

Collier County Public Schools

Ecollier Academy



2022-23 Schoolwide Improvement Plan

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Ecollier Academy

4600 SANTA BARBARA BLVD, Naples, FL 34104

www.ecollieracademy.com

Demographics

Principal: Brent Klein

Start Date for this Principal: 7/1/2022

2019-20 Status (per MSID File)	Closed: 2022-06-30
School Type and Grades Served (per MSID File)	Combination School KG-12
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)	0%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: B (54%) 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	ATSI
* 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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Ecollier Academy

4600 SANTA BARBARA BLVD, Naples, FL 34104

www.ecollieracademy.com

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)
Combination School KG-12	No	0%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	0%

School Grades History

Year	2021-22	2020-21
Grade	B	

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission at eCollier Academy is to provide a high-quality, technically comprehensive, and meaningful education for all students. An enriching and flexible online experience will be created through teacher, parent, and student collaboration.

Provide the school's vision statement.

Our vision at eCollier Academy is to empower all students to achieve their potential through digital innovation.

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
Klein, Brent	Principal	Oversee virtual program
Fike, Jay	Assistant Principal	Monitor progress and success of CCPS virtual learners Curriculum and Instructional support Parent Involvement, Training, and Communication Ensure successful completion of coursework Assessment Coordination Discipline and Attendance

Demographic Information

Principal start date

Friday 7/1/2022, Brent Klein

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.*

0

Total number of teacher positions allocated to the school

0

Total number of students enrolled at the school

76

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.

0

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	2	3	1	10	7	4	8	7	10	5	8	5	5	75	
Attendance below 90 percent	0	0	0	0	0	0	1	1	0	1	0	0	1	4	
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	0	0	0	0	1	0	0	0	0	0	1	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2	
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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	1	0	0	0	0	0	0	0	0	0	1	
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 7/19/2022

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	26	35	34	52	37	49	31	52	60	34	27	41	35	513	
Attendance below 90 percent	7	12	5	6	10	8	3	10	10	5	6	15	4	101	
One or more suspensions	0	0	0	0	0	0	0	0	42	0	0	0	0	42	
Course failure in ELA	0	0	0	1	0	0	0	2	3	1	6	12	3	28	
Course failure in Math	0	0	0	1	0	0	0	2	4	3	8	12	5	35	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	2	8	3	9	13	13	5	8	7	69	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	11	12	6	14	13	16	3	5	1	82	
Number of students with a substantial reading deficiency	0	0	0	0	1	1	2	0	2	0	0	2	2	10	

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	0	0	5	2	2	6	7	6	9	14	6	58

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	0	1	0	1	0	0	1	0	2	0	0	0	0	5	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	1	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	26	35	34	52	37	49	31	52	60	34	27	41	35	513	
Attendance below 90 percent	7	12	5	6	10	8	3	10	10	5	6	15	4	101	
One or more suspensions	0	0	0	0	0	0	0	0	42	0	0	0	0	42	
Course failure in ELA	0	0	0	1	0	0	0	2	3	1	6	12	3	28	
Course failure in Math	0	0	0	1	0	0	0	2	4	3	8	12	5	35	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	2	8	3	9	13	13	5	8	7	69	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	11	12	6	14	13	16	3	5	1	82	
Number of students with a substantial reading deficiency	0	0	0	0	1	1	2	0	2	0	0	2	2	10	

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	0	0	5	2	2	6	7	6	9	14	6	58

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	0	1	0	1	0	0	1	0	2	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	1	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	62%	62%	55%					59%	61%
ELA Learning Gains	59%							61%	59%
ELA Lowest 25th Percentile	48%							63%	54%
Math Achievement	44%	45%	42%					66%	62%
Math Learning Gains	46%							61%	59%
Math Lowest 25th Percentile	55%							58%	52%
Science Achievement	54%	59%	54%					46%	56%
Social Studies Achievement	48%	56%	59%					83%	78%

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%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	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%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	26	33	40	41	71						
ELL	54			38							
HSP	55	54	33	31	42	64	46	40			
WHT	69	69		59	43		67	60	90		
FRL	55	49	50	31	33		58	57			
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	17	32	33	16	11	17					
ELL	31	39	45	25	14	17		30			
BLK	50	45		38	23						
HSP	55	49	39	40	27	24	57	48	50		
WHT	75	53		69	42	45	82	79	86		
FRL	50	45		37	11		50				
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)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	73
Total Points Earned for the Federal Index	557
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	55
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	48
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	65
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	52
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?

Trend developing since eCA opened in 2020 is providing service and support to SWD subgroup through virtual means. Other trends include lack of Math proficiency across all levels.

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

There is a need for improvement in Math proficiency, success of SWD, Hispanic students, and in ELA at the secondary level 6-10.

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

The biggest factor was the change in program platform from Canvas to FLVS. We had a large reduction in staff at semester leading to many Math classes being taught by FLVS teachers and not our own. One inclusion teacher was left to monitor goals and progress of all SWD. Additionally, virtual instruction barriers exist based on structure and routine already, so finding ways to support all student learning at home is imperative. In addition to learning content, virtual students need to develop new problem solving, communication, and executive functioning skills.

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

ELA and Math gains were significant because the cohort of students greatly changed last year and number of eCA students decreased by half overall, so the numbers changed. Also, students receiving industry certification and passing AP scores were strong, although data is incomplete because some eCA students passing these tests were still tied to their zoned schools.

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

Our school focused more on hybrid virtual learning, increasing student live time and decreasing asynchronous assignments. We also targeted the flexibility of virtual learning to focus on Low 25% students and diversify the CTE courses we could offer. In turn, more students completed CTE courses and passed certification tests.

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

Students will need access and fluency with online resources. They will need to practice critical thinking and problem solving as at home virtual learners through Cornell Notes and active listening/reading.

Parents and community support will need to fill void of having no eCA teachers, only teachers directly from FLVS are being used.

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.

Majority of professional development will focus on learning the details of the FLVS platform to best serve virtual students at eCA throughout the year. Leaders will participate in professional development focused on developing and increasing skills needed for virtual learners to thrive.

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

Parent support networks will be created to build our online learning community, increase resources, and spread resources. This includes school staff, parents, and support from outside sources.

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.**

Every grade level and subgroups of ELL and SWD have low scores in Math achievement. It needs to improve across the entire virtual school.

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

All eCA students should meet state level 3 on Progress Monitoring 3 Assessment this year in every grade, from elementary to Geometry.

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

FLVS grade and standards mastery reports will be reviewed for progress. State FAST Progress Monitoring 1 and 2 data will be used to compare to FLVS data.

Person responsible for monitoring outcome:

[no one identified]

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

Students will be supported to develop Guided Notes that are structured to support retention of Math skills, along with helping format of FLVS module assessments and DBAs.

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

Students need to develop strong Guided Notes to support independent, virtual learning. They are still relying on traditional methods and teacher guided information to complete virtual learning coursework. Chunking the replacement of independent note taking and problem solving skills with traditional skills will build student capacity for Math fluency, accuracy, and retention of the standards content.

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.

Introduce parents and students to BEST standards within FLVS content.

Offer workshop on Guided Notes and content structure of FLVS assessments and DBAs.

Person Responsible Jay Fike (fikeja@collierschools.com)

Collect feedback and samples of Guided Notes to adjust.

Person Responsible Jay Fike (fikeja@collierschools.com)

Use progress monitoring and FLVS data to guide virtual learners to targeted resources and tools.

Person Responsible Jay Fike (fikeja@collierschools.com)

#2. ESSA Subgroup specifically relating to Hispanic

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

eCA Hispanic students struggled last year with concepts in Math and Science. A major cause is lack of content specific vocabulary acquisition.

Measurable Outcome:

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

All Hispanic students will identify and correctly use content specific vocabulary in their FLVS submissions.

Monitoring:

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

1. FLVS assignment submission reports.
2. Teacher-student focused feedback on assignments.

Person responsible for monitoring outcome:

Jay Fike (fikeja@collierschools.com)

Evidence-based Strategy:

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

Multiple exposure to vocabulary within content and context.

Rationale for Evidence-based Strategy:

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

Teachers will use Google Slideshow, Quizlet, or Padlet for students to collaborate and develop understanding of vocabulary in their FLVS modules.

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.

Review FLVS assignment submission reports and teacher-student focused feedback on assignments.

Person Responsible

Jay Fike (fikeja@collierschools.com)

#3. ESSA Subgroup specifically relating to Students with Disabilities

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

Comprehension of on grade level text, including multimedia examples.

Measurable Outcome:

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

All SWD will score level 3 or higher on the FAST ELA at the end of the year.

Monitoring:

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

1. FLVS submissions and FLVS ELA reports.
 2. SWD pacing and mastery of content on FLVS involving grade level text and reading comprehension standards.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

Analysis and summarization of text by virtual learners in FLVS ELA courses.

Rationale for Evidence-based Strategy:

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

This strategy is most often used in reading comprehension given delivery model of asynchronous virtual 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.

Reviewing and progress monitoring of FLVS submissions and FLVS ELA reports. Monitoring the pacing and mastery of content on FLVS involving grade level text and reading comprehension standards among SWD group.

Person Responsible

Jay Fike (fikeja@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

Does not apply to virtual school.

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

Does not apply to virtual school.

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)

Does not apply to virtual school.

Grades 3-5: Measureable Outcome(s)

Does not apply to virtual school.

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.

Does not apply to virtual school.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Fike, Jay, fikeja@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?

Does not apply to virtual school.

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?

Does not apply to virtual school.

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**

Does not apply to virtual school.

Fike, Jay, fikeja@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.

Every action taken by eCA staff has the underlying theme of Growth Mindset and building positive thoughts about school and self for stakeholders. This message is in our communication to parents, daily messaging to students, and part of our Mission Statement. Our school focus is making sure virtual learning is not boring, isolated, or frustrating. eCA builds positivity through breaking barriers. Offering students engagement opportunities, parent workshops, family outings and collaboration experiences with other virtual learning families.

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

Assistant Principal Jay Fike

In charge of monitoring entire K-12 virtual program. Mr. Fike communicates and follows up directly with all students. Groupings include veteran virtual learners, new to eCA, parent support and communication. Mr. Fike has video conferences with families in need of extra connection to eCA or learning support. He is in charge of creating Parent Learning Network, an initiative to bring virtual families together in collaboration and share resources to strengthen the online learning experience for all families. He also creates the bi-weekly Parent eNewsletter to support and inform parents.

K-12 Counselor Terry Kalten

Ms. Kalten is focused on building relationships with high school students. She is tasked with progress monitoring and keeping students motivated. She provides support and information for seniors to make sure they graduate and have fulfilled all their needed requirements. She also accounts for our PBIS status and supports PBIS in our virtual platform.

Parents and eLearning Coaches

Every eCA household has a specific adult designated as eLearning Coach to support virtual learning by modeling skills, supporting student communication, and identifying resources that will help their child in academic achievement.

Community Partners

eCA is actively pursuing guest speakers, managers of educational venues, and owners of local businesses to collaborate with us to provide flexible, meaningful experiences for nontraditional students in our virtual school.