through explicit and differentiated instruction ? Scaffolds language proficiency by incorporating listening, speaking, reading and writing activities across all ? content areas. ? Works in conjunction with the district ELL staff to select, adapt and/or develop instructional materials appropriate for ELL students. ? Collaborates with the district ELL staff to ensure the success of eligibility, appropriate placement, exit, and follow up of ELL students. ? Encourages parental involvement to foster English language acquisition and academic proficiency of ELL students. ? Works cooperatively with tutor and/or paraprofessional to support language access through classroom instruction. ? Ensures ELL students' equal access and participation in school programs and activities.

Demographic Information

Principal start date

Thursday 3/5/2020, Susan Jordan

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.*

0

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

8

Total number of teacher positions allocated to the school

25

Total number of students enrolled at the school

298

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

2

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	61	57	44	48	44	44	0	0	0	0	0	0	0	298
Attendance below 90 percent	8	6	6	4	6	5	0	0	0	0	0	0	0	35
One or more suspensions	2	0	2	4	2	4	0	0	0	0	0	0	0	14
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	9	9	5	0	0	0	0	0	0	0	23
Level 1 on 2022 statewide FSA Math assessment	0	0	0	8	11	4	0	0	0	0	0	0	0	23
Number of students with a substantial reading deficiency	0	2	6	18	13	0	0	0	0	0	0	0	0	39

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

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

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	4	2	7	9	0	0	0	0	0	0	0	0	0	22
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 9/6/2022

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	55	32	55	52	39	64	0	0	0	0	0	0	0	297
Attendance below 90 percent	14	9	15	14	4	10	0	0	0	0	0	0	0	66
One or more suspensions	0	0	0	2	0	0	0	0	0	0	0	0	0	2
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 2019 statewide FSA ELA assessment	0	0	0	5	8	19	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide FSA Math assessment	0	0	0	4	7	16	0	0	0	0	0	0	0	27
Number of students with a substantial reading deficiency	17	7	25	22	7	12	0	0	0	0	0	0	0	90

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	1	2	2	1	6	0	0	0	0	0	0	0	12

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	0	3	5	0	0	0	0	0	0	0	0	0	9
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	55	32	55	52	39	64	0	0	0	0	0	0	0	297
Attendance below 90 percent	14	9	15	14	4	10	0	0	0	0	0	0	0	66
One or more suspensions	0	0	0	2	0	0	0	0	0	0	0	0	0	2
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 2019 statewide FSA ELA assessment	0	0	0	5	8	19	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide FSA Math assessment	0	0	0	4	7	16	0	0	0	0	0	0	0	27
Number of students with a substantial reading deficiency	17	7	25	22	7	12	0	0	0	0	0	0	0	90

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	1	2	2	1	6	0	0	0	0	0	0	0	12

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	0	3	5	0	0	0	0	0	0	0	0	0	9
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	51%	64%	56%					60%	57%
ELA Learning Gains	65%							59%	58%
ELA Lowest 25th Percentile	73%							51%	53%
Math Achievement	54%	56%	50%					68%	63%
Math Learning Gains	60%							64%	62%
Math Lowest 25th Percentile	65%							55%	51%
Science Achievement	53%	72%	59%					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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				

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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
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	18	59	58	29	68	60					
ELL	40	59	75	48	62	69	39				
BLK	36	72		29	50		29				
HSP	51	63	93	58	63	71	59				
WHT	75			67							
FRL	50	67	73	52	59	64	51				
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	21			42							
ELL	46	52		51	59		33				
BLK	23	40		31	50						
HSP	52	43		63	55	60	50				
FRL	49	45	42	57	53	64	44				
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

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	59
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	53
Total Points Earned for the Federal Index	474
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
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	56
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	48
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	63
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	71
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	59
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?

ELA Proficiency

- Overall proficiency scores – increase (FY22 51%) from previous year (FY21 48%)
- SWD subgroup - decrease 3rd (FY21 33% to FY22 7%), increase 4th (FY21 14% to FY22 22%), increase 5th (FY21 0% to FY22 22%)
- ELL subgroup - decrease 3rd (FY21 43% to FY22 25%), increase 4th (FY21 43% to FY22 50%), increase 5th (FY21 23% to FY22 32%)

ELA Gains

- Overall gains improved significantly (FY21 44% to FY22 65%)
- Overall subgroup gains improved (FY22 All 65%, SWD 59%, ELL 59%)
- L25 gains improved significantly (FY21 38% to FY22 73%)
- L25 subgroup gains improved (FY22 All 57%, SWD 58%, ELL 75%)

MATH Proficiency

- Overall scores – decrease (FY22 54%) from previous year (FY21 58%)
- SWD subgroup - decrease 3rd (FY21 33% to FY22 21%), increase 4th (FY21 43% to FY22 44%), decrease in 5th (FY21 40% to FY22 22%)
- ELL subgroup – decrease in 3rd (FY21 57% to FY22 25%), increase in 4th (FY21 43% to FY22 71%), decrease in 5th (FY21 46% to FY22 28%)

MATH Gains

- Overall gains improved (FY21 56% to FY22 60%)
- Overall subgroup gains improved (FY22 All 60%, SWD 68%, ELL 62%)
- L25 gains improved (FY21 62% to FY22 65%)
- L25 subgroup gains improved (FY22 All 65%, SWD 60%, ELL 69%)

SCIENCE Proficiency

- Overall scores – increase (FY22 53%) from previous year (FY21 47%)
- SWD subgroup proficiency - increase (FY21 20% to FY22 38%)
- ELL subgroup proficiency –increase (FY21 8% to FY22 30%)

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

- Grade 3 ELA proficiency
- Grade 3 Math proficiency
- SWD Subgroup in ELA, Math and Science

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

Grade 3 students were impacted by interrupted learning and Grade 3 teachers had little experience with third grade content.

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

ELA Gains for all students, SWD and EL subgroups
Math Gains for all students, SWD and EL subgroups

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

Coordinated effort of the MTSS Problem Solving Team, instructional coaches, resource teachers, inclusion teachers and classroom teachers implementing a system of data review, evidence of student progress or lack of progress and data based intervention and instructional adjustments.

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

Additional instructional opportunities with high does, high impact, small group instruction during and after school.

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.

Instructional Rounds focused on collaborative group instruction and the teacher selected high yield insertional element.
Continuous professional learning on the B.E.S.T. Standards.

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

- Leader in Me professional learning and coaching to support and empower student leaders
- Ongoing professional learning to support data analysis and data driven instruction.
- Instructional Rounds

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 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.

Our FSA data, needs analysis and formative assessments during the 2021-2022 school year demonstrate a need to increase the number of students that are proficient in Math. Our Math Proficiency of 54% district average and above the state average.

We will plan for and implement high impact instructional practices specifically related to standards-aligned instruction.

Measurable**Outcome:**

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

Teachers will plan for and implement standards-aligned Math instruction using evidence-based strategies resulting in an increase to 58% proficient on 2022-2023 end of year assessments.

Monitoring:

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

Students participate in the F.A.S.T. Progress Monitoring three times each year. Additional monitoring opportunities include district quarterly benchmark assessments, math online learning reports, classroom formative assessments, student data chats, teacher data chats, instructional planning, lesson plan review and feedback, classroom observations of instruction and targeted coaching cycles.

Person responsible for monitoring outcome:

Didi Arpaia (arpaie@collierschools.com)

Evidence-based Strategy:

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

Our needs analysis and instructional observations indicate that students need opportunities for classroom discussion to support deep thinking and the processing of lesson content. Students need to process lesson content in small groups, with partners and individually to demonstrate their own learning and take ownership of their growth. Students benefit from regular, actionable feedback to understand their performance relative to the critical content and lesson goals.

Classroom Discussion (0.82 Effect Size)

Meaningful classroom discussion has a strong impact on student learning. When students take ownership of class discussions, their level of thinking increases, their communication skills improve, and evidence of student learning is clear to the teacher.

Rationale for Evidence-based Strategy:

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

Collaborative Learning (.59 Effect Size)

Collaborative (or cooperative) learning that is embedded in classroom practice, connected to meaningful tasks and clearly understood by students is a high impact strategy. Structured group activities allows for natural differentiation and encourage student contributions towards their own learning.

Feedback (.73 Effect Size)

Relevant actionable feedback can deepen understanding and create active involvement by students in their own growth. Information gained by providing feedback provides opportunities to adjust instruction. This feedback will include

student assignment feedback, data chats, goal tracking, exit tickets and assessments.

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 engage students in meaningful classroom discussions to provide opportunities for students to deepen their understanding of the critical content.

Person Responsible Didi Arpaia (arpaie@collierschools.com)

Teachers will use collaborative engagement structures to provide students with structured group interactions to support processing of lesson content.

Person Responsible Didi Arpaia (arpaie@collierschools.com)

Teachers, administration and coaches will plan collaboratively to create lesson plans for standards-based instruction.

Person Responsible Gry Jones (jonesg4@collierschools.com)

Professional Learning opportunities will be provided to support class discussions, collaborative learning and student feedback.

Person Responsible Didi Arpaia (arpaie@collierschools.com)

Teachers will participate in instructional rounds to share evidence based best practices.

Person Responsible Susan Jordan (jordansu@collierschools.com)

Students will use Covey's 4DX model to set goals, identify lead measures, track their progress with a compelling scoreboard and work with an accountability buddy to support and celebrate progress toward goals.

Person Responsible Susan Jordan (jordansu@collierschools.com)

Teachers will regularly provide actionable and timely feedback to students through student assignments, data chats, goal tracking, exit tickets and assessments.

Person Responsible Didi Arpaia (arpaie@collierschools.com)

#2. 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.

Our FSA data, needs analysis and formative assessments during the 2021-2022 school year show a need to increase the number of students that are proficient in Science. Our Science Proficiency of 53% was below the district average and above the state average. We will plan for and implement high impact instructional practices specifically related to standards-aligned instruction.

Measurable**Outcome:**

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

Teachers will plan for and implement standards-aligned Science instruction using evidence-based strategies resulting in an increase to 56% proficient on 2022-2023 end of year assessments.

Monitoring:

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

Students participate in the State Science Assessment at the end of the year. Additional monitoring opportunities include district quarterly benchmark assessments, science online learning reports, classroom formative assessments, student data chats, teacher data chats, instructional planning, lesson plan review and feedback, classroom observations of instruction and targeted coaching cycles.

Person responsible for monitoring outcome:

Susan Jordan (jordansu@collierschools.com)

Classroom Discussion (0.82 Effect Size)

Meaningful classroom discussion has a strong impact on student learning. When students take ownership of class discussions, their level of thinking increases, their communication skills improve, and evidence of student learning is clear to the teacher.

Evidence-based**Strategy:**

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

Collaborative Learning (.59 Effect Size)

Collaborative (or cooperative) learning that is embedded in classroom practice, connected to meaningful tasks and clearly understood by students is a high impact strategy. Structured group activities allows for natural differentiation and encourage student contributions towards their own learning.

Feedback (.73 Effect Size)

Relevant actionable feedback can deepen understanding and create active involvement by students in their own growth. Information gained by providing feedback provides opportunities to adjust instruction. This feedback will include student assignment feedback, data chats, goal tracking, exit tickets and assessments.

Rationale for Evidence-based Strategy: Explain the rationale for

Our needs analysis and instructional observations indicate that students need opportunities for classroom discussion to support deep thinking and the processing of lesson content. Students need to process lesson content in small groups, with partners and individually to demonstrate their own learning and take ownership of

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

their growth. Students benefit from regular, actionable feedback to understand their performance relative to the critical content and lesson goals.

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 engage students in meaningful classroom discussions to provide opportunities for students to deepen their understanding of the critical content.

Person Responsible Susan Jordan (jordansu@collierschools.com)

Teachers will use collaborative engagement structures to provide students with structured group interactions to support processing of lesson content.

Person Responsible Susan Jordan (jordansu@collierschools.com)

Teachers, administration and coaches will plan collaboratively to create lesson plans for standards-based instruction.

Person Responsible Gry Jones (jonesg4@collierschools.com)

Professional Learning opportunities will be provided to support class discussions, collaborative learning and student feedback.

Person Responsible Susan Jordan (jordansu@collierschools.com)

Teachers will participate in instructional rounds to share evidence based best practices.

Person Responsible Susan Jordan (jordansu@collierschools.com)

Students will use Covey's 4DX model to set goals, identify lead measures, track their progress with a compelling scoreboard and work with an accountability buddy to support and celebrate progress toward goals.

Person Responsible Susan Jordan (jordansu@collierschools.com)

Teachers will regularly provide actionable and timely feedback to students through student assignments, data chats, goal tracking, exit tickets and assessments.

Person Responsible Susan Jordan (jordansu@collierschools.com)

#3. Instructional Practice specifically relating to Small Group Instruction

<p>Area of Focus</p> <p>Description and Rationale:</p> <p>Include a rationale that explains how it was identified as a critical need from the data reviewed.</p>	<p>Our FSA data, needs analysis and formative assessments during the 2021-2022 school year show a need to increase the number of students with disabilities that are proficient. Our ELA Proficiency was 18% , Math Proficiency was 29% and no students with disabilities were proficient in Science. We will plan for and implement high impact instructional practices specifically related to standards-aligned instruction.</p>
<p>Measurable Outcome:</p> <p>State the specific measurable outcome the school plans to achieve.</p> <p>This should be a data based, objective outcome.</p>	<p>Teachers will plan for and implement standards-aligned ELA instruction using evidence-based strategies resulting in an increase to 25% proficient for students with disabilities on 2022-2023 end of year assessments.</p>
<p>Monitoring:</p> <p>Describe how this Area of Focus will be monitored for the desired outcome.</p>	<p>Students participate in the F.A.S.T. Progress Monitoring three times each year. Additional monitoring opportunities include district quarterly benchmark assessments, classroom formative assessments, student data chats, teacher data chats, instructional planning, lesson plan review and feedback, classroom observations of instruction and targeted coaching cycles. Administrators and instructional coaches will facilitate Professional Learning Community discussions focused on struggling students including students with disabilities. Students will receive instruction from the classroom teacher and the ESE case manager. Intervention instruction will be monitored and adjusted based on evidence of student learning.</p>
<p>Person responsible for monitoring outcome:</p>	<p>Didi Arpaia (arpaie@collierschools.com)</p>
<p>Evidence-based Strategy:</p> <p>Describe the evidence-based strategy being</p>	<p>Think Aloud Strategy Teachers will model for students how skilled readers construct meaning from text as they verbalize aloud while using strategies to analyze text and monitor comprehension. The purpose of the think-aloud strategy is to model for students how skilled readers construction meaning from a text.</p> <p>Concept Maps Students will use visual organizers to deepen their understanding of new concepts. Concept maps provide opportunities for students to think about the topic in different ways</p>

and engage students in questions and discussions.

Feedback (.73 Effect Size)

implemented for this Area of Focus.

Relevant actionable feedback can deepen understanding and create active involvement by students in their own growth. Information gained by providing feedback provides opportunities to adjust instruction. This feedback will include student assignment feedback, data chats, goal tracking, exit tickets and assessments.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Our needs analysis and instructional observations indicate that students with disabilities need structured opportunities to construct meaning from text and organize their conceptual thinking.

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 use think-aloud strategies to model for students how skilled readers construct meaning from text as they verbalize aloud while using strategies to analyze text and monitor comprehension.

Person Responsible Didi Arpaia (arpaie@collierschools.com)

Teachers will use visual organizers to deepen their understanding of new concepts.

Person Responsible Didi Arpaia (arpaie@collierschools.com)

Teachers, administration and coaches will meet in Professional Learning Communities (PLCs) to discuss student data, plan for interventions and monitor progress through the MTSS process.

Person Responsible Didi Arpaia (arpaie@collierschools.com)

Professional Learning opportunities will be provided to support the delivery of targeted differentiated instruction.

Person Responsible Susan Jordan (jordansu@collierschools.com)

Teachers will regularly provide actionable and timely feedback to students through student assignments, data chats, goal tracking, exit tickets and assessments.

Person Responsible Didi Arpaia (arpaie@collierschools.com)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Our iReady data, needs analysis and formative assessments during the 2021-2022 school year show an urgent need to increase the number of students that are proficient in ELA. Our ELA Proficiency of 51% was below the district and state average.

We will focus on high impact instructional practices specifically related to standards-aligned instruction.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Our FSA data, needs analysis and formative assessments during the 2021-2022 school year show an urgent need to increase the number of students that are proficient in ELA. Our ELA Proficiency of 51% was below the district and state average.

We will focus on high impact instructional practices specifically related to standards-aligned instruction.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Lavern Gaynor Elementary will increase reading proficiency to 56% by the end of the 2022-2023 school year.

Grades 3-5: Measureable Outcome(s)

Lavern Gaynor Elementary will increase reading proficiency to 56% by the end of the 2022-2023 school year.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Students participate in the F.A.S.T. Progress Monitoring three times each year. Additional monitoring opportunities include district quarterly benchmark assessments, iReady reading online learning, classroom formative assessments, student data chats, teacher data chats, instructional planning, lesson plan review and feedback, classroom observations of instruction and targeted coaching cycles.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Jordan, Susan, jordansu@collierschools.com

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Our needs analysis and instructional observations indicate that students need opportunities for classroom discussion to support deep thinking and the processing of lesson content. Students need to process lesson content in small groups, with partners and individually to demonstrate their own learning and take ownership of their growth. Students benefit from regular, actionable feedback to understand their performance relative to the critical content and lesson goals.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Classroom Discussion (0.82 Effect Size)

Meaningful classroom discussion has a strong impact on student learning. When students take ownership

of class discussions, their level of thinking increases, their communication skills improve, and evidence of student learning is clear to the teacher.

Collaborative Learning (.59 Effect Size)

Collaborative (or cooperative) learning that is embedded in classroom practice, connected to meaningful tasks and clearly understood by students is a high impact strategy. Structured group activities allows for natural differentiation and encourage student contributions towards their own learning.

Feedback (.73 Effect Size)

Relevant actionable feedback can deepen understanding and create active involvement by students in their own growth. Information gained by providing feedback provides opportunities to adjust instruction. This feedback will include student assignment feedback, data chats, goal tracking, exit tickets and assessments.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Teachers will engage students in meaningful classroom discussions to provide opportunities for students to deepen their understanding of the critical content.	Golden, Theresa, goldenth@collierschools.com
Teachers will use collaborative engagement structures to provide students with structured group interactions to support processing of lesson content.	Jordan, Susan, jordansu@collierschools.com
Teachers, administration and coaches will plan collaboratively to create lesson plans for standards based instruction.	Jordan, Susan, jordansu@collierschools.com
Professional Learning opportunities will be provided to support class discussions, collaborative learning and student feedback.	Arpaia, Didi, arpaie@collierschools.com
Teachers will participate in instructional rounds to share evidence based best practices.	Arpaia, Didi, arpaie@collierschools.com
Students will use Covey’s 4DX model to set goals, identify lead measures, track their progress with a compelling scoreboard and work with an accountability buddy to support and celebrate progress toward goals.	Golden, Theresa, goldenth@collierschools.com
Teachers will regularly provide actionable and timely feedback to students through student assignments, data chats, goal tracking, exit tickets and assessments.	Jordan, Susan, jordansu@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.

Lavern Gaynor Elementary implements Connect for Success and Leader in Me school-wide to focus on student leadership, sense of belonging and connectedness, safety, mental well-being, social awareness and a safe, supportive learning environment.

Leader in Me is an evidence-based program that guides the improvement in three key areas - leadership, culture and academics. Using the 7 Habits philosophy, our school develops systematic structures to teach practices to promote and support the social and emotional learning of our students both in and out of school. Students learn how to set, track and achieve goals which impacts achievement school-wide.

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

Teachers and staff participate in professional learning and collaboratively create our school culture where students and adults use the Leader in Me materials and lessons to practice learning through a leadership lens as part of our everyday school experience.

School staff, students, and parents utilize a number of resources (lesson plans, videos, student activity guides, Teacher Editions, posters, books, and Leader in Me Online) to help our school implement and reinforce the process.