

Collier County Public Schools

Everglades City School



2022-23 Schoolwide Improvement Plan

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Everglades City School

415 SCHOOL DR, Everglades City, FL 34139

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

Demographics

Principal: Cheryl Allison

Start Date for this Principal: 6/6/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
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* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (55%) 2018-19: A (64%) 2017-18: C (51%)
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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<https://www.collierschools.com/evg>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School PK-12</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>35%</p>

School Grades History

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

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SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Everglades City School strives to provide a learning environment where students are challenged to become stronger both academically, socially, and emotionally. The school seeks to enlist the support of the community, parents, and all school personnel to partner in developing future leaders and successful members of society. Our belief is that all students can be college or career ready.

Provide the school's vision statement.

We believe that all students have the ability to be successful leaders. Our goal is to create a learning environment that enhances our students' desire to achieve the highest possible goals that each individual has the ability to reach. By setting high standards and expectations from a student's first day in pre-kindergarten all the way through to their high school graduation, every aspect of our students' education is geared toward assisting all students to be college and/or career ready. We strive to tailor and individualized experience for every student to be successful.

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
Allison, Cherie	Principal	<ul style="list-style-type: none"> • Provides leadership for all school operations consistent with existing collective bargaining contracts, school law, Board Policies, and Administrative Procedures. • Provides leadership in developing, coordinating, implementing, and evaluating school instructional and extra-curricular programs. • Ensures there is a data driven focus on student achievement. • Creates a positive school climate and culture within the school. • Maintains fair, reasonable, and consistent discipline within the school. • Maintains a healthy and safe environment for students and staff • Ensures the proper maintenance and custodial care of school facility and grounds. • Supervises the creation and adjustment of the master schedule and related staff assignments. • Provides/facilitates professional development opportunities for all staff. • Evaluates instructional and non-instructional staff. • Assists with District accreditation process. • Facilitates parent involvement in the school community. • Serves as liaison between school and community to utilize community resources. • Serves as liaison between the school and District Support Services (Nutrition, Transportation, Custodial). • Ensures compliance with state and district assessment requirements • Ensures fiscal responsibility in the development and maintenance of locational and internal school budgets. • Supervises the preparation of county, state, and federal reports originating at the school level. • Maintains inventory of supplies, equipment, and furniture within the school. • Recruits and interviews prospective staff members
Whitcomb, Jill	Instructional Coach	<p>Provides instructional support for teachers through trainings, demonstrations, and coaching of a multi-tiered system of support, as it pertains to literacy instruction.</p> <ul style="list-style-type: none"> •Coordinates with appropriate groups and staff including ESE and ELL personnel, for district-wide articulation regarding math issues. •Assists in the implementation of the Multi-Tiered System of Supports. •Works collaboratively with the administrative team, the district Curriculum department, and staff at assigned school to help implement the state and district curricula.
Sudnick, Deloris	School Counselor	<p>Provides counseling services for students, and advisement to parents, teachers, staff, and outside agencies. Counseling services may include, but are not restricted to, individual counseling, group counseling, classroom presentations, and crisis intervention. Counseling services may include a review of psychological evaluations and standardized test scores.</p> <p>*Serves as a member of Multi-tier System of Support (MTSS)/Positive</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Behavior Support System (PBS) Team to support the referral process to include pre-referral screening and conferences, student progression, school level articulation and staffing for ESE. Assists with the coordination of student placement, agency referrals, student records, and student recognition programs.</p> <ul style="list-style-type: none"> •Serves as a member of the school’s ELL (English Language Learners) Committee. *Serves on Leadership committee. •Plans, implements, and delivers the district adopted school counseling curriculum, based upon Florida’s School Counseling Frameworks, through the coordination of school-wide programs and grade specific classroom presentations, requiring articulation with the administration and classroom teachers. Other opportunities for the distribution of information could include college/ academic planning nights for students and parents as well as Open House presentations. •Consults with teachers, teams, administrators, families and/or students regarding student academic achievement. •Performs other duties as assigned by the Principal
Byers, Gretchen	Instructional Coach	<ul style="list-style-type: none"> •Participates in the selection of, training with, and implementation of district adopted instructional materials and programs. •Assists teachers/schools in ordering materials to support reading and writing instruction in all content areas. •Provides training related to the General Responsibilities. *Collaborates with Coordinator of Literacy to ensure common vision, goals, and objectives. •Assumes a leadership role at the school level for the study and use of professional literature. •Assists in testing and diagnosing students’ reading levels and needs. •Attends district meetings and state meetings (when possible) in support of professional learning. •Performs other duties as assigned by Coordinator of Literacy or Principal, when and only when such duties are literacy related. •Assists content area teachers by providing and demonstrating effective strategies for content instruction to students. •Assists content area teachers in incorporating critical thinking, study skills, and reading skills instruction into their content area teaching. •Collaborates with teachers in the Lesson Study process. •Performs other duties as assigned

Name	Position Title	Job Duties and Responsibilities
Barrows, Jennifer	Other	<ul style="list-style-type: none"> *Assists in staffing: FTE, faculty & non-instructional • Supervision: before school roaming, transitions, lunch/ recess, evening events *Supervises lower elementary • SIP and corresponding program development • Develop and deliver monthly and early release PD agendas/ options • Works as Test Coordinator to insure compliance with all state and district regulations • Oversee substitute teacher assignment process, textbook inventory, grade reporting • Aggregates, analyzes, interprets and communicates data to improve the instructional program and to ensure there is a data driven focus on student achievement. • Works in conjunction with administration, faculty and staff to maintain a healthy and safe environment • Serves as a liaison between the school and community to utilize community resources • Manages school operations as directed by the Principal. • Monitors daily student attendance and administers attendance policies. • Administers appropriate discipline to all students as outlined by the Code of Student Conduct. • Coordinates and supervises detention, in-school suspension, and intramural programs • Monitors the accurate compilation of daily attendance reports and records. • Coordinates and conducts appropriate parent/teacher conferences related to attendance, discipline and grades. • Communicates as needed with students, parents, and staff
Owen, Melissa	Instructional Media	<ul style="list-style-type: none"> *Fosters student achievement and development across all grade levels. * Serves as an on staff specialist with expertise in literacy, library and media services *Works with and through all grades to support curriculum, technology and student services. * Promotes and maintains a dynamic, richly diverse, up to date library collection designed, and continually evaluate 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. *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

Name	Position Title	Job Duties and Responsibilities
		<p>*Integrates technology appropriately to enhance student learning and instructional delivery, and supports classroom subject area teachers in instructional technology use.</p> <p>*Maintains a positive, student-centered Library Media Center environment which assists pupils in developing positive values, attitudes and behavior patterns and personal accountability.</p> <p>*Provides welcoming and timely accessibility to the Library Media Center and all materials and equipment to all members of the school community.</p> <p>*Participates in and leads District Library Media Specialists' PLCs, in-services and meetings and other school-based meetings as assigned.</p> <p>*Analyzes and uses student performance data to inform instruction</p> <p>*Offers in-service programs on research, technology and software use, curriculum development, and information skills.</p>

Demographic Information

Principal start date

Thursday 6/6/2019, Cheryl Allison

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.*

1

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.*

6

Total number of teacher positions allocated to the school

22

Total number of students enrolled at the school

154

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

5

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

5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	12	8	9	9	15	12	15	8	16	12	11	7	6	140
Attendance below 90 percent	5	2	1	2	1	1	3	2	1	2	4	2	2	28
One or more suspensions	0	0	0	1	0	1	0	4	0	2	0	0	0	8
Course failure in ELA	0	0	0	1	0	0	2	0	0	0	0	0	1	4
Course failure in Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	4	2	0	5	3	2	1	0	0	18
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	4	1	1	3	1	0	0	0	0	10
Number of students with a substantial reading deficiency	0	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	1	4	1	2	3	1	2	1	1	0	16

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

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

Date this data was collected or last updated

Friday 8/19/2022

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	11	11	12	15	12	15	8	17	11	13	9	9	15	158
Attendance below 90 percent	5	3	2	2	2	4	3	1	3	3	2	4	3	37
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	3	1	0	0	1	1	1	4	5	4	1	22
Course failure in Math	0	2	3	0	0	0	1	2	4	4	0	0	0	16
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	0	6	1	0	5	4	2	1	1	21
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	1	1	3	2	2	0	1	16
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	0	3	1	1	5	4	4	2	1	22

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	0	0	2	0	0	0	0	0	0	0	0	0	2
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	11	11	12	15	12	15	8	17	11	13	9	9	15	158
Attendance below 90 percent	5	3	2	2	2	4	3	1	3	3	2	4	3	37
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	3	1	0	0	1	1	1	4	5	4	1	22
Course failure in Math	0	2	3	0	0	0	1	2	4	4	0	0	0	16
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	0	6	1	0	5	4	2	1	1	21
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	1	1	3	2	2	0	1	16
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	1	0	3	1	1	5	4	4	2	1	22

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	0	0	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	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	54%	62%	55%				51%	59%	61%
ELA Learning Gains	55%						65%	61%	59%
ELA Lowest 25th Percentile	33%						68%	63%	54%
Math Achievement	65%	45%	42%				59%	66%	62%
Math Learning Gains	69%						59%	61%	59%
Math Lowest 25th Percentile	55%						56%	58%	52%
Science Achievement	40%	59%	54%				45%	46%	56%
Social Studies Achievement	71%	56%	59%				91%	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	55%	61%	-6%	58%	-3%
Cohort Comparison		0%				
04	2022					
	2019	53%	58%	-5%	58%	-5%
Cohort Comparison		-55%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	0%	60%	-60%	56%	-56%
Cohort Comparison		-53%				
06	2022					
	2019	35%	56%	-21%	54%	-19%
Cohort Comparison		0%				
07	2022					
	2019	70%	55%	15%	52%	18%
Cohort Comparison		-35%				
08	2022					
	2019	57%	58%	-1%	56%	1%
Cohort Comparison		-70%				

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	42%	68%	-26%	62%	-20%
Cohort Comparison		0%				
04	2022					
	2019	59%	65%	-6%	64%	-5%
Cohort Comparison		-42%				
05	2022					
	2019	0%	67%	-67%	60%	-60%
Cohort Comparison		-59%				
06	2022					
	2019	47%	61%	-14%	55%	-8%
Cohort Comparison		0%				
07	2022					
	2019	90%	66%	24%	54%	36%
Cohort Comparison		-47%				
08	2022					
	2019	82%	36%	46%	46%	36%
Cohort Comparison		-90%				

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	0%	56%	-56%	53%	-53%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	43%	52%	-9%	48%	-5%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	68%	-68%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	72%	28%	71%	29%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	83%	72%	11%	70%	13%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	50%	67%	-17%	61%	-11%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	59%	-59%	57%	-57%

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	27	42		46	50		10				
HSP	65	74		71	75						
WHT	52	50		66	70		56	71			
FRL	51	54	38	63	69	60	36	68			
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	24	38		50	67						
HSP	60	67		65	75						
WHT	57	51		63	72		68	47			
FRL	52	56	58	65	79		70	44			
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	29	54		20	54						
HSP	69	69		53	50						
WHT	51	65	63	63	62	67	42	95		100	50
FRL	51	64	71	57	60	53	36	88			

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	55
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	
Total Points Earned for the Federal Index	442
Total Components for the Federal Index	8
Percent Tested	97%
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	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 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	61
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	55
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?

Although not enough students in some areas to be a subgroup Science in 5th, 8th and Biology are lagging behind the District and State. Grade 3 in ELA is 6% below the District and 3% below the State . Grade 4 ELA performed 5% below both the District and the State. Grade 5 ELA performed 21% below the District and 19% below the State. Our Students with Disabilities only scored at 33% proficiency well below the District and State.

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

In all areas our ESE population and lowest 25% are underperforming and not reaching mastery of ELA , Math and Science.

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

It was clear there were not enough interventions with ESE teachers, inconsistencies with teachers in the building and understanding Differentiated Instruction within the classrooms. Teachers will need to identify their lowest 25% in all classrooms and supply differentiation strategies and techniques to meet the individual needs of all students.

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

Both 7th Grade Civics and High School U.S. History made great improvement. Our Free and Reduced Lunch students made great gains in Math and Science.

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

We acquired a new Social Science teacher that had major support from the District with mentoring and materials. In addition we have a new ELL tutor that is working with students and teachers to reach our ELL population.

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

Professional Development opportunities in both analyzing data, differentiated and targeted instruction and professional development in the preparation and execution of standards based lesson plans and assessments. SWD teachers will have professional development opportunities to identify strategies to scaffold students for grade level work.

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 opportunities in data analysis and differentiation strategies will be delivered to support teachers and students. Teachers will group students according to level and work with both coaches and support personnel to provide individualized instruction, based on student needs.

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

Weekly PLC meetings will occur to dive deeper into data, provide examples and opportunities to analyze and create standards based lessons and assessments and enhance the use of the Exceptional Student teachers.

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. 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.

The percentage of SWD mastering ELA standards has dropped by 5% proficiency from last year and lags the District by 15%. Our area of focus will be in instructional practices specifically related to standards-based instruction and differentiation.

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-based instruction in English Language Arts with aligned assessments and differentiated strategies, then student proficiency for Students with Disabilities will increase from 27% (SY22) to 40% in SY23.

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

Administration will monitor all ELA teachers and SWD teachers both in elementary and secondary through the focused teacher evaluation model, attendance in PLC's and the creation of professional development and how it is integrated into the classroom.

Person responsible for monitoring outcome:

Cherie Allison (allisc@collierschools.com)

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

Teachers will not only implement systematic instruction but will also employ scaffolded instruction for struggling students and students with disabilities. The use of differentiated instructional strategies will create opportunities for diverse instruction for additional success.

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

Systematic instruction will allow teachers to plan standards-based lessons sequenced in a logical progression of content to increase students acquisition of increasingly complex content while differentiation will allow materials to be accessible for students with disabilities.

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 be provided professional development, opportunities for PLC's and standards-based instructional strategies to incorporate into all ELA lessons.

Person Responsible

Cherie Allison (allisc@collierschools.com)

#2. 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.

The percentage of SWD mastering Math standards has dropped by 5%% proficiency from last year and lags the District by 26% in 3rd grade. Our area of focus will be in instructional practices specifically related to standards-based instruction and differentiation.

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-based instruction in Mathematics with aligned assessments and differentiated strategies, then student proficiency for Students with Disabilities will increase from 46% (SY22) to 55% in SY23.

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

Administration will monitor all Mathematics teachers and SWD teachers both in elementary and secondary through the focused teacher evaluation model, attendance in PLC's and the creation of professional development and how it is integrated into the classroom.

Person responsible for monitoring outcome:

Cherie Allison (allisc@collierschools.com)

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

Teachers will not only implement systematic instruction but will also employ scaffolded instruction for struggling students and students with disabilities. The use of differentiated instructional strategies will create opportunities for diverse instruction for additional success.

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

Systematic instruction will allow teachers to plan standards-based lessons sequenced in a logical progression of content to increase students acquisition of increasingly complex content while differentiation will allow materials to be accessible for Students with Disabilities.

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 be provided professional development, opportunities for PLC's and standards-based instructional strategies to incorporate into all Math lessons.

Person Responsible

Cherie Allison (allisc@collierschools.com)

Teachers will be provided professional development, opportunities for PLC's and standards-based instructional strategies to incorporate into all Math lessons.

Person Responsible

Cherie Allison (allisc@collierschools.com)

#3. Instructional Practice specifically relating to B.E.S.T. Standards**Area of Focus****Description and Rationale:**

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

The percentage of students mastering ELA standards has dropped in 5th grade by 10% proficiency from last year and lags the District by 13%. The percentage of students mastering Science standards has dropped in 5th grade by 20% proficiency from last year and lags the District by 21%. Our area of focus will be in instructional practices specifically related to standards-based instruction and differentiation.

Measurable**Outcome:**

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

If teachers regularly employ B.E,S,T, standards-based instruction in English Language Arts and Science with aligned assessments and differentiated strategies, then student proficiency for for 5th Graded ELA should increase by 20% and 5th grade science proficiency by 30%

Monitoring:

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

Administration will monitor all 5th Grade ELA and 5th Grade Science through the focused teacher evaluation model, attendance in PLC's and the creation of professional development oppoortunities and how they are integrated into the classroom.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

Teachers will not only implement systematic instruction but will also employ scaffolded instruction for all students. Teachers will create lessons that are standards based incorporating the 5E Instructional Model. 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.

Systematic instruction will allow teachers to plan standards-based lessons sequenced in a logical progression of content to increase students acquisition of increasingly complex content. The 5E model is a planning tool for inquiry teaching that provides a structure for students to connect ideas with their experiences and apply their learning to new contexts

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 be provided professional development, opportunities for PLC's and standards-based instructional strategies to incorporate into all 5ht Grade ELA and Science lessons.

Person Responsible Cherie Allison (allisc@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

The use of standards-based lesson planning with targeted instruction and standards assessments is paramount in the proficiency of students for English Language Arts. Kindergarten was 20% below the District average for Reading/English Language Arts with 32% deficit in phonology and 24% deficit in vocabulary. Although on par with the District First Grade lagged 10% below in high frequency words and Second Grade 6% below in literature.

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

Standards-based lesson planning and targeted strategies such as differentiated instruction are crucial for English Language Arts. Although grades 3 and 4 were one and two points above the district, Grade 5 had much less proficiency lagging 13% below the district average.

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)

If teachers regularly employ standards-based instruction in English Language Arts and Reading with aligned assessments and differentiated strategies, then Kindergarten student proficiency will increase from 80% (SY22) to 90% in SY23, first grade and second grade proficiency will increase from 70% (SY22) to 80% (SY23)

Grades 3-5: Measureable Outcome(s)

If teachers regularly employ standards based instruction in English Language Arts with aligned assessments and differentiated strategies, then fifth grade student proficiency will increase from 52% (SY22) to 65% in SY23. Grade 3 will increase their proficiency from 57% (SY22) to 70% (SY23) and fourth grade will increase proficiency from 66% (SY22) to 75% (SY23)

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.

Administration will monitor all English Language Arts teachers through the focused teacher evaluation model, attendance in PLC's and the creation of Professional Development and how it is integrated into the classroom.

Collaborative planning sessions will be held bi-weekly with the purpose of pairing strong instructional strategies with standards-based tasks. Each teacher will receive instructional feedback from the principal and assistant principal. Instructional trends will be identified, will be purposeful and differentiated. PD will be provided to teachers on a bi-weekly basis.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Allison, Cherie, allisc@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?

John Hattie's list of factors related to student achievement: Collective Teacher Efficacy ranked as having the greatest effect size (1.57). These include but are not limited to increasing teaching strategies, peer tutoring through PLC's , matching styles of learning for students through differentiation and mentoring.

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?

In increasing teacher efficacy through increasing teaching strategies, mentoring and peer tutoring through PLC's it has been shown that an increase in teacher efficacy directly correlates to student achievement.

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>Through Professional Learning Communities literacy leadership can be viewed as a subset of instructional leadership and situated within distributive leadership that includes a strategic construct of the content and pedagogical knowledge of literacy that converges with classic leadership skill sets to support student learning and teacher capacity. Our Reading Coach will address Literacy Coaching through professional development support that enables teachers to think reflectively about improving student learning and implementing various instructional programs and practices. Professional Learning will be targeted and intentional to meet the needs of individual teachers and assessment will take place through the focused teacher evaluation model for effectiveness in students achievement using best practices.</p>	<p>Allison, Cherie, allisc@collierschools.com</p>
<p>Professional Development Opportunities incorporated Through Professional Learning Communities and staff developments. Literacy leadership can be viewed as a subset of instructional leadership and situated within distributive leadership that includes a strategic construct of the content and pedagogical knowledge of literacy that converges with classic leadership skill sets to support student learning and teacher capacity. Our Reading Coach will address Literacy Coaching through professional development support that enables teachers to think reflectively about improving student learning and implementing various instructional programs and practices. Professional Learning will be targeted and intentional to meet the needs of individual teachers and assessment will take place through the focused teacher evaluation model for effectiveness in students achievement using best practices.</p>	<p>Allison, Cherie, allisc@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.

Everglades City School is using two platforms to increase a positive culture and environment, both the Leader in Me Program and the Connect 4 Success District program.

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

All administration, teacher, staff, parents and community members will be integral in ensuring that both programs are done with fidelity to have to most impact on the positive culture of Everglades City School. Additional parent and community events are planned to ensure the proper education of all stakeholders.