

Collier County Public Schools

Calusa Park Elementary School



2021-22 Schoolwide Improvement Plan

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Calusa Park Elementary School

4600 SANTA BARBARA BLVD, Naples, FL 34104

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

Demographics

Principal: Renee Hanson

Start Date for this Principal: 8/26/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: B (60%) 2016-17: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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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4600 SANTA BARBARA BLVD, Naples, FL 34104

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>79%</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>81%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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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.

To educate students to the fullest extent of their ability while encouraging well-rounded character and instilling a vision for their future.

Provide the school's vision statement.

All students will achieve their full academic potential, develop well-rounded character, and be valued and recognized as unique individuals.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Hanson, Renee	Principal	Instructional leader for staff and students. Support collaborative planning and monitor instruction to ensure focus on the standards. Provide evaluative feedback to teachers and ensure that student achievement is tracked and utilized as a base to provide differentiated instruction. Monitor all safety and security aspects and ensure that all protocols are followed.
Finger, Loren	Assistant Principal	Develops, leads, and evaluates CORE programs; models effective instruction and coaches teachers through the coaching cycle; identifies and analyzes literature on research-based intervention strategies; identifies systematic patterns of student need; assists with universal screening process; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
DeLaney, Kimberly	Other	ESE Program Specialist: Identifies systematic patterns of student need while working with personnel to identify appropriate, evidence-based intervention strategies; assists in providing early services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
Hamburg, Stacy	School Counselor	Participates in student data collection, integrates behavioral intervention materials/activities into instruction, and collaborates with general education teachers through such activities as co-teaching, PBIS strategies and interventions.
Smith, Debra	Reading Coach	Develops, leads, and evaluates CORE programs; models effective instruction and coaches teachers through the coaching cycle; identifies and analyzes literature on research-based intervention strategies; identifies systematic patterns of student need; assists with universal screening process; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
Luciano, John	Math Coach	Develops, leads, and evaluates CORE programs; models effective instruction and coaches teachers through the coaching cycle; identifies and analyzes literature on research-based intervention strategies; identifies systematic patterns of student need; assists with universal screening process; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Name	Position Title	Job Duties and Responsibilities
Ward, Courtney	Instructional Coach	Develops, leads, and evaluates CORE programs; models effective instruction and coaches teachers through the coaching cycle; identifies and analyzes literature on research-based intervention strategies; identifies systematic patterns of student need; assists with universal screening process; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Demographic Information

Principal start date

Thursday 8/26/2021, Renee Hanson

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.*

6

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.*

5

Total number of teacher positions allocated to the school

57

Total number of students enrolled at the school

680

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

1

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

0

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	84	109	106	108	107	120	0	0	0	0	0	0	0	634
Attendance below 90 percent	7	15	16	13	14	16	0	0	0	0	0	0	0	81
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	1	11	14	13	0	0	0	0	0	0	0	0	0	39
Course failure in Math	0	7	12	19	0	1	0	0	0	0	0	0	0	39
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	6	10	24	0	0	0	0	0	0	0	40
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	13	37	0	0	0	0	0	0	0	52
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	3	5	6	4	6	0	0	0	0	0	0	0	24

The number of students identified as retainees:

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

Date this data was collected or last updated

Thursday 9/2/2021

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	86	95	84	109	106	87	0	0	0	0	0	0	0	567
Attendance below 90 percent	6	6	6	7	1	4	0	0	0	0	0	0	0	30
One or more suspensions	0	2	1	3	2	0	0	0	0	0	0	0	0	8
Course failure in ELA	0	0	1	1	0	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	1	1	1	0	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	6	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	4	0	0	0	0	0	0	0	5

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	1	1	0	1	0	0	0	0	0	0	0	4

The number of students identified as retainees:

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

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	86	95	84	109	106	87	0	0	0	0	0	0	0	567
Attendance below 90 percent	6	6	6	7	1	4	0	0	0	0	0	0	0	30
One or more suspensions	0	2	1	3	2	0	0	0	0	0	0	0	0	8
Course failure in ELA	0	0	1	1	0	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	1	1	1	0	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	6	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	4	0	0	0	0	0	0	0	5

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	1	1	0	1	0	0	0	0	0	0	0	4

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	2	2	2	0	0	0	0	0	0	0	0	0	7
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				63%	60%	57%	66%	61%	56%
ELA Learning Gains				60%	59%	58%	62%	62%	55%
ELA Lowest 25th Percentile				42%	51%	53%	64%	54%	48%
Math Achievement				73%	68%	63%	69%	69%	62%
Math Learning Gains				71%	64%	62%	59%	65%	59%
Math Lowest 25th Percentile				58%	55%	51%	42%	55%	47%
Science Achievement				51%	59%	53%	60%	60%	55%

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	65%	61%	4%	58%	7%
Cohort Comparison						
04	2021					
	2019	56%	58%	-2%	58%	-2%
Cohort Comparison		-65%				
05	2021					
	2019	58%	60%	-2%	56%	2%
Cohort Comparison		-56%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	75%	68%	7%	62%	13%
Cohort Comparison						
04	2021					
	2019	64%	65%	-1%	64%	0%
Cohort Comparison		-75%				
05	2021					
	2019	69%	67%	2%	60%	9%
Cohort Comparison		-64%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	49%	56%	-7%	53%	-4%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

iReady Diagnostic for grades K, 1, & 2

District Quarterly Benchmark Assessments in ELA, Math & Science for grades 3-5

Grade 1					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		(28/99) 28%	(57/99) 58%	(78/110) 71%
	Economically Disadvantaged		(22/78) 28%	(44/78) 56%	(4/5) 80%
	Students With Disabilities		(3/14) 21%	(6/12) 50%	(5/13) 38%
	English Language Learners		(8/36) 22%	(16/38) 42%	(22/43) 51%
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
Grade 2					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		(24/82) 29%	(48/90) 53%	(70/101) 69%
	Economically Disadvantaged		(16/66) 24%	(36/71) 51%	(4/5) 80%
	Students With Disabilities		(1/8) 13%	(2/9) 22%	(2/12) 17%
	English Language Learners		(6/39) 15%	(18/43) 42%	(30/49) 61%
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	(60/103) 58%	(63/105) 60%	(56/106) 53%
	Economically Disadvantaged	(38/77) 49%	(42/81) 52%	(39/81) 48%
	Students With Disabilities	(5/14) 36%	(6/15) 40%	(7/14) 50%
	English Language Learners	(17/47) 36%	(18/48) 38%	(17/51) 33%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	(76/103) 74%	(77/103) 75%	(38/102) 37%
	Economically Disadvantaged	(55/78) 71%	(55/79) 70%	(26/77) 34%
	Students With Disabilities	(9/15) 60%	(11/15) 73%	(5/14) 36%
	English Language Learners	(32/48) 67%	(30/47) 64%	(13/48) 27%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	(59/104) 57%	(66/110) 60%	(58/112) 52%
	Economically Disadvantaged	(48/86) 56%	(54/92) 59%	(52/95) 55%
	Students With Disabilities	(5/16) 31%	(4/18) 22%	(5/22) 23%
	English Language Learners	(15/33) 45%	(15/37) 41%	(18/40) 45%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	(59/102) 58%	(62/109) 57%	(36/112) 32%
	Economically Disadvantaged	(49/85) 58%	(49/91) 54%	(31/95) 33%
	Students With Disabilities	(6/16) 38%	(6/18) 33%	(2/22) 9%
	English Language Learners	(16/33) 48%	(18/36) 50%	(11/40) 28%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	(51/86) 59%	(53/93) 57%	(45/90) 50%
	Economically Disadvantaged	(26/56) 46%	(28/61) 46%	(26/59) 44%
	Students With Disabilities	(3/14) 21%	(3/16) 19%	(0/17) 0%
	English Language Learners	(7/19) 37%	(7/22) 32%	(7/21) 33%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	(54/85) 64%	(64/92) 70%	(35/92) 38%
	Economically Disadvantaged	(30/54) 56%	(37/60) 62%	(18/61) 30%
	Students With Disabilities	(5/13) 38%	(6/16) 38%	(1/17) 6%
	English Language Learners	(10/18) 56%	(10/22) 45%	(4/22) 18%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	(49/85) 58%	(47/91) 52%	(46/91) 51%
	Economically Disadvantaged	(26/54) 48%	(22/59) 37%	(23/61) 38%
	Students With Disabilities	(2/14) 14%	(3/15) 20%	(3/17) 18%
	English Language Learners	(10/18) 56%	(9/21) 43%	(7/22) 32%

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	19	40		33	20		21				
ELL	47	43	33	58	66		37				
BLK	56	45		52	70		30				
HSP	55	47	55	65	76	60	54				
WHT	70	75		66	72		74				
FRL	54	45	41	58	67	53	49				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	26	42	35	42	67	59	7				
ELL	55	61	46	66	66	56	38				
BLK	40	41		65	46	40					
HSP	58	60	43	70	74	63	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
WHT	81	72		81	76		77				
FRL	57	54	41	69	67	55	42				
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	21	38	31	25	32	35	38				
ELL	55	66	68	54	42	42	50				
ASN	80			90							
BLK	55	48		51	36	18	46				
HSP	61	64	62	63	57	56	46				
MUL	82			82							
WHT	77	67		83	70	40	79				
FRL	60	60	62	63	56	43	52				

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)	
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	40
Total Points Earned for the Federal Index	437
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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%	
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%	
White Students	
Federal Index - White Students	71
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

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?

3rd and 5th grades has minimal decreases in reading proficiency.

3rd and 4th grades has significant declines in math proficiency.

ELL students in 3rd, 4th, and 5th decreased in overall reading proficiency, making gains, and our L25% making gains decreased as well.

ESE students in 3rd, 4th, and 5th decreased in overall reading proficiency as well as making gains.

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

Overall math proficiency, L25 math making gains, and L25 reading making gains.

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

We determined that in both reading and math our L25 subgroup did not receive consistent differentiated support that met the learners' needs. We determined that in overall math proficiency, instruction was primarily teacher talk with limited opportunities for student thinking and productive struggle.

Action steps are included in Section III under Planning for Improvement and include consistent collaborative planning, coaching support, monitoring lesson plans with regards to implementation of the evidence based strategies, teacher change to address instructional concerns, morning math program, and fluid grouping based on data.

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

Science meeting standards increased from 51% to 59% proficiency. Math making gains increased from 71% to 73%.

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

Use of the DOE/District Science Model consistently in 5th grade classes.

Math making gains - restructured weekly collaborative planning expectations providing additional learning opportunities for our L25 students through our morning math masters program.

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

For the 21-22 school year we plan to consistently utilize the DOE/District Science Model. Continue with our restructured collaborative planning model, monitor instruction for the proper use of the evidence based strategies incorporated in our School Improvement Plan.

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.

District provided ELA training regarding the new B.E.S.T. Standards and HMH adopted materials. Instructional rounds hosted by Academic Coaches including planning support through our restructured collaborative planning sessions. Staff professional development survey results will be utilized to develop professional learning sessions to help support our teachers. Include additional student engagement structure training through modeling at staff meetings.

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

Continue to build capacity within teachers and coaches in providing differentiated support through specially designed instruction and targeted and intensive interventions. Also focus on providing the differentiation and enrichment needed by students performing proficient or above

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation**Area of****Focus**

Our science scores increased from 51% (FY19) to 59% (FY21) but are still 3% lower than the overall district average because our small group instruction for ELL, ESE, and overall L25 students did not consistently provide differentiated support to meet the learner's needs.

Description and**Rationale:****Measurable Outcome:**

Increase the number of students meeting science standards by a minimum of 3% based on the 2021-22 FL state achievement rate as compared to the 2020-21 results.

Monitoring:

Administrators will also work to attend collaborative planning to ensure that coaching support is being provided to develop lesson plans that are focused on the standards. District Quarterly Benchmark data will be utilized to measure student achievement progress. Students will track their own data through the use of all formative and summative assessments and teachers will ensure that the data binders are kept in an orderly fashion for presentation to parents during student led conferences. Formative data will be entered into Data Warehouse for tracking and discussion during data chats.

Person responsible for monitoring outcome:

Renee Hanson (hansonre@collierschools.com)

Evidence-based Strategy:

1. Coach led collaborative planning to insure that classroom instruction stays directly linked to the standard.
2. Increase student to student engagement over the critical content of the standard to insure that classroom discussions are occurring. (Hattie .82)
3. Ensure that teachers embed review of learning goal in every lesson so students are aware of what their goal is for each segment of the lesson. (Hattie .68)
4. Students will track their own data through data binders including formative assessments, USA Test Prep, classroom assignments, Quarter Benchmark assessments, etc.
5. Increase usage of hands on experiential learning.
5. Create opportunities for struggling students to receive intensive instruction in after school program. "

Rationale for Evidence-based Strategy:

To increase overall science proficiency, it takes a comprehensive approach from Kindergarten through 5th grade as many of the standards tested in 5th grade are presented in earlier grades. If our coach leads collaborative planning that helps teachers focus lessons directly on the standard, we should see an increase in overall science achievement. Also, if teachers focus their lesson around the central learning goal and students are aware of what they should be able to accomplish and track their progress toward the goals, they will have more accountability and self-efficacy which should have a positive impact on overall achievement.

Action Steps to Implement

Coach will attend weekly collaborative planning for science and provide planning support regarding embedding the evidence based strategies of engaging students in the critical content of the standard and ensure that classroom discussions are occurring.

Person Responsible

Renee Hanson (hansonre@collierschools.com)

Through collaborative planning and classroom observations, ensure that teachers embed review of learning goal in each lesson so students are aware of what the specific goal is for each lesson segment.

Person Responsible Renee Hanson (hansonre@collierschools.com)

Monitor District Quarterly Benchmark Assessments, USA Test Prep, formative assessments and classroom assignments to determine if implementation of the evidence based strategies is effective.

Person Responsible Courtney Ward (wardc1@collierschools.com)

Implement after school program with hands on experiential learning targeting students not demonstrating adequate progress based on Monitor District Quarterly Benchmark Assessments, USA Test Prep, formative assessments and classroom assignments.

Person Responsible Courtney Ward (wardc1@collierschools.com)

Monitor after school program results weekly to determine highest areas of academic need.

Person Responsible Courtney Ward (wardc1@collierschools.com)

Staff Development - Exploratory Lighthouse Team for Leader in Me Book Club

Person Responsible Renee Hanson (hansonre@collierschools.com)

#2. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale: Our overall math proficiency decreased from 73% to 63% because CORE instruction did not meet the rigor of the standards or high level of student engagement. Instruction was primarily teacher talk with limited opportunities for student thinking and productive struggle.

Measurable Outcome: Increase overall math proficiency from 63% to 68% by the end of the FY22 school year as evidenced by overall proficiency level on the FY22 Math FSA.

Monitoring: Principal will work with identified coach/teachers to run student-specific data from Data Warehouse (FY21 FSA Baseline & Quarterly Benchmark Assessments), ALEKS (Initial Knowledge Check & Comprehensive Check), and HMH (Formative Module Assessments & 3rd Grade Growth Measure) to monitor student progress, help identify the subskills indicating the greatest areas of need, which will be reviewed with teachers during weekly collaborative planning meetings and quarterly data meetings.

Person responsible for monitoring outcome: Renee Hanson (hansonre@collierschools.com)

Support productive struggle in learning mathematics:

Evidence-based Strategy: Consistently provide students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships

Rationale for Evidence-based Strategy: During collaborative planning teachers will strategically embed opportunities for students to experience productive struggle increasing student engagement focusing on the rigor of the grade level standards.

Action Steps to Implement

Math Coach will attend weekly collaborative planning for Math and provide planning support regarding embedding the evidence based math strategy of engaging in productive struggle as they grapple with mathematical ideas and relationships.

Person Responsible John Luciano (luciaj@collierschools.com)

Follow consistent collaborative planning schedule for math.

Person Responsible Renee Hanson (hansonre@collierschools.com)

Monitor implementation of the lesson plans with regards to the evidence based strategy of engaging in productive struggle as they grapple with mathematical ideas and relationships.

Person Responsible Renee Hanson (hansonre@collierschools.com)

Monitor for increased student achievement on District Quarterly Benchmark Assessments, ALEKS, Waggle, and HMH Formative Assessments.

Person Responsible John Luciano (luciaj@collierschools.com)

Peer observations of teacher who demonstrates exemplar lessons in productive struggle and student engagement in the rigor of the grade level standards.

Person Responsible Renee Hanson (hansonre@collierschools.com)

Staff Development - Exploratory Lighthouse Team for Leader in Me Book Club

Person Responsible Renee Hanson (hansonre@collierschools.com)

Implement after school program with hands on experiential learning targeting students not demonstrating adequate progress based on Monitor District Quarterly Benchmark Assessments, ALEKS, HMH Module Assessments, and classroom assignments.

Person Responsible John Luciano (luciaj@collierschools.com)

#3. Instructional Practice specifically relating to Differentiation**Area of****Focus**

Our overall ELA proficiency decreased from 63% (FY19) to 59% (FY21) due to our Tier 1 instruction not providing proper differentiated support for all students including ELL, ESE, and L25 students.

Description and**Rationale:****Measurable Outcome:**

Increase our ELA proficiency from 59% to 63% by the end of FY22 by monitoring Core Instruction to ensure that differentiation is occurring and refine our Resource Teachers (including Coach/Resource, ESE, and ELL Teachers) schedules to ensure small group instruction is occurring on a daily basis and includes differentiated support based on student data including Data Warehouse (FY21 FSA Baseline & Quarterly Benchmark Assessments), iReady Diagnostics, and HMH (Culminating Tasks) used to identify targeted areas of need.

Monitoring:

Assistant Principal will work with identified coach/teachers to run student-specific data from Data Warehouse (FY21 FSA Baseline & Quarterly Benchmark Assessments), iReady, and HMH (Culminating Tasks) to monitor student progress, help identify the subskills indicating the greatest areas of need, which will be reviewed with teachers during weekly collaborative planning meetings and quarterly data meetings.

Person responsible for monitoring outcome:

Loren Finger (fingerlo@collierschools.com)

Evidence-based Strategy:

Consistently apply the grade level evidence-based strategies from the district provided curriculum guide with fidelity during Core Instruction as well as while providing differentiated support.

Rationale for**Evidence-based Strategy:**

Continuous exposure to grade level vocabulary and text will increase overall proficiency.

Action Steps to Implement

Follow consistent collaborative planning schedule for ELA.

Person**Responsible**

Loren Finger (fingerlo@collierschools.com)

Literacy Coach will attend weekly collaborative planning for ELA and provide planning support regarding embedding the evidence based vocabulary strategies within the weekly lessons for Core Instruction and the Differentiated Instruction Block.

Person**Responsible**

Debra Smith (smithd2@collierschools.com)

Monitor implementation of the lesson plans with regard to the evidence based vocabulary strategies.

Person**Responsible**

Loren Finger (fingerlo@collierschools.com)

Monitor iReady data and HMH Culminating Task performance relative to vocabulary to determine if evidence based vocabulary strategies are effective.

Person**Responsible**

Debra Smith (smithd2@collierschools.com)

Coach driven collaborative planning/curriculum writing with new ELA materials around BEST Standards funded through Title I budget.

Person Responsible Debra Smith (smithd2@collierschools.com)

Staff Development - Exploratory Lighthouse Team for Leader in Me Book Club

Person Responsible Loren Finger (fingerlo@collierschools.com)

Instructional Rounds for teachers to observe and plan.

Person Responsible Loren Finger (fingerlo@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.

n/a

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.

Our school works to develop a Parent and Family Engagement Plan that incorporates input from all stakeholders. This year we will be utilizing face to face meetings as well as the availability of virtual systems like WebEx to communicate with our families. We will be scheduling family activities as is permitted by the current Covid guidelines. We will continue to host our PTO/SAC meetings as well as Student Led Conferences, Dad's Take Your Child to School Day, Literacy Week, and other activities to engage all stakeholders. We also will work this year to incorporate more student voice into planning student activities such as the opportunity to complete surveys for Red Ribbon Week, Read Across America Week, etc. Students having a voice provides them the opportunity to think through events that impact their lives and gives them a shared responsibility in our school culture and environment. Our efforts to create a positive school culture started from Day 1 with our staff and we worked to provide an uplifting pre-service week of activities. Throughout the school year we plan to build in staff recognition during faculty meetings, student

recognition for achievement, and provide students and staff opportunities for leadership development. Students and staff are also participating in our District initiative called Connect for Success which is based on the 7 Habits of Highly Effective People. We are developing a book club for Leader in Me (Exploratory Lighthouse Team).

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

Administrators - oversee all school-wide attendance & discipline, PBiS initiatives, student recognition, staff recognition, weekly communication to parents/families, plan family engagement events

Leadership Team - provides support to all staff members through coaching and collaborative planning

Teachers - implementation of school-wide PBiS, classroom recognition for student achievement, planned engagement strategies during lessons, Connect for Success Lessons (tied to Leader in Me)

Students - actively participate in lessons and all school initiatives, data binders/goal tracking, student led conference preparation and presentation

Parents - engage in SAC, PTO, school initiatives/events and support student academics through parent conferences, student led conferences

Community Members - attend SAC meetings, build business partnerships

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$45,006.01
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	0461 - Calusa Park Elementary School	Title, I Part A	0.5	\$45,006.01
			<i>Notes: Salaries and benefits for .50 STEM Resource teachers Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
2	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning				\$60,552.66
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	130-Other Certified Instructional Personnel	0461 - Calusa Park Elementary School	Title, I Part A	0.5	\$45,006.01
			<i>Notes: Salaries and benefits for .50 Math Coach Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
	5900	130-Other Certified Instructional Personnel	0461 - Calusa Park Elementary School	Title, I Part A		\$3,588.17
			<i>Notes: Math & Science After School Program - Intensive support. Teachers</i>			
	7300	160-Other Support Personnel	0461 - Calusa Park Elementary School	Title, I Part A		\$510.41
			<i>Notes: Math & Science After School - Clerical</i>			

	5100	510-Supplies	0461 - Calusa Park Elementary School	Title, I Part A		\$10,198.12
			<i>Notes: Math Manipulatives</i>			
	5100	644-Computer Hardware Non-Capitalized	0461 - Calusa Park Elementary School	Title, I Part A		\$1,249.95
			<i>Notes: 5 Kano Computer Kits @ 249.99ea</i>			
			0461 - Calusa Park Elementary School			\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$174,209.21
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	0461 - Calusa Park Elementary School	Title, I Part A	0.9	\$84,622.57
			<i>Notes: Salaries and benefits for .90 Resource teachers Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
	6400	130-Other Certified Instructional Personnel	0461 - Calusa Park Elementary School	Title, I Part A	0.5	\$43,250.30
			<i>Notes: Salaries and benefits for .90 Resource teachers Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
	6300	130-Other Certified Instructional Personnel	0461 - Calusa Park Elementary School	Title, I Part A		\$6,425.74
			<i>Notes: Curriculum Writing - New Reading Adoption & New Reading Stds. (8 teachers up to 10 hours each)</i>			
	6400	133100-LEGAL/OFFICIAL ADVERTISEMENTS	0461 - Calusa Park Elementary School	Title, I Part A		\$5,245.86
			<i>Notes: Staff Development - Development of Lighthouse Team to Explore Leader in Me book, additional training as determined by staff survey</i>			
	6400	510-Supplies	0461 - Calusa Park Elementary School	Title, I Part A		\$150.24
			<i>Notes: Leader in Me Books. 18 Copies @ \$10 + shipping</i>			
	6400	750-Other Personal Services	0461 - Calusa Park Elementary School	Title, I Part A		\$4,725.00
			<i>Notes: Guest teachers will be provided for 35 (K-5 gen ed)</i>			
	5100	510-Supplies	0461 - Calusa Park Elementary School	Title, I Part A		\$1,361.42
			<i>Notes: Sunshine State Young Reader Award Book Sets</i>			
	5100	510-Supplies	0461 - Calusa Park Elementary School	Title, I Part A		\$2,944.71
			<i>Notes: Instructional Supplies</i>			
	5100	510-Supplies	0461 - Calusa Park Elementary School	Title, I Part A		\$340.41
			<i>Notes: Kagan Switchboards and Dry erase markers</i>			
	6150	510-Supplies	0461 - Calusa Park Elementary School	Title, I Part A		\$21,992.17

			<i>Notes: Salaries and benefits for .50 PI Assistant Benefits - Retirement (10.82%), Social Security/Medicare (7.65%), Workers Compensation (.40%), Group health insurance \$9,681 & Life insurance \$70</i>			
6150	160-Other Support Personnel	0461 - Calusa Park Elementary School	Title, I Part A		\$715.41	
			<i>Notes: Pre-extension for PI Assistant. 8 days to plan parent events and receive training</i>			
6150	510-Supplies	0461 - Calusa Park Elementary School	Title, I Part A		\$2,435.38	
			<i>Notes: Parent engagement supplies - Set aside</i>			
Total:					\$279,767.88	