

Collier County Public Schools

Sea Gate Elementary School



2021-22 Schoolwide Improvement Plan

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Sea Gate Elementary School

650 SEAGATE DR, Naples, FL 34103

[no web address on file]

Demographics

Principal: Meredith Kirby

Start Date for this Principal: 6/1/2019

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
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: A (78%) 2017-18: A (79%) 2016-17: A (83%) 2015-16: A (80%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	[not available]
* 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission at Sea Gate Elementary School is to encourage a caring and collaborative community of problem solvers who achieve their fullest potential as life-long learners.

Provide the school's vision statement.

Our vision at Sea Gate Elementary School is to achieve excellence through high expectations and positive attitudes.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Kirby, Meredith	Principal	<p>As the instructional leader of the building, it is my responsibility to create a safe and rigorous learning environment with a clear vision that is shared with all stakeholders. With a clear mission and vision, we strive to meet each child at their level, to ensure a year's worth of growth is obtained for every child.</p>
Santacrose, Diane	Assistant Principal	<p>As the assistant principal (AP), I assist the principal in maintaining a positive school culture and climate; provide leadership and support when monitoring student growth through the MTSS process, and regularly attend planning and professional development meetings to support and provide assistance and/or resources to grade level teams/teachers as needed. Support is provided throughout the implementation of curriculum, adjustments to instruction, and effective teaching strategies that increase overall student performance. As the assistant principal, I oversee various district and state testing and work closely with the principal to aggregate, analyze, and communicate data to improve classroom instruction and increase student achievement. I assist the principal with systems for monitoring teacher and student growth, which include, but are not limited to classroom observation (FTEM), lesson planning, use of Data Warehouse, FOCUS and iReady. As the assistant principal, I work closely with the school counselor to maintain positive, consistent discipline structures (PBIS) within the school.</p>
Jarrett, Mary	Instructional Coach	<p>As the Literacy Coach, I support teachers with the new ELA B.E.S.T. Standards and the new HMH tool. I attend planning meeting, as a support for planning rigorous lessons for the students. I also do Coaching Cycles with teachers. I will go into the classroom and observe the teacher, meet with the teacher to discuss what I saw and we will work together in an area decided on together to enhance instruction. I will model, we will work together on a lesson and then I will observe the lesson as the teacher implements on her/his own.</p> <p>I am part of the MTSS team that looks at data to plan for students that are below level in order to design lessons for the need in order to close the gap. I meet with teachers to discuss the strengths and weaknesses of students in order to plan the correct intervention for the group. I also work with students that are in the MTSS process and are Tier 3.</p>

Name	Title	Job Duties and Responsibilities
Carney, Katherine	Guidance Counselor	<p>The SGE school counselor runs a comprehensive program that promotes the academic, personal, and social emotional development of all students. The school counselor reaches 100% of the student population through teaching classroom social emotional learning and character education classes. Topics include: Problem Solving, Respect, Responsibility, Kindness, Self-Control, and Emotional Regulation to name a few. Solution-focused and psychoeducational small group and individual sessions as well as check in/check out programs are offered by the school counselor throughout the school year. The school counselor works to teach the knowledge, attitudes, and skills that students need to succeed academically and social emotionally. The school counselor assists with crisis intervention, consults with teachers and parents, and makes referrals to community services and outside providers. In addition, the school counselor serves as the PBIS (Positive Behavior Intervention & Supports) Coach which includes overseeing the data driven PBIS school-wide management system. At SGE, the school counselor provides students with leadership opportunities to students by overseeing the 5th Grade Safety Patrols, Flag Patrols, as well as the new SGE Spirit Club. As a member of the leadership team, the school counselor performs afternoon bus duty, assists with health screenings, and assists with administering testing.</p>

Ellis, Ashley	Other	<p>Program Specialist</p> <ul style="list-style-type: none"> • Monitors that student services are being provided • Reviews all documentation for compliance (IEP, 504, EP) • Monitors student data for all SWD's students • Reviews student data to ensure compliance and timelines • Communicate with school team and parent to facilitate meetings • Consult with ESE teachers to schedule meetings • Provide list of accommodations to testing coordinator • Review files for accurate information • Maintain working knowledge of local, state, and federal laws and regulations • Train staff on all new laws and procedures • Assures data probes and quarterly reports are completed and sent home • Participates in the self-assessment for compliance • Conducts all meetings IEP, 504, EP and evaluations in a facilitated manner
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Demographic Information

Principal start date

Saturday 6/1/2019, Meredith Kirby

Number of teachers with a 2019 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.*

10

Number of teachers with a 2019 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.*

3

Total number of teacher positions allocated to the school

53

Total number of students enrolled at the school

706

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

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

7

Demographic Data

Early Warning Systems

2021-22

The number of students by 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	115	110	114	114	131	122	0	0	0	0	0	0	0	706
Attendance below 90 percent	13	16	11	15	13	17	0	0	0	0	0	0	0	85
One or more suspensions	0	2	1	1	1	2	0	0	0	0	0	0	0	7
Course failure in ELA	1	6	15	16	1	0	0	0	0	0	0	0	0	39
Course failure in Math	1	3	7	11	0	2	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	6	8	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	12	11	0	0	0	0	0	0	0	24
Number of students with a substantial reading deficiency	0	3	21	14	5	9	0	0	0	0	0	0	0	52

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	2	4	3	0	6	0	0	0	0	0	0	0	15
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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	2	2	2	2	0	0	0	0	0	0	0	0	0	8
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Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Date this data was collected or last updated

Friday 9/10/2021

2020-21 - As Reported

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	76	114	109	135	124	138	0	0	0	0	0	0	0	696
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Attendance below 90 percent	3	6	2	6	8	3	0	0	0	0	0	0	0	28
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One or more suspensions	0	2	1	1	0	0	0	0	0	0	0	0	0	4
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Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	6	0	0	0	0	0	0	0	8
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Level 1 on 2019 statewide Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
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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	0	1	0	0	0	0	0	0	0	0	1
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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	4	3	3	0	1	0	0	0	0	0	0	0	11
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Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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2020-21 - Updated

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	76	114	109	135	124	138	0	0	0	0	0	0	0	696
Attendance below 90 percent	3	6	2	6	8	3	0	0	0	0	0	0	0	28
One or more suspensions	0	2	1	1	0	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	6	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6

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	0	1	0	0	0	0	0	0	0	0	1

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	4	3	3	0	1	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

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
03	2021					
	2019	83%	61%	22%	58%	25%
Cohort Comparison						
04	2021					
	2019	83%	58%	25%	58%	25%
Cohort Comparison		-83%				
05	2021					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	83%	60%	23%	56%	27%
Cohort Comparison		-83%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	87%	68%	19%	62%	25%
Cohort Comparison						
04	2021					
	2019	87%	65%	22%	64%	23%
Cohort Comparison		-87%				
05	2021					
	2019	89%	67%	22%	60%	29%
Cohort Comparison		-87%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	80%	56%	24%	53%	27%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Quarterly district benchmarks for Grades 3-5
iReady proficiency for Grades K-2

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34	57	79
	Economically Disadvantaged	27	44	100
	Students With Disabilities	8	33	57
	English Language Learners	10	33	40
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Grade 2			
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	51	75	81
	Economically Disadvantaged	30	49	50
	Students With Disabilities	31	47	52
	English Language Learners	11	17	27
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	77	78	73
	Economically Disadvantaged	60	64	63
	Students With Disabilities	56	60	40
	English Language Learners	54	44	43
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	73	84	61
	Economically Disadvantaged	58	75	44
	Students With Disabilities	47	60	27
	English Language Learners	62	69	33

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	75	79	74
	Economically Disadvantaged	58	68	53
	Students With Disabilities	41	50	42
	English Language Learners	31	36	54
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	79	79	68
	Economically Disadvantaged	63	60	53
	Students With Disabilities	47	50	28
	English Language Learners	71	57	50

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	77	75	76
	Economically Disadvantaged	66	62	61
	Students With Disabilities	72	63	58
	English Language Learners	38	44	38
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	85	88	74
	Economically Disadvantaged	81	90	70
	Students With Disabilities	76	92	61
	English Language Learners	62	63	50
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	78	77	77
	Economically Disadvantaged	72	64	66
	Students With Disabilities	71	67	63
	English Language Learners	55	38	44
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

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	72	69	53	78	72	69	59				
ELL	65	62		73	85		47				
BLK	62			69							
HSP	72	61	41	79	87	88	56				
WHT	89	70		90	80	70	88				
FRL	75	59	43	80	75	79	69				
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	58	49	42	71	65	60	63				
ELL	59	44	38	74	74	62	65				
BLK	60			90							
HSP	68	56	41	76	73	68	66				

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
MUL	92			92							
WHT	91	83	78	95	83	83	91				
FRL	70	60	50	83	73	66	75				
2018 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 2016-17	C & C Accel 2016-17
SWD	53	57	70	53	63	71	56				
ELL	56	63	67	72	63	55					
BLK	69			77							
HSP	70	67	66	74	69	70	63				
WHT	94	76	83	95	81	85	90				
FRL	76	67	67	82	80	77	71				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
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	69
Total Points Earned for the Federal Index	594
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	67
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	67
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners 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	66
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	69
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
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
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	81
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	69
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

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?

In reviewing our iReady data for Kindergarten through 2nd grade, an area of weakness is found in foundational skills, in particular, the area of phonics. FSA results indicate that our 4th and 5th grade overall gains in ELA and lowest 25% in ELA are an area of concern, specifically our English Language Learners. Science proficiency decreased by 9 points from FY19 84% to FY21 74%.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on iReady data, students performed well in kindergarten, yet a decline was experienced in first grade. When reviewing FSA performance on on ELA, subskill 5 (writing) scores indicate the need to concentrate our focus on this area. Students in 4th and 5th grade scoring a level 4 or 5 had a decline in making a gain. Science performance on FY21 NGSSS indicates a drop in student proficiency.

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

Rigor of core reading instruction through the use of grade-level text, differentiated support during classroom instruction, identification of students who need additional support, scheduling of differentiated instructional time across grade levels, and robust, explicit writing instruction across content areas. Opportunities for students to achieve a level 4 on the learning goal through collaborative structures, Socratic Seminar, the use of Junior Great Books and CER Strategy.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Math lowest 25% making gains was 79%, a 6% increase from years past. 5th grade was departmentalized, with Master math teachers, providing instruction and remediation to students in the area of mathematics.

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

5th grade math teachers disaggregated data from District Quarterly Benchmarks and identified students based on their lowest foundations skill. A morning math club was instituted for enrichment and remediation, based on this data. A weekly Math Challenge Club was instituted for specific students in grades 3-5 to provide an additional avenue to challenge students' academic proficiency.

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

Early identification of students by classroom teachers through gains needed report and proficiency levels of FY21 FSA.

Deepening teacher understanding of New Florida B.E.S.T. Standards

Professional Development

Foundational skills in primary taught with fidelity

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.

Multi-Tiered System of Support- writing Student Success Plans, identifying root cause, data collection B.E.S.T. standards training, collaborative ELA planning meeting with school leadership team Professional Development for teachers in ELA, 4 strands: Foundations, Reading, Communication and Vocabulary

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

Master scheduling of Differentiated Instructional time with ESE and ELL support services to maximize student instructional time and support. Regularly scheduled MTSS Meetings with grade levels and school leadership to identify student needs and review data to make instructional shifts. Morning labs for students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Science

Area of Focus
Description and Rationale: When reviewing FY19 and FY21 NGSSS data, a 6 point decline in student performance was observed. Specifically, subskill 1, Nature of Science, was the lowest performing area. Student performance on FY21 Grade 5 ELA did not correlate with science proficiency.

Measureable Outcome: By June 2022, the overall science proficiency in 5th grade will increase 5 points on the FY22 NGSSS assessment. through the explicit teaching of academic vocabulary in context, weekly hands-on experiments, and the use of USA Test Prep as monitored through student performance on USA Test Prep, bi-monthly and district quarter benchmark assessments.

Monitoring: Data review meetings with 5th grade science teachers and administration to monitor quarterly benchmark results.
 USA Test Prep Reports, bi-monthly
 Classroom walkthroughs, monthly
 Lesson plan monitoring by administration, weekly

Person responsible for monitoring outcome: Meredith Kirby (kirbym1@collierschools.com)

Evidence-based Strategy: Inquiry-based science to solicit evidence from a variety of sources to develop explanations from the data and defend conclusions
 Exit tickets
 Teacher created assignments in USA Test Prep

Rationale for Evidence-based Strategy: Inquiry-based science will allow teachers to monitor student responses to make adjustments to their instruction.
 Students will gain scientific knowledge through hands-on experiments and apply their knowledge to a written response such as USATestPrep and Quarterly district assessments

Action Steps to Implement

*Identification of students in the Low 25% after quarterly benchmark assessments

Person Responsible Meredith Kirby (kirbym1@collierschools.com)

*Individually assign USATestPrep to those students and benchmarks where students performance is not meeting proficiency

Person Responsible Meredith Kirby (kirbym1@collierschools.com)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: Our low 25% ELA gains continue to show the lowest performance. Specifically, Students with Disabilities, English Language Learners, and our Hispanic subgroups. Contributing factors to this performance may be scheduling of support services during core instruction, the use of grade level materials using differentiated instruction and identification of foundational skills that need to be reinforced.

Measureable Outcome: By June 2022, sixty percent of our identified fourth and fifth grade students in the Low 25% ELL subgroup will make a learning gain in ELA, as evidenced by the SY22 FSA ELA data, as a result of intentional scheduling of EL services through identified WIDA scores, direct instruction of foundational skills, and monthly progress monitoring on iReady.

Monitoring: Students will be monitored through the MTSS meetings every six weeks, as well as weekly through Leadership team meetings data includes monthly iReady growth monitoring.

Person responsible for monitoring outcome: Diane Santacrose (santacdi@collierschools.com)

Evidence-based Strategy: Standards-based instruction will occur by providing the identified Low 25% EL's in fourth an fifth grade with district-adopted, instructional materials aligned with their grade level proficiency (HMH). Scaffolded, differentiated instruction and interventions will be implemented by classroom teachers with support through strategic scheduling of EL teacher and the reading coach. This targeted instruction will result in increased performance on formative and summative assessments, iReady growth monitoring and diagnostics, quarterly benchmark assessments, and the FSA ELA.

Rationale for Evidence-based Strategy: Disaggregation of FY21 FSA ELA third, fourth and fifth grade proficiency data revealed a decline in the performance of our Low 25% EL students. Strategic scheduling of EL support services during the ELA instructional block will increase the academic proficiency of the identified students in this cohort. Use of HMH foundational materials to increase student phonics, fluency and comprehension.

Action Steps to Implement

*Identification of Low 25% students in ELA

Person Responsible Diane Santacrose (santacdi@collierschools.com)

*Master schedule has been created to allow for strategic scheduling of the ESE inclusion teacher and EL teacher during ELA instructional block

Person Responsible Meredith Kirby (kirbym1@collierschools.com)

*EL students grouped by WIDA performance and iReady Diagnostic 1 to address foundational skills

Person Responsible Meredith Kirby (kirbym1@collierschools.com)

*MTSS meetings scheduled to identify students of concern from previous year and this year to ensure interventions are immediately put in place

Person Responsible Diane Santacrose (santacdi@collierschools.com)

*Grade level data wall, living document to watch progression of students

Person Responsible Mary Jarrett (jarretma@collierschools.com)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: While over 80% of students in 4th and 5th grade met proficiency in ELA, there is a lack of learning gains. There was a 7 points decline in ELA gains in FY21. We attribute this loss to a lack of opportunities for enrichment for our level 4 and 5 students, due to not formatively assessing students prior to teaching the standard and 21 students continuing in Virtual instruction due to the Pandemic in 2021 .

Measureable Outcome: By June 2022, 76% of 4th and 5th grade students will make a learning gain in ELA, as evidenced by the FY22 FSA ELA data, as a result of targeted instruction using the district adopted ELA materials and teaching to the standards with fidelity as monitored through student performance on district quarterly benchmark assessments and quarterly grade level culminating activities.

Monitoring: Classroom observations by administration, weekly collaborative ELA planning meetings with grade level teams and Standards are taught with fidelity and grade level text is used, coaching cycles, administration, classroom visits by administration during foundational skill instructional time, lesson plans reviewed weekly by administration to ensure standards are taught and students are provided the opportunity to reach a level 4.

Person responsible for monitoring outcome: Mary Jarrett (jarretma@collierschools.com)

Evidence-based Strategy: Students will engage in collaborative structures during ELA, Socratic Seminar, Genius Hour and use graphic organizers to organize writing.

Rationale for Evidence-based Strategy: Extensive review of FY21 fifth grade learning gains in ELA and district quarterly ELA benchmark assessments revealed a decline in our higher performing students (level 4's and 5's). Evidence indicated that classroom teachers did not provide opportunities for students to reach the level 4 on the learning scale, but rather taught to the median of the class.

Action Steps to Implement

Collaborative planning - start with the end in mind

Person Responsible Meredith Kirby (kirbym1@collierschools.com)

Create exit slips at planning for formative and summative data collection

Person Responsible Mary Jarrett (jarretma@collierschools.com)

Professional Development on intervention and enrichment of ELA standards

Person Responsible Mary Jarrett (jarretma@collierschools.com)

Coaching cycles for identified teachers that need support in ELA block

Person Responsible Mary Jarrett (jarretma@collierschools.com)

Instructional Rounds for teachers interested in observing colleagues' ELA instruction

Person Responsible Meredith Kirby (kirbym1@collierschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When reviewing the 2019-2020 school incident ranking information, Sea Gate ranked 407 out of 1,395 elementary schools across the state. SGE reported 0.3 incidents per 100 students, which is less than the statewide elementary rate of 1.0 per 100 students. Our incident rank details are in the low range, with the total number of suspensions (10) well below the statewide average, 1.3 compared to 3.9 per 100 students. A moderate rating was received in the area of bullying with two incidents reported.

Bullying is obviously not tolerated at SGE and is monitored closely through effective behavioral strategies implemented in our classrooms and throughout the school. The number of suspensions are also closely monitored, as this consequence for student behavior is used only when necessary or mandatory. These two areas are always at the forefront and influence the decisions made to enhance student behavior.

At SGE, discipline data is continuously monitored and shared with the staff on a monthly basis. The number of classroom discipline referrals, positive referrals, ISS and OSS events are included in an email to the entire staff at our school. We are fortunate in that the number of discipline referrals is low due to the Tier One strategies implemented in each classroom. Positive behavior is recognized in the classroom through individual and group incentives and recognition. As a school community, students are recognized monthly for positive behavior through our Student of the Month program.

The assistant principal and school counselor work closely with the PBIS Committee to review monthly discipline data and discuss various classroom and schoolwide initiatives that directly influence student behavior. A variety of ideas are shared by members of the committee and implemented once it is decided beneficial to enhance student behavior. One of our PBIS programs includes the use of Super Seahorse Cards. These cards are used as means of recognizing positive behavior. Any staff member can give a student one of the cards, which is then entered into a weekly drawing. Students' names are announced on the morning news and they receive a spirit "stick" and ice cream coupon.

SGE's monthly MTSS meetings focus on student behavior. The MTSS team meets to discuss specific students who are having behavioral and/or academic concerns. An action plan is put in place to encourage positive behavior and the student is monitored by an adult to ensure whether the strategies are effective or need revision. The culture at Sea Gate Elementary is positive and collegial. Students take pride in their behavior and their efforts are continually recognized by administration, teachers, support staff and peers.

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

At Sea Gate Elementary School, we continue to implement a schoolwide PBIS program focused on the common language of "Be Safe, Be Respectful, Be Responsible." These characteristics focus on creating uniformity throughout the campus and an understanding of the expectations for all students and staff. The common language is used as a Tier I behavior intervention that positively influences the choices our students make and the behaviors they display throughout the school.

At the beginning of the school year, Sea Gate team leaders met with our school counselor to create PBIS-specific charts/templates, including goals and expectations that directly affect student learning and social interactions in the classroom. Team leaders were provided a PowerPoint to share with their teammates to help them create their classroom charts. This successful, collaborative effort provided teachers with a strong foundation to create PBIS-specific goals and classroom expectations charts related to the behaviors demonstrated when being safe, being respectful, and being responsible in the classroom and throughout the school. Brainstorming behavioral expectations, facilitated by the teacher, combined with student input, created "buy-in" because they had been part of the creation and implementation process. The school counselor, teachers and students worked collaboratively to develop classroom procedures and expectations. This process has influenced classroom and schoolwide behavior, as students were involved in setting the norms for their classroom.

Sea Gate's Student of the Month program has been extremely successful. We have continued the success by moving forward with this PBIS-related plan that identifies students displaying positive academic and social behaviors. Monthly, teachers submit the name of a student to the school counselor. She organizes a short ceremony at the end of each month, recognizing students from each classroom. Members of the school leadership team are present and involved in the recognition of student accomplishments. Students receive a certificate and "spirit stick" recognizing their accomplishment.

Super Seahorse Cards are another PBIS-related incentive used to recognize students who display positive behaviors. Any time throughout the school day, a staff member can provide a student with the card. The student fills out the back of the card and the classroom teacher submits the card into a grade-level box for a weekly drawing on the morning news. Students receive a cloth recognition "spirit stick" which is proudly displayed on a bracelet-sized ring. Our students are always excited to receive recognition for their ongoing positive behaviors.

The PBIS Committee continues to collaborate and implement ideas that encourage students to exhibit positive behavior. This year, a group of fourth grade students will meet weekly with the school counselor to

plan activities and pep rallies focused on promoting a positive school environment. The activities and rallies will provide opportunities for individual students and classrooms to be recognized for positive behavior. The students on the committee are making up cheers that encourage students to do their best. Student "spirit sticks" are also being used as a means to recognize students for being kind, honest, working hard, and for displaying various other positive character traits. Teachers are also encouraged to submit the names of students who display positive behaviors in the classroom. These students are recognized with a certificate, a free ice cream coupon and pencil. They also receive assistant principal or school counselor "mail" with an uplifting message about their accomplishment.

Our school counselor will continue to meet weekly with groups of students during their lunch time. The counselor and students focus discussion on issues or concerns with peer, teacher and/or home relationships, as well as appropriate classroom behavior. Teachers were asked to recommend specific students who experience behavioral issues in the classroom. Together with the school counselor, these students can practice strategies to help control behavior and peacefully resolve peer issues on their own.

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

School Advisory Council (SAC) is quite involved in providing ideas and funding to support the efforts in place that recognize students' accomplishments. SAC meets monthly to review the happenings occurring in the school and provide feedback and ideas related to school improvement and student recognition.

Teachers encourage positive student behavior and routinely recognize students for being kind, working hard, and putting forth effort to complete classroom assignments. Our teachers work tirelessly to encourage and instill positive character traits. Teachers promote positive behaviors daily and ensure students are recognized for displaying these behaviors.

School Leadership Team encourages staff participation in recommending students for positive referrals when excellent behavior is displayed in the classroom and throughout the school. Students receive a positive referral certificate, free ice cream card and pencil. The various incentives described above are implemented as a collective effort of the leadership team working to support and recognize students' positive behaviors.

Community business partners work together with the school to recognize students for positive behaviors and effort in the classroom. Students who demonstrate outstanding or satisfactory effort in the classroom and receive O or S in the learner qualities section of their report card receive a recognition card that can be used for free food items at many area restaurants or venues.

Part V: Budget			
1	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
			Total: \$0.00