

Collier County Public Schools

Golden Terrace Elementary School



2022-23 Schoolwide Improvement Plan

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Golden Terrace Elementary School

2711 44TH TER SW, Naples, FL 34116

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

Demographics

Principal: Terri Lonneman

Start Date for this Principal: 8/1/2010

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 White Students Economically Disadvantaged Students
School Grades History	2021-22: B (59%) 2018-19: C (52%) 2017-18: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Collier County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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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	93%

School Grades History

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

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<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.

Providing engaging and individualized educational opportunities to motivate and inspire students to become independent and responsible lifelong learners.

Provide the school's vision statement.

Prepare students for a lifetime of success and provide a secure and trusting environment that challenges each student to reach his/her fullest potential.

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
Lonneman, Terri	Principal	<p>The Principal is the school leader and is responsible for all aspects of the schools success. The Principal creates the vision for the school through collaboration with all stakeholders (School community and Staff).</p> <p>The Principal sets the tone for the culture of the school. The school culture is founded on the following beliefs:</p> <ul style="list-style-type: none"> • All staff members set and maintain high expectations for our students and are ambitious for the success of our pupils. • Understands and believes that disadvantage need not be a barrier to achievement. • Instructional staff participate and engage in professional development, team planning, Professional Learning Communities (PLC), and sharing of best practices. • All instructional staff are proficient with assessment and tracking of student progress with appropriate support and intervention based upon a detailed knowledge of individual students. <p>The Principal forms and leads a Leadership team to support the goals of the Principal by observing and evaluating instructional practices on a regular basis. Using a variety of data, the Leadership team analyzes and collaborates on the areas for professional growth to enhance instructional practices to maximize student achievement. The Leadership team shares the responsibility of school operations.</p> <p>The Principal is responsible for overseeing special programs within the school, such as: Positive Behavior Intervention Support(PBIS) and Social Emotional Learning (SEL) to promote a positive school climate and a culture of character within the school through an open door policy, family values, humor, and collaboration.</p> <p>There is a shared responsibility to ensure that all constituents perceive the school as positive and well functioning. The Principal is responsible for the functioning of the English Learners (EL) program. The Principal collaborates with the EL Contact Teacher who provides support and training to teachers in effective implementation of EL strategies in the classroom and supports small group instruction for students needing extra support and/or intensive intervention in reading and content areas. The English Learner Contact ensures</p> <p>Golden Terrace</p>
LaPaglia, Kyle	Assistant Principal	<p>The Assistant Principal forms part of the Leadership team reinforcing and supporting the goals of the Principal by observing and evaluating instructional practices on a regular basis. A variety of data is analyzed and the</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Assistant Principal collaborates on the areas for professional growth to enhance instructional practices to maximize student achievement, as well as supporting the Principal's initiative in setting the tone for school culture.</p> <p>The school culture is founded on the following beliefs:</p> <ul style="list-style-type: none"> • All staff members set and maintain high expectations for our students and are ambitious for the success of our pupils. • Understand and believe that disadvantage need not be a barrier to achievement. • Instructional staff participates in team planning, Professional Learning Communities (PLC) collaborate on best practices, engage in professional development. • All instructional staff are proficient with assessment and tracking of student progress with appropriate support and intervention based upon a detailed knowledge of individual students. <p>The Assistant Principal supports the goals of the Principal by sharing the responsibility of school operations which include; the facilities, instructional materials and equipment, Positive Behavior Intervention Support (PBIS) schoolwide and a multitude of endeavors to promote a positive school climate and a culture of character within the school through an open door policy, family values, humor, and collaboration. There is a shared responsibility to ensure that all constituents perceive the school as positive and well-functioning.</p> <p>The Assistant Principal also takes a role in the active functioning of the English Learners (EL) program. The Assistant Principal collaborates with the EL Contact Teacher who provides support and training to teachers in effective implementation of EL strategies in the classroom and supports small group instruction for students needing extra support and/or intensive intervention in reading and content areas. The English Learner Contact ensures Golden Terrace Elementary is in compliance with the State and District mandates as regards EL students and assesses students to determine EL eligibility and conducts Limited English Proficiency Committee meetings with staff and parents to monitor the student progress.</p>
Swosinski, Lynn	Instructional Coach	<p>Literacy Coaches are responsible for working with classroom teachers and assisting them with the implementation and monitoring of the district's adopted programs. This includes modeling lessons, collaborating with lesson planning, interpretation of assessment data and providing professional development. The coaches also serve as mentors to new teachers, providing them with effective instructional practices through coaching sessions and conferencing.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Literacy Coaches participates in Professional Learning Communities with grade level teams to review and share best practices and analyze formative assessments. They provide training and improvement in instruction, assisting in the monitoring of data and making instructional decisions during planning sessions to support student achievement. Literacy Coaches assist in the implementation of literacy centers that support primary literacy skills, oversee implementation of iReady Diagnostic, formative assessments and the adopted reading program. Literacy coaches are a part of the leadership team to plan for the academic and operational functions of the school. They are a part of the progress monitoring, scheduling of resource teachers and instructional support in the classrooms.</p>
Perez, Candace	Instructional Coach	<p>Math Coaches are responsible for working with classroom teachers and assisting them with the implementation and monitoring of the District's adopted programs. This includes modeling lessons, collaborating with lesson planning, interpretation of assessment data and providing professional development. Math Coaches also serve as mentors to new teachers, providing them with effective instructional practices through coaching sessions and conferencing. Math Coaches participate in Professional Learning Communities with grade level teams to review and share best practices and analyze formative assessments. They provide training and improvement in instruction, assisting in the monitoring of data and making instructional decisions during planning sessions to support student achievement. Math Coaches oversee implementation of formative assessments and interventions. The instructional coaches are a part of the leadership team to plan for the academic and operational functions of the school. They are a part of the progress monitoring, scheduling of resource teachers and instructional support in the classrooms.</p>
Howell, Mark	Other	<p>ESE Program Specialist supports school-wide implementation of academic and behavior data-based planning and problem-solving system (MTSS) using a variety of assessment tools to monitor student progress. Provides guidance to teachers in the development of the Progress Monitoring Plans (PMP), 504's, Gifted Educational Plans (EP) and Individual Education Plans (IEP), according to individual student needs. ESE Program Specialist assists grade level teams in the selection and implementation of research and/or evidenced based academic and behavioral interventions to promote student progress and assists grade level teams in analyzing student data and identifying formative and custom assessments to use as the basis for data-driven instructional decisions.</p>
Facey, Suzette	School Counselor	<p>The role of the school counselor at Golden Terrace Elementary School is to provide support to students, staff, and administration by implementing interventions and initiatives that cultivate student success and progress. Student and counselor work together to set goals and celebrate achievements. GTE counselors also provide support through student social and behavioral interventions by means of small groups, large groups, or</p>

Name	Position Title	Job Duties and Responsibilities
		<p>individual student sessions. The school counselor oversees the PBIS and SEL Learning in the school. The school counselors at GTE also recognize some of the financial trouble our families face, therefore they work to maintain a student resource center called the Care Closet. This center provides students with a range of resources to support academic learning and their home environment.</p>
Davila, Jennifer	Other	<p>The ELL Teacher & Contact person assists the principal in the coordination of the schoolwide program for students in the English Language Learners (ELL) program consistent with Florida Statutes, and the Multicultural Education Training Advocacy, (META) Inc., and No Child Left Behind. The support school staff and administrative personnel in the provision of programs and services for ELL students.</p> <p>Specific responsibilities include:</p> <ul style="list-style-type: none"> • Assist in the development of English Language Learner (ELL) program curriculum, goals and objectives, planning procedures and activities, evaluation procedures and results. • Ensures the proper instructional placement of ELL students through monitoring of school procedures. • Analyze performance data of ELL students and develop action plans for areas of concern. • Ensures a process for exiting students that meet state-defined criteria through monitoring of school procedures. • Assists school personnel in the implementation of English Language Learner (ELL) programs. • Collaborates with parents, community agencies and others in the coordination of programs, services and other support systems for ELL students. • Facilitates, provides and designs in-service training and professional development for staffing serving ELL students. • Assesses students, meets with teachers and parents, compiles reports and provides data to identify students entering the ELL program.
Cordell, Joyce	Instructional Media	<p>School Media Specialists foster student achievement and development. They serve as an on-staff specialist with expertise in Library/Media services. The Media Specialists work with and through the grade level chairpersons, and all teachers and staff to support curriculum, technology, and student Media services. She collaborates with colleagues for the purpose of improving instruction and student performance.</p> <p>The Media Specialists specific responsibilities include:</p> <ul style="list-style-type: none"> • Organizes and supervises the use of the Library Media Center by all students and teachers, and

Name	Position Title	Job Duties and Responsibilities
		<p>supervises library personnel, media and equipment.</p> <ul style="list-style-type: none"> • Promotes and maintains a dynamic, richly diverse, up-to-date library collection in all formats; designed and continually evaluated to best support the school curriculum and meet the reading needs of the student community. • Provides group and individual instruction to students in research, technology, reading selection, and information skills. • Develops and implements engaging lessons and designs authentic work for students, in collaboration with classroom subject-area teachers. • Models and provides instruction to students and staff in the ethical use of information, including teaching students how to correctly cite and use the information and intellectual property of others in their research papers and projects; and adheres to the guidelines and laws governing intellectual property and fair use across all media. • Incorporates reading and writing strategies across all content areas, and encourages use of the Library Media Center's resources to accomplish these strategies. • Remains current and knowledgeable about evidence-based practices related to teaching and learning, and demonstrates these practices in Library Media Center instruction. • Integrates technology appropriately to enhance student learning and instructional delivery, and supports classroom subject area teachers in instructional technology use. • Maintains a positive, student-centered Library Media Center environment which assists pupils in developing positive values, attitudes and behavior patterns and personal accountability.

Demographic Information

Principal start date

Sunday 8/1/2010, Terri Lonneman

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.*

34

Total number of teacher positions allocated to the school

34

Total number of students enrolled at the school

482

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

3

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

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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	56	79	72	73	67	86	0	0	0	0	0	0	0	433	
Attendance below 90 percent	8	14	14	7	7	6	0	0	0	0	0	0	0	56	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	10	19	0	0	0	0	0	0	0	32	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	14	21	0	0	0	0	0	0	0	36	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

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

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Wednesday 8/24/2022

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	60	69	74	68	80	56	0	0	0	0	0	0	0	407
Attendance below 90 percent	2	14	8	5	4	7	0	0	0	0	0	0	0	40
One or more suspensions	0	0	1	2	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	1	13	12	3	0	0	0	0	0	0	0	0	0	29
Course failure in Math	1	5	8	7	0	2	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	9	11	10	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide FSA Math assessment	0	0	0	6	12	11	0	0	0	0	0	0	0	29
Number of students with a substantial reading deficiency	1	32	14	23	17	17	0	0	0	0	0	0	0	104

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	5	6	1	2	6	0	0	0	0	0	0	0	20

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	5	4	9	0	0	0	0	0	0	0	0	0	19
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	60	69	74	68	80	56	0	0	0	0	0	0	0	407
Attendance below 90 percent	2	14	8	5	4	7	0	0	0	0	0	0	0	40
One or more suspensions	0	0	1	2	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	1	13	12	3	0	0	0	0	0	0	0	0	0	29
Course failure in Math	1	5	8	7	0	2	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	9	11	10	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide FSA Math assessment	0	0	0	6	12	11	0	0	0	0	0	0	0	29
Number of students with a substantial reading deficiency	1	32	14	23	17	17	0	0	0	0	0	0	0	104

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	5	6	1	2	6	0	0	0	0	0	0	0	20

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	5	4	9	0	0	0	0	0	0	0	0	0	19
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%				48%	60%	57%
ELA Learning Gains	52%						53%	59%	58%
ELA Lowest 25th Percentile	51%						50%	51%	53%
Math Achievement	67%	56%	50%				57%	68%	63%
Math Learning Gains	73%						54%	64%	62%
Math Lowest 25th Percentile	69%						52%	55%	51%
Science Achievement	48%	72%	59%				47%	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	54%	61%	-7%	58%	-4%
Cohort Comparison		0%				
04	2022					
	2019	45%	58%	-13%	58%	-13%
Cohort Comparison		-54%				
05	2022					
	2019	38%	60%	-22%	56%	-18%
Cohort Comparison		-45%				

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	59%	68%	-9%	62%	-3%
Cohort Comparison		0%				
04	2022					
	2019	56%	65%	-9%	64%	-8%
Cohort Comparison		-59%				
05	2022					
	2019	44%	67%	-23%	60%	-16%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	44%	56%	-12%	53%	-9%
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	28	35	44	45	58	60	27				
ELL	42	44	50	58	71	64	35				
BLK	58	57		65	76						
HSP	48	50	50	66	72	70	45				
FRL	50	51	52	66	73	72	47				
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	30	42		32	67						
ELL	44	44	33	54	71	77	44				
BLK	61	60		55	60		60				
HSP	48	46	53	59	67	86	50				
FRL	51	49	50	58	63	75	49				
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	12	38	41	28	42	53	14				
ELL	43	53	53	54	57	58	41				
BLK	47	46		49	43	38	54				
HSP	46	52	49	57	57	55	45				
MUL	69			62							
WHT	58	68		63	53						
FRL	46	51	48	55	54	53	44				

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	60
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	65
Total Points Earned for the Federal Index	476
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	45
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	54
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	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
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	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Our students with disabilities consistently perform lower across the grade levels in core content areas.

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

ELA meeting standards.

Our reading proficiency is consistently low with both 4th and 5th grades continuing to perform 50% below proficiency.

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

Reading tasks often focused on below grade level activities. Interventions and independent activities were not rigorous enough.

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

Math proficiency and math gains across all grade levels showed the most improvements, especially proficiency in 5th grade with a 74% proficiency rate in 5th grade.

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

Math coach, new math interventions, push in math support, PLC meetings to analyze benchmark assessment, targeted plan to remediate deficiencies.

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

Focus on rigorous complex text in reading. Implementing B.E.S.T. standards. Focus on student time spent reading and writing on grade level tasks.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development on the B.E.S.T. standards. Training for new teachers in identifying and implementing on grade level materials for independent work and interventions. Instructional rounds conducted in ELA across all grade levels.

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

Support from District Coordinators in core content areas. Use of resource teachers for intervention support. Continued professional development in ELA for all staff. Increase the number of staff with Reading Endorsement.

Areas of Focus

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

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

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

Science achievement is an area that we have not seen much gain in over the years. In FY21 our 5th Grade students meeting standards in Science increased 3%, bringing it to our highest in 5 years at 50%., only to drop again in FY22 to 48%. This matches the State (48%) but is quite a bit below our District (58%). We would like to see this area start to close the gap and increase to District levels of achievement.

Measurable Outcome:

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

Science proficiency will increase by 3% on the NGSSS. 51% of our students will score three or above on the NGSSS.

Monitoring:

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

This will be monitored by evaluating growth on the 5th grade quarterly benchmark assessments and Progress Learning program.

Person responsible for monitoring outcome:

Kyle LaPaglia (lapagk@collierschools.com)

Evidence-based Strategy:

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

Inquiry-Based Science used to help students learn how to ask questions and use evidence to answer them..

Rationale for Evidence-based Strategy:

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

Scientific inquiry is a powerful way of understanding science content. This strategy will assist our students in learning how to ask questions and use evidence to answer them. The strategies of scientific inquiry will assist our students in learning to conduct an investigation and collect evidence from a variety of sources, develop an explanation from the data, and communicate and defend their conclusions.

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.

During collaborate planning, teachers will plan an inquiry-based science program for their students by selecting teaching strategies that nurture and assess student's developing understandings and abilities.

Person Responsible Kyle LaPaglia (lapagk@collierschools.com)

Teachers will implement approaches to teaching science that cause students to question and explore and to use those experiences to raise and answer questions about the natural world.

Person Responsible Kyle LaPaglia (lapagk@collierschools.com)

Use of progress monitoring to analyzing data to make instructional adjustments and tracking of progress through class data sheets and individual student portfolios.

Person Responsible Terri Lonneman (lonnemte@collierschools.com)

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

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

Although we increased our percentage of students meeting proficiency by 7% in Math and we are above the State average in Math proficiency, we are still below our District in this area. GTE has 67% of our students in grades 3-5 proficient in Math while the District is at 68%. The State average is at 57%.

Measurable Outcome:

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

Math proficiency will increase in all grade levels as determined by the new coordinated screening and progress monitoring system. On the statewide screening and progress monitoring system, 3rd grade will increase from 21% to 60%, 4th grade 5% to 60%, and 5th grade 16% to 60%.

Monitoring:

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

This will be monitored by evaluating growth on the state progress monitoring assessments, quarterly benchmark assessments in grades 3-5, and analyzing Redbird reports, .

Person responsible for monitoring outcome:

Candace Perez (perezc9@collierschools.com)

Evidence-based Strategy:

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

Facilitate meaningful mathematical discourse among students.

Rationale for Evidence-based Strategy:

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

Facilitate discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments. Students engaging in mathematical discourse gain a deeper understanding of mathematical concepts and can problem solve and allow for varied solution strategies.

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.

During collaborative planning, teachers will plan for strategies that allow for students to engage in mathematical discourse.

Person Responsible

Candace Perez (perezc9@collierschools.com)

Classroom observations/ instructional rounds will include "look-fors" for mathematical discourse among students.

Person Responsible

Terri Lonneman (lonnemte@collierschools.com)

Number Talks will be utilized in classrooms to provides a routine for student discourse with meaningful ongoing practice with computation.

Person Responsible

Candace Perez (perezc9@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.

Through District Instructional reviews and in house Instructional Rounds, it was noted the need for increased opportunities for student discussion, engagement, and gradual release. There is a need for less teacher talk and more student discourse.

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

During 2022-2023 school year, during Instructional Rounds, 80% of classrooms visited will show strong students engagement as evidence by classroom "look-for" documents resulting in increase student performance in all content areas thereby achieving our Wildly Important Goals.

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

Analyze classroom "look-for" documents to determine trends and growth. Review lesson plans for collaborative structures and gradual release model.

Person responsible for monitoring outcome:

Kyle LaPaglia (lapagk@collierschools.com)

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

Collaborative strategies and student talk structures will be planned for and used in daily classroom instruction.

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

Student interaction fosters student independence and increased achievement. Collaborative strategies and student talk structures will empower students to lead their own learning.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide professional development for teachers using collaborative structures and student talk structures.

Person Responsible

Lynn Swosinski (swosinly@collierschools.com)

Conduct multiple instructional rounds and opportunities for teachers to observe best practices surrounding collaborative structures and student talk structures.

Person Responsible

Terri Lonneman (lonnemte@collierschools.com)

Focus on developing student autonomy throughout collaborative planning for all content areas in order to provide increased opportunities for students to engage in discourse and collaboration.

Person Responsible

Candace Perez (perezc9@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

On our Diagnostic 3 of iReady, Kindergarten scored 71% proficient and 2nd grade was 67% proficient. Our 1st grade students on the Diagnostic 3 of iReady scored 41% proficient. 1st grade is our priority concern at this level, as they are not on track to score Level 3 or above on the statewide, standardized ELA assessments.

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

3rd grade score 52% Level 3 and above on the FY22 FSA. The percentage of both 4th and 5th grades at Level 3 fell below the 50% on the FSA.. Both grades were at 46% at the Level 3 and above on the ELA FSA. On the 3rd diagnostic of iReady, 4th grade scored at 49% of students proficient and 5th grade scored 56% proficient. On the 3rd District Benchmark assessment 4th grade score 38% proficient and 5th grade 51% proficient. ELA continues to be a priority area of focus for all students at Golden Terrace Elementary.

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)

ELA proficiency will increase in all grade levels as determined by iReady assessments and new coordinated screening and progress monitoring system. Kindergarten iReady Wildly Important Goal (WIG) is 22% to 94% by iReady Diagnostic 3. 1st grade WIG is 11% to 74% by iReady Diagnostic 3 and 2nd grade is 15% to 63% by iReady Diagnostic 3. On the statewide screening and progress monitoring system, Kindergarten will increase from 43% to 51%, 1st grade, 28% to 51%, and 2nd grade 38% to 51%.

Grades 3-5: Measureable Outcome(s)

ELA proficiency will increase in all grade levels as determined by iReady assessments and new coordinated screening and progress monitoring system. 3rd grade iReady Wildly Important Goal (WIG) is 51% to 68% by iReady Diagnostic 3. 4th grade WIG is 27% to 74% by iReady Diagnostic 3 and 5th grade is 22% to 63% by iReady Diagnostic 3. On the statewide screening and progress monitoring system, 3rd grade will increase from 22% to 51%, 4th grade 22% to 51%, and 5th grade 30% to 51%.

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.

ELA Area of Focus will be monitored through quarterly benchmark assessments, statewide screening and progress monitoring, and iReady Diagnostics. We expect to see growth at each application of the assessments. Weekly and monthly monitoring of individual students' iReady assessments and grade level formative assessments will be monitored and recorded on class data sheets and in individual student portfolios.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Lonneman, Terri, lonnemte@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?

1. Consistent use of iReady online program which provides targeted skill practice.
2. Active tracking of iReady goals for school, classroom and individual students in student Leadership Portfolios.
3. Ongoing review of student progress through Leadership Portfolios
4. Commitment to providing grade level literacy materials and activities to all students
5. Commitment to providing engaging literacy activities including reciprocal teaching, KWL charts, QAR, and

concept mapping.

6. Involve teachers in Instructional rounds to observe and implement best practices.

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?

1. iReady provides individualized instruction to meet the needs of students. Encouraging students to engage

in the program increases levels of reading proficiency.

2. Students gain a sense of belonging, ownership and accountability by making reading growth “visible”.

3. Students develop a deeper sense of accomplishment when they are able to chart their progress and share their celebrations.

4. Students will be held to high expectations by engaging in on grade level reading and writing.

5. Increasing student engagement will transfer to an increase in student learning

6. Teachers obtain effective strategies and skill when given to opportunity to observe others.

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
<p>School-wide Reading goal, classroom Reading goals, and individual reading goals are set and displayed around the school and in Student Portfolios. Golden Terrace Lighthouse team received professional development in September in analyzing data and setting attainable goals for their grade level. This was taken back to their grade teams and classes set their own goals and students set their own reading goals. Their progress toward obtaining their goals will be recorded in their Student Portfolios after all assessments. All instructional staff will receive Leader in Me Empowering Instruction professional learning on September 26. Administration and Literacy Coach will assist as students and teachers monitoring, analyze, and track data throughout the school year.</p>	<p>Lonneman, Terri, lonnemte@collierschools.com</p>
<p>Instructional staff will use on-grade level materials and evidence-based strategies during the ELA block. Grade level collaborative planning will be used to discuss B.E.S.T standards and select the appropriate materials and strategies to implement instruction to reach grade level standards. Literacy Coach and Administration will conduct weekly walk-throughs to ensure the materials and strategies are being implemented and provide support where needed.</p>	<p>Swosinski, Lynn, swosinly@collierschools.com</p>

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.

Golden Terrace is a Leader in Me School. Positive school culture is promoted through the leadership roles and teams that students participate in daily. Parents and Community are invited to learn more about our Leader in Me activities. As we navigate through the 2022-2023 school year, Golden Terrace is focusing on empowering student instruction. All instructional staff will be training in Academics, Empowering Instruction through the Leader in Me Framework.

Golden Terrace continues to support students through a focus on life skills, which includes the 30/60 day check with counselors, the Buddy Bench to promote positive peer relationships, and Handle With Care for students who have immediate needs for extra support due to recent trauma. Additionally, Golden Terrace is implementing Connect for Success, two days a week, where staff and students engage in activities designed to build a stronger sense of belonging, trust, and connectedness. This is complimented by our three day a week component of Toucan Talk Time, where staff and students continue to build a classroom culture by focusing on essential life skills. School culture is monitored through parent, staff, and student surveys.

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

Dr. Terri Lonneman - Principal

Dr. Kyle LaPaglia - Assistant Principal

Candace Perez - Lighthouse Team Coordinator

Lynne Swosinski - Lighthouse Team Coordinator

Suzette Facey - School Counselor & Trainer of The 7 Habits of Highly Effective Families

Jennifer Davila - EL Contact/Resource Teacher & Trainer of The 7 Habits of Highly Effective Families