

Collier County Public Schools

Big Cypress Elementary School



2022-23 Schoolwide Improvement Plan

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Big Cypress Elementary School

3250 GOLDEN GATE BLVD W, Naples, FL 34120

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

Demographics

Principal: Brandon Carter

Start Date for this Principal: 7/11/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	89%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (73%) 2018-19: B (57%) 2017-18: B (59%)
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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3250 GOLDEN GATE BLVD W, Naples, FL 34120

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	89%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

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

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SIP Authority

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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.

Nurturing and motivating all students to achieve success.

Provide the school's vision statement.

The BCE family is committed to an environment where all students are empowered to explore, motivated to learn, determined to succeed, and prepared to lead.

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
Carter, Brandon	Principal	Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing MTSS, conducts assessment of skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school based MTSS plans and activities. Additionally, the Principal, in collaboration with the Leadership Team, provides professional development on purposeful differentiation both in the planning process and implementation in the classroom. Lesson plans, SSPs, and classroom application are monitored.
Fields, Barbara	Assistant Principal	Assists the Principal in providing a common vision for the use of data-based decision making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.
Charles, Mary	Reading Coach	Develops, leads, and evaluates school core content standards/ program; identifies and analyzes literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis (iReady); participates in the design and delivery of professional development; and provides support for assessment, implementation, and monitoring.
	School Counselor	Participates in student data collection, integrates behavioral intervention materials/activities into instruction, and collaborates with general education teachers through such activities as co-teaching, PBIS strategies and interventions.

Demographic Information

Principal start date

Monday 7/11/2022, Brandon Carter

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.*

5

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

53

Total number of students enrolled at the school

745

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

1

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

4

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	109	139	124	133	114	124	0	0	0	0	0	0	0	743
Attendance below 90 percent	12	20	15	19	11	15	0	0	0	0	0	0	0	92
One or more suspensions	0	1	1	0	1	3	0	0	0	0	0	0	0	6
Course failure in ELA	2	20	17	19	0	0	0	0	0	0	0	0	0	58
Course failure in Math	3	14	12	11	0	3	0	0	0	0	0	0	0	43
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	7	9	2	0	0	0	0	0	0	0	18
Level 1 on 2022 statewide FSA Math assessment	0	0	0	5	10	27	0	0	0	0	0	0	0	42
Number of students with a substantial reading deficiency	2	15	19	25	19	10	0	0	0	0	0	0	0	90

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	2	6	7	6	3	8	0	0	0	0	0	0	0	32

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	3	7	9	7	0	0	0	0	0	0	0	0	0	26
Students retained two or more times	2	15	19	25	19	10	0	0	0	0	0	0	0	90

Date this data was collected or last updated

Friday 9/9/2022

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	134	124	133	116	118	142	0	0	0	0	0	0	0	767
Attendance below 90 percent	8	10	13	13	4	13	0	0	0	0	0	0	0	61
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	1	14	10	7	0	0	0	0	0	0	0	0	0	32
Course failure in Math	2	6	4	5	0	0	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	5	7	22	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	9	32	0	0	0	0	0	0	0	44
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	4	1	4	2	5	0	0	0	0	0	0	0	17

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	5	11	6	6	0	0	0	0	0	0	0	0	0	28
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	134	124	133	116	118	142	0	0	0	0	0	0	0	767
Attendance below 90 percent	8	10	13	13	4	13	0	0	0	0	0	0	0	61
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	1	14	10	7	0	0	0	0	0	0	0	0	0	32
Course failure in Math	2	6	4	5	0	0	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	5	7	22	0	0	0	0	0	0	0	34
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	9	32	0	0	0	0	0	0	0	44
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	4	1	4	2	5	0	0	0	0	0	0	0	17

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	5	11	6	6	0	0	0	0	0	0	0	0	0	28
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	67%	64%	56%				69%	60%	57%
ELA Learning Gains	77%						67%	59%	58%
ELA Lowest 25th Percentile	77%						56%	51%	53%
Math Achievement	71%	56%	50%				67%	68%	63%
Math Learning Gains	78%						45%	64%	62%
Math Lowest 25th Percentile	77%						27%	55%	51%
Science Achievement	67%	72%	59%				71%	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	65%	61%	4%	58%	7%
Cohort Comparison		0%				
04	2022					
	2019	66%	58%	8%	58%	8%
Cohort Comparison		-65%				
05	2022					
	2019	75%	60%	15%	56%	19%
Cohort Comparison		-66%				

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	71%	68%	3%	62%	9%
Cohort Comparison		0%				
04	2022					
	2019	59%	65%	-6%	64%	-5%
Cohort Comparison		-71%				
05	2022					
	2019	65%	67%	-2%	60%	5%
Cohort Comparison		-59%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	71%	56%	15%	53%	18%
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	31	75	73	46	77	86	35				
ELL	51	69	68	64	75	71	41				
BLK	58	75		55	86		42				
HSP	60	77	83	68	76	77	56				
WHT	76	77	83	79	80	67	86				
FRL	63	74	77	64	76	73	60				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	16	56	76	30	56	58	21				
ELL	53	48	38	57	55	50	42				
BLK	31	39		38	33		32				
HSP	62	67	60	61	58	60	54				
MUL	80			80							
WHT	67	71	64	71	51	27	66				
FRL	59	62	57	58	46	42	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	25	46	47	41	38	43	27				
ELL	56	73	72	56	46	32	54				
BLK	68	62		53	38	30	45				
HSP	64	63	63	62	43	19	66				
MUL	83	79		67	36						
WHT	73	70	50	74	48	44	78				
FRL	64	61	50	60	44	25	65				

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	74
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	75
Total Points Earned for the Federal Index	589
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	60
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	64
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	63
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	71
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	78
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	70
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 ELL population specifically in math but not limited to is our concern. We have seen a decrease for the last two testing years in the subgroup.

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

Third Grade (rising 4th) across all subject areas is our greatest need for improvement specially in math. Fourth grade (rising 5th) is also of concern in math content specifically in math ELL students.

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

We need to address the ELL schedule of supports. Shifts need to be made to address the master schedule allowing for more push in supports for ELL within the math block. Students will need to take action in owning their own learning in all subject areas.

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

Our Kindergarten (rising First) showed great improvment as well as our first grade (rising 2nd) in iReady scores. Fourth Grade (rising 5th) made gains in both reading and math.

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

Schedules were adjusted for supports for K, 1 and fourth to support during the ELA block.

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

ELL supports need to be put into place with scheduling and consistent solid strategies of learning such as goal setting and visual hands on supports.

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.

WIG sessions for teachers will be held to review data and to model goal setting for students. An across the grade level portfolio has been created to help students track their own learning throughout the quarter in reading, math, science and citizenship.

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

WIGs will be set each year for the school, grade level and individual students. Professional development will be tied to areas of need and the data from state testing. Master scheduling will continue to be an area of focus so that we can maximize ELL supports. The Leader in Me MRA will continue to drive student, staff, parent and community supports and PBIS.

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 Math**Area of Focus
Description
and Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Math gains by all and specifically ELL students has consistently been the lowest performing data component for Big Cypress. We moved from a 64% in 2021 to 71% in 2022 exceeding our goal of 70% across the 3-5 grade level. Even with this positive trend math remains our area of focus specifically with our ELL population.

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

MATH: Students will move from 71% to 72% in MATH proficiency by the end of the school year as evident by our FAST scores.

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

Grade levels will use the portfolio to have students track their progress each quarter toward their math WIG with lead measures. Weekly students will track their own learning on the standard of learning. Grade level expectations are to practice flashcards 2 times per week. The goals set by each grade level team of fluency per quarter expectations was set in the math action team. Trackers will be completed by teachers and students to track lead measure (the practice quantity and quality) as well as the assessments giving for mastery of facts. Math intervention groups will be pulled from the tracking and held in the mornings, Mathletes.

Person responsible for monitoring outcome:

Brandon Carter (carteb2@collierschools.com)

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

Student tracking of math WIGs will make learning transparent to the student so that they will understand and be able to speak to their understanding. Building procedural fluency by setting a school wide aligned goal for each grade level will improve the mastery of fact fluency which in turn improve student stamina for problem solving. The math fluency goal across the grade levels will build fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.

**Rationale for Evidence-based Strategy:
Explain the**

Handing over the tracking of progress to students helps the student to understand their own learning and lead measures they need to take in order to achieve their goals. By building procedural fluency students will be able to build stamina. The more energy students use for procedures such as mastery of math facts the less energy they will have for problem solving and the less likely they will obtain conceptual understanding.

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

By having a knowledge of procedures and when and how to use them appropriately, efficiently and accurately time taken to perform these tasks will lessen and the time to solve more complex concepts in math will be preserved.

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.

Professional Development in working with student tracking in the portfolio will take place at each WIG session weekly with teachers per grade level. At this WIG meetings in addition to the professional development of creating WIGs and lead measures teachers will also discuss data in math fluency with each other and administration in relation to each student. Teachers will help each other to create a list of WIGs and lead measures students can chose to track.

Person Responsible Barbara Fields (fieldb@collierschools.com)

Teachers will plan for math instruction weekly as a team in order to provide the best structures for student learning. Equity of plans will be consistent and standard driven.

Person Responsible Brandon Carter (carteb2@collierschools.com)

Teachers will deliver lessons that are standard based and consistent with the grade level structures learned through professional development and aligned to district expectations. The team will stay focused on the standards and deliver the lessons in pace with the curriculum maps.

Person Responsible Brandon Carter (carteb2@collierschools.com)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

We will continue to focus on our i-Ready data and track our 50 minute time on task weekly along with increasing our passing rate to 80% per grade level. An increased focus on tier 2 instruction and professional development on researched based structures will help iden

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

If teachers regularly employ standards aligned to ELA instructions than student profieciency on end of the year assessments will increase from 67% (SY22) to 70% on the FAST assessment for the SY23 school year.

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

The tracking of the school WIG will be monitored in our weekly WIG meetings per grade level team. Each teacher will have an opportunity to talk to their data with the administration. Students will track their own i-Ready data in their Leadership Portfolios and teachers will conduct weekly data chats with individual students. Within the new House System this year students will earn points toward their house by tracking in the portfolio their WIG goals by recording lead measures daily.

Person responsible for monitoring outcome:

Barbara Fields (fieldb@collierschools.com)

Evidence-based Strategy:
Describe the evidence-based strategy being

Instructional Conversations are small-group discussions. Acting as facilitators, teachers engage all students and specifically English language learners in discussions about stories, key concepts, and related personal experiences, which allow them to appreciate and build on each other's experiences, knowledge, and understanding. Literature Logs require students to respond in writing to prompts or questions related to sections of stories. These responses are then shared in small groups or with a partner. This will carry over into their Leadership portfolio through setting goals and having instructional conversations. In planning this strategy will be embedded into the lesson plans for implementation to the

implemented for this Area of Focus. reading block. During the WIG sessions with teachers, administration will have teachers bring samples of Portfolios to share. Teachers who are struggling with the implementation will receive additional professional development by working with a paired teacher.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. As students begin to have conversations of their learning and log WIG goals with lead measures they will understand what steps need to be taken to improve in reading. Lead measures set in conversation and taken from the understanding of literature logs will help students reach and surpass their 50 minute time on task i-Ready weekly goals and reach their 80% passing rate.

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 receive Professional Development on Instructional conversations and logs. This will cross over into tracking Reading WIGs in the portfolio based on student understand of concepts. Students will chose lead measures to track based on instructional conversations and literature logs.

Person Responsible Mary Charles (charlema@collierschools.com)

The instructional conversations and literature logs will be planned in weekly lessons and will cross over into the tracking of reading WIGs and lead measures in the portfolio.

Person Responsible Brandon Carter (carteb2@collierschools.com)

Teachers will deliver this plan by evident of their lessons plans submitted and discussion on portfolio tracking in the weekly WIG meetings. Additonal support will be given by adminstration and peers in this weekly meeting for teachers.

Person Responsible Brandon Carter (carteb2@collierschools.com)

#3. 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.

BCE Science scores went from a 57% in SY21 to a 67% in SY22. Although this was a significantly celebrated score we are still below our SY19 score of 71%. We still feel that we are dealing with the effects of the virtual period in which students did not receive hands on experiences in Science. We will continue to offer hands on experiences for our students in order to regain learning that was lost.

Measurable Outcome:

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

Students will move from 67% to 77% in SCIENCE proficiency by the end of the school year as evident of our state assessment scores.

Monitoring:

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

We will continue with our Science labs. Students and teachers are tracking science standards in their STEAM class through leadership portfolios and science notebooks. The science action team is meeting monthly to work on research based structures for science and the implementation of the 5E model.

Person responsible for monitoring outcome:

Barbara Fields (fieldb@collierschools.com)

Evidence-based**Strategy:**

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

The 5E Instructional Model is a research-based approach to designing instructional sequences within a unit where each phase (engage, explore, explain, elaborate, and evaluate) is used as the basis for one or more lessons.

Rationale for Evidence-based**Strategy:**

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

Using the 5E model will help put a focus on the science concept and help students to accurately identify their understanding. By identifying and owning their learning students will be able to use their Leadership Portfolio and the language of 5E to set WIG goals and lead measures to master units of study in Science.

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.

Through science actions teams a representative from each grade level will bring back to the grade level team research based structures to support learning in Science. These structures will be embedded into the lesson plans of Science each unit.

Person Responsible

Barbara Fields (fieldb@collierschools.com)

The Science Action Team will work toward 5E instructional model and provide the professional development to their grade level team during planning.

Person Responsible

Barbara Fields (fieldb@collierschools.com)

Administration will support the implementation of the structures by look fors during observations and lesson plan checks.

Person Responsible Barbara Fields (fieldb@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.

New this year is the House System. Students at the beginning of the year were divided into four houses that are representative of our school pledge: Honest, Kind, Responsible and Accountable. As Big Cypress is a large school and has a large campus it was evident by our MRA data with Leader in Me that students were needing more support in the area of belonging. By taking a large school and making four "teams" this allows for a smaller group of students K-5 to have the support of multiple teachers and staff. In addition, the House is a great way to build competition and a feel of support both academically, emotionally and behaviorally. Houses are award points tied to the Leadership Portfolios by way of Reading, Math, Science and Citizenship WIGs. Each week a house "wins" and their flag flies on all flag poles throughout the school, the winning attendance house is displayed on bulletin board as well as the i-Ready house winners. Pep Rally are held quarterly where awards are given and House Meetings are held to work on the Leadership WIGs tied to the portfolio. On Fridays all students get to sit in their house across the grade levels at lunch as a reward of good citizenship and house pride. House signs, pledges, cheers and crests are developed in house meetings and on display at quarterly pep rally's. We have created all new signs for all areas of our school to include our houses within the PBIS system.

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

All staff are included in a house and proudly wear house shirts on house Friday. Staff organizes and leads House meetings monthly across the school K-5. Parents and PTA are involved by having house shirts and earning house points for coming to events and PTA meetings. SACC afterschool care participates in the house system as well and earns points. In addition, we have clubs that will begin and we have reached out to the community to sponsor our clubs and house adopted areas of campus. Each house has adopted a physical outdoor space in which they will make plans to create a reading area, math area, science area and calming area. Community members will sponsor and help with the plans to create these new spaces.