Caloosa Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Caloosa Elementary School

620 DEL PRADO BLVD S, Cape Coral, FL 33990

http://coe.leeschools.net//

School Board Approval

This plan was approved by the Lee County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Caloosa Elementary's mission is to ensure that each student achieves his/her greatest potential.

Provide the school's vision statement.

Caloosa Elementary's vision is to be a school of excellence.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
LaMar, Ashley	Principal	Manage and oversee operations of the school Instructional coaching for all instructional personnel Evaluate all programs and personnel Create and encourage strong school leadership team. Encourage and support parent involvement. Schedule students and provide curriculum materials. Monitor and guide the PLC process. Plan for Professional Development which is designed to address student learning needs. Create a safe school environment for all. Support a safe and caring school culture. Create and oversee the school discipline plan. Recruit, hire and evaluate faculty and staff Entire school structured as a PLC. Principal functions as a leader of the community, planning for professional development, analyzing data, and participating in Grade Level Collaborative Team meetings.
Metzger, Stephanie	Assistant Principal	Create and encourage strong school leadership team. Encourage and support parent involvement. Schedule students and provide curriculum materials. Monitor and guide the PLC process. Plan for Professional Development which is designed to address student learning needs. Create a safe school environment for all. Support a safe and caring school culture. Create and oversee the school discipline plan. Recruit, hire and evaluate faculty and staff. Assist. Principal functions as a leader of the community, planning for professional development, analyzing data, and participating in Grade Level Collaborative Team meeting
Alton , Kristin	Dean	Oversee safe transportation for students on District buses. Maintain a safe school through climate, culture, and discipline as needed. Tier III Academic Interventions as needed. Provide Professional Development to staff in academic achievement as well as classroom management Support teachers during the PLC to develop understanding of data, academic progress, and classroom management

Name	Position Title	Job Duties and Responsibilities
Heller, Robyn	Instructional Coach	Analyze Student Achievement Data in relation to reading Provide PLCs with student achievement data and assist in analyzing the information Provide Professional Development related to Reading Provide Tier III Interventions on Reading with struggling students Observe and Coach teachers on Reading Strategies
Duron, Michael	Instructional Coach	Analyze Student Achievement Data in relation to reading Provide PLCs with student achievement data and assist in analyzing the information Provide Professional Development related to Reading Provide Tier III Interventions on Reading with struggling students Observe and Coach teachers on Reading Strategies

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Development of the SIP begins with the Leadership Team meeting to analyze prior year student assessment results. An in-depth root cause analysis is conducted to see what is working well and what adjustments need to be made. Teachers are asked during end of year exit interviews what they thought worked well and what adjustments need to be made. SAC members are asked the same questions throughout the school year. Additionally, a survey is sent to all teachers, parents, and students to gather their input.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

During leadership and grade level PLC's, the SIP will be monitored and reviewed to determine the effectiveness of implementation and achievement towards school goals. Classrooms will be regularly observed and monitored through CWTs, formal and informal observations, as well as conversations with teachers. Individual student data folders will be reviewed to ensure all students, particularly those with the greatest achievement gaps,are making progress. Further, student performance data will be analyzed and discussed during weekly PLC meetings to determine mastery of standards.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	63%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: B 2018-19: B 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	20	20	24	19	16	0	0	0	99
One or more suspensions	0	0	1	4	0	0	0	0	0	5
Course failure in English Language Arts (ELA)	0	17	19	18	15	9	0	0	0	78
Course failure in Math	0	7	15	9	6	8	0	0	0	45
Level 1 on statewide ELA assessment	0	0	0	0	55	37	0	0	0	92
Level 1 on statewide Math assessment	0	0	0	0	49	27	0	0	0	76
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	55	37	0	0	0	92

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	7	8	0	0	0	15

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	10	2	7	18	8	7	0	0	0	52
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	1	7	6	5	8	4	0	0	0	31
Course failure in Math	1	4	1	6	5	2	0	0	0	19
Level 1 on statewide ELA assessment	0	0	0	31	3	8	0	0	0	42
Level 1 on statewide Math assessment	0	0	0	26	3	15	0	0	0	44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	12	22	24	31	3	8	0	0	0	100
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	4	3	4	8	7	0	0	0	27

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	0	20	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	10	2	7	18	8	7	0	0	0	52
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	1	7	6	5	8	4	0	0	0	31
Course failure in Math	1	4	1	6	5	2	0	0	0	19
Level 1 on statewide ELA assessment	0	0	0	31	3	8	0	0	0	42
Level 1 on statewide Math assessment	0	0	0	26	3	15	0	0	0	44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	12	22	24	31	3	8	0	0	0	100
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	4	3	4	8	7	0	0	0	27

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	0	20	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	52	48	53	66	52	56	62		
ELA Learning Gains				67			60		
ELA Lowest 25th Percentile				45			49		
Math Achievement*	62	57	59	68	45	50	65		
Math Learning Gains				70			57		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Math Lowest 25th Percentile				57			53		
Science Achievement*	58	53	54	71	59	59	58		
Social Studies Achievement*					62	64			
Middle School Acceleration					47	52			
Graduation Rate					50	50			
College and Career Acceleration						80			
ELP Progress	44	51	59	55			63		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	269
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	499
Total Components for the Federal Index	8
Percent Tested	99

2021-22 ESSA Federal Index	
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	17	Yes	3	1
ELL	35	Yes	1	
AMI				
ASN				
BLK	51			
HSP	51			
MUL	41			
PAC				
WHT	64			
FRL	52			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	36	Yes	2	
ELL	53			
AMI				
ASN				
BLK	60			
HSP	60			
MUL	63			
PAC				
WHT	68			
FRL	61			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	52			62			58					44
SWD	9			22			11				5	28
ELL	25			46			39				5	44
AMI												
ASN												
BLK	46			57			55				4	
HSP	50			58			53				5	43
MUL	23			59							2	
PAC												
WHT	60			67			66				4	
FRL	50			60			56				5	43

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	66	67	45	68	70	57	71					55
SWD	20	35	30	34	54	48	23					42
ELL	45	67	52	48	70	53	37					55
AMI												
ASN												
BLK	50	50		66	68		67					
HSP	65	66	46	63	68	50	66					58
MUL	63	71		54	64							
PAC												
WHT	70	72	50	76	73	61	75					
FRL	63	66	51	62	65	55	67					58

2020-21 ACCOUNTABILITY 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**	**ELP Progress**
All Students	62	60	49	65	57	53	58					63
SWD	11	29	40	17	50		30					57
ELL	37			49								63
AMI												
ASN												
BLK	44	25		56	50		29					
HSP	63	63	50	64	52	50	63					67
MUL	57			64								
PAC												
WHT	66	62	53	69	63	56	59					
FRL	57	55	35	62	51	29	51					66

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2023 - Spring	60%	48%	12%	54%	6%
04	2023 - Spring	55%	56%	-1%	58%	-3%
03	2023 - Spring	49%	42%	7%	50%	-1%

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2023 - Spring	57%	55%	2%	59%	-2%
04	2023 - Spring	64%	61%	3%	61%	3%
05	2023 - Spring	65%	52%	13%	55%	10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	58%	50%	8%	51%	7%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance for the 22-23 school year was ELA proficiency. We started the year with 58% of students in grades 3-5 having PY proficiency. We ended the year with 58% proficiency in ELA for grades 3-5. Grade 3 had the best growth, going from PY 42% proficiency to EOY 53% proficiency. Grade 4 went from PY 71% to EOY 60%. Grade 5 went from PY 67% to EOY 62%.

The main contributing factors to this were attendance for both staff and students. We had 61 students in grades 3-5 who missed at least 18 days of school. These days are in addition to all of the days we missed due to schools being closed from Hurricane Ian. Several staff members needed time off to deal with Hurricane related issues for their own health as well as meeting with contractors and insurance adjustors.

We had 1 vacancy in Grade 5 that was covered by our Coaches and PCT and another Grade 5 teacher resigned in October. A Grade 3 teacher resigned in September and a Grade 4 teacher went on FMLA for 3 months during semester 2. Additionally, we had two Grade 2 teachers, and Grade 1 teacher, and a KG teacher resign in September and a Grade 2 teacher went on FMLA for 3 months.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the previous year was Grade 5 Science. We dropped from 71% in May 2022 to 58% in May 2023. This proficiency level, however, mirrored their proficiency level in ELA. Performance in Science is closely related to performance in ELA. In May 2022, 71% of our Grade 5 students were proficient in ELA. This mirrored our Science proficiency of 71%. In May 2023, 61% of our Grade 5 students were proficient in ELA. This was very close to our Science proficiency of 58%.

An additional factor that contributed to this is the re-assignment of three experienced Grade 5 teachers. One was promoted to Dean of Students, one to Literacy Coach, and another transitioned to Science Resource Teacher.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Caloosa Elementary is above the state and district averages in all tested categories. The greatest gap for Caloosa was a +11 overall in Math. Math was a focus area for Caloosa during the 22-23 school year

and math intervention was a priority. We provided ongoing PD in Visible Learning for Mathematics throughout the school and a focus area in after school tutoring.

Which data component showed the most improvement? What new actions did your school take in this area?

Since there were only 3 data components for the 22-23 school year (proficiency), we did not show growth in those areas. The data component that dropped the least was Math proficiency. This was likely due to Math being a focus area throughout the year.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Student attendance and the high number for students who scored Level I on either math or ELA are two areas of concern.

Our plan for addressing these concerns will be detailed in our actions steps under Area of Focus.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Proficiency in ELA, especially for students in Grades 2 and 3
Move SWD subgroup to at least 41% on FPPI
Retain staff throughout the school year (no mid year resignations)

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

One focus area will be retaining staff throughout the school year. During the 22-23 school year, Caloosa Elementary had 5 teachers resign mid year to take jobs with the charter school system.

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

For the 23-24 school year, Caloosa Elementary needs to have zero resignations during the school year.

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

Staff morale will be monitored through periodic climate surveys and open discussions. Additionally, several team building and morale boosting activities are planned for the beginning of the year and ongoing throughout the year.

Person responsible for monitoring outcome:
Ashley LaMar (ashleyal@leeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

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.

No description entered

Person Responsible: [no one identified]

By When:

#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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

SWD subgroup is at 36 on the Federal Percent of Points Index. This needs to increase to at least 41. This ESSA subgroup has been below 41 for two consecutive years. We need to move this group to at least 41 to move out of ATSI.

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

For the 2023-2024 school year, the SWD ESSA subgroup will increase on the FPPI to at least 41% as measured by proficiency and learning gains using the FAST ELA and Math assessments as well as the FSA Science assessment.

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

This will be monitored for growth from PY scores as well as how close students are to proficiency using PM 1 and PM 2 FAST assessments, progress monitoring assessments for Science, and correlations from District Exemplars.

Person responsible for monitoring outcome:

Ashley LaMar (ashleyal@leeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students will be given an additional 60 minutes of intervention as well as receiving additional instruction from a certified ESE teacher. Instructional materials have been vetted and are provided by our Curriculum Department. SWD who are placed in general education classrooms will participate in a co-teach model where a general education teacher as well as a special education teacher will be delivering ELA instruction. SWD in Grade 3 will be included in small group additional supports provided by special area teachers two times per week for additional interventions. We will also use Florida Magnetic Reading, Phonics for Reading programs, and will continue PLC work within the grade level and monitor through the admin team. Additionally, we will continue professional development of grade level needs and high yield strategies.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

SWD need additional time and supports to learn. Our master schedule and intervention schedules provide students with what they need to make learning gains and improve towards proficiency. Students will be closely monitored by a specific staff member and students will meet with the staff member to monitor progress, build rapport, and discuss ways to be successful. Florida Magnetic Reading is a standards based curriculum that with heavy use of graphic organizers and with high rigor build in to activities and assignments increases student achievement. High yield strategies are research based strategies ensuring student engagement.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

All SWD will be listed for monitoring. Class placement as well as PY scores and attendance records will be recorded for baseline purposes. Students will be placed into cohorts and each cohort will be assigned a mentor for specific progress monitoring regarding attendance and academic improvement. Each mentor will bring attendance and academic records for their cohort to the bimonthly meetings. The grade level will work together to plan out the use of the Florida Magnetic Reading in whole group as well as which sections to use during intervention. Team will identify students needing the Phonics for Reading program and as needs are identified, the team will work together to form intervention groups to target the identified area of need.

Person Responsible: Ashley LaMar (ashleyal@leeschools.net)

By When: This step will be completed by August 1 and shared with applicable team members by August 4.

All SWD will be listed for monitoring. Class placement as well as PY scores and discipline records will be recorded for baseline purposes. Students will be placed into cohorts and each cohort will be assigned a mentor for specific progress monitoring regarding attendance. Each mentor will bring discipline records for their cohort to the bimonthly discipline meetings. 4. Monitor that teachers are following the 90 minute literacy plan as well as the 60 minutes intervention/extension system. Encourage collaboration and the use of the instructional guides/planning slides and test item specifications when planning lessons.

Person Responsible: Kristin Alton (kristinka@leeschools.net)

By When: This step will be completed by August 1 and shared with applicable team members by August 4.

All SWD will be listed for monitoring. Class placement as well as PY scores and attendance and discipline records will be recorded for baseline purposes. Teachers were selected based upon their demonstrated ability to build strong rapport with students and also their experience with differentiated instruction. Attendance and classroom performance and engagement of students will be closely monitored and discussed at biweekly attendance/discipline team meeting. Admin will monitor that teachers are following the 90 minute literacy plan as well as the 60 minutes intervention/extension system, encourage collaboration and the use of the instructional guides/planning slides and test item specifications when planning lessons. PLCs will discuss progress each week and adjust groups as students advance through the program.

Person Responsible: Ashley LaMar (ashleyal@leeschools.net)

By When: This step will be completed by August 1 and shared with applicable team members by August 4.

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Grade 2 proficiency in ELA will be 73% or greater. As Grade 1 students, this cohort of students had 64% at/above benchmarks and 9% on watch.

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

By the end of year assessment for Grade 2 in the 2023-2024 school year, 73% of students will be proficient in ELA as measured by the FAST Star ELA assessment.

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

FAST Star ELA has three progress monitoring periods. One baseline, one midyear, and one end of year assessment. Progress will be monitored by analyzing the results of these assessments. Additionally, progress will also be monitored through the District Exemplars.

Person responsible for monitoring outcome:

Stephanie Metzger (stephanieme@leeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students will be given an additional 60 minutes of intervention as well as receiving additional instruction from a certified ESE teacher. Instructional materials have been vetted and are provided by our Curriculum Department. Continued PLC work within the grade level with administration represented at each meeting Weekly admin meetings to review PLC progress to address celebrations and concerns.
Florida Magnetic Reading; Standards - Based Instruction
Phonics for Reading program
Continue Professional Development regarding High Yield Strategies

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Students need OTLs. Our master schedule and intervention schedule provides students with opportunities, time, and supports they need to become proficient or make significant progress towards proficiency. Students will be closely monitored by a specific staff member and students will meet with the staff member to monitor progress, build rapport, and discuss ways to be successful. Florida Magnetic Reading is a standards based curriculum that with heavy use of graphic organizers and with high rigor built into activities and assignments improves student achievement. High Yield Strategies are research based strategies for ensuring student engagement. Focusing on writing with Peer Editing ensure that all students understand expectations, recognize good writing, and use skills such as determining main idea and key details in their written responses.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

All 2nd graders who were "On Watch" will be listed for monitoring. Class placement as well as PY scores and attendance records will be recorded for baseline purposes. Students will be placed into cohorts and each cohort will be assigned a mentor for specific progress monitoring regarding attendance. Each mentor will bring attendance records for their cohort to the bimonthly attendance meetings. Teachers will use as a supplement Florida Magnetic reading to increase rigor ,High Yield Strategies , alignment of standards to assessment, and increased vocabulary instruction

Person Responsible: Stephanie Metzger (stephanieme@leeschools.net)

By When: This step will be completed by August 1 and shared with applicable team members by August 4.

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Grade 3 proficiency in ELA will be at or greater than 62%. For the 22-23 school year as Grade 2 students, this cohort was 48% at/above benchmark and 14% were On Watch. Through rigorous, standards based instruction and intensive progress monitoring, proficiency on the Grade 3 FAST ELA will be at/above 62%.

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

By the end of year assessment period for Grade 3 in the 2023-2024 school year, 62% of students will be proficient in ELA as measured by the FAST ELA assessment.

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

This will be monitored for growth from PY scores as well as how close students are to proficiency using PM 1 and PM 2 FAST assessments and correlations from District Exemplars. Additionally, exit tickets and formatives will be monitored for standards mastery. This area will be monitored through the progress monitoring data and formative data during weekly PLC meetings. Teams will discuss the data collected from the district exemplars and the Florida Magnetic series and determine areas of need for additional instruction and intervention.
As a team, they will decide on what areas they would like training/professional development to increase student achievement

Person responsible for monitoring outcome:

Ashley LaMar (ashleyal@leeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students will be given an additional 60 minutes of interventions. Instructional materials have been vetted and are provided by our Curriculum Department. Grade 3 students will also be included in small group interventions with supports provided by specials area teachers two times per week. We will use Florida Magnetic Reading,
Phonics for Reading programs, continue PLC work within the grade level and monitor through the admin team.
Continue professional development of grade level needs and high yield strategies.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Students need OTLs. Our master schedule and intervention schedule provides students with opportunities, time, and supports they need to become proficient or make significant progress towards proficiency. Students will be closely monitored by a specific staff member and students will meet with the staff member to monitor progress, build rapport, and discuss ways to be successful. Florida Magnetic Reading is a standards based curriculum that with heavy use of graphic organizers and with high rigor build in to activities and assignments increases student achievement. High yield strategies are research based strategies ensuring student engagement. A focus on writing with Peer Editing will ensure that all students are engaged and making academic gains.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

All 3rd graders who were "On Watch" at the end of 2nd grade will be listed for monitoring. Class placement as well as PY scores and attendance records will be recorded for baseline purposes. Students will be placed into cohorts and each cohort will be assigned a mentor for specific progress monitoring regarding attendance. Each mentor will bring attendance records for their cohort to the bimonthly attendance meetings.
The grade level will work together to plan out the use of the Florida Magnetic Reading in whole group as well as which sections to use during intervention. We will identify students needing the Phonics for Reading program and as needs are identified, the team will work together to form intervention groups to target the identified
area of need.

Person Responsible: Ashley LaMar (ashleyal@leeschools.net)

By When: This step will be completed by August 1 and shared with applicable team members by August 4.

#5. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Grades 3-5 proficiency in ELA will be at or greater than 68%. This specific goal was determined by looking at the students in grades 2-4 from the 22-23 school year and calculating what percentage was proficient and adding the students who were one level below proficiency. Through intensive instruction, interventions, and progress monitoring, the goal is to keep every student who was proficient at/above the proficiency level while also moving all students who were one level below up to the level of proficiency.

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

By the end of year assessment period for Grades 3 - 5 in the 2023-2024 school year, 68% of students will be proficient in ELA as measured by the FAST ELA assessment.

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

This will be monitored for growth from PY scores as well as how close students are to proficiency using PM 1 and PM 2 FAST assessments and correlations from District Exemplars. Additionally, exit tickets and formatives will be monitored for standards mastery.

Person responsible for monitoring outcome:

Ashley LaMar (ashleyal@leeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students will be given an additional 60 minutes of interventions. Instructional materials have been vetted and are provided by our Curriculum Department. Grade 3 students will also be included in small group interventions with supports provided by specials area teachers two times per week. We will also use continued PLC work within the grade level with administration represented at each meeting, Weekly admin meetings to review PLC progress to address celebrations and concerns.
Florida Magnetic Reading; Standards - Based Instruction
Phonics for Reading program
Continue Professional Development regarding High Yield Strategies

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Students need OTLs. Our master schedule and intervention schedule provides students with opportunities, time, and supports they need to become proficient or make significant progress towards proficiency. Students will be closely monitored by a specific staff member and students will meet with the staff member to monitor progress, build rapport, and discuss ways to be successful. Florida Magnetic Reading is a standards based curriculum that with heavy use of graphic organizers and
with high rigor built into activities and assignments improves student achievement.
High Yield Strategies are research based strategies for ensuring student engagement. Focusing on writing with Peer Editing ensure that all students understand expectations, recognize good writing, and use skills such as determining main idea and key details in their written responses.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

All 3rd - 5th graders who were "On Watch" (or Level 2) at the end of last year will be listed for monitoring. Class placement as well as PY scores and attendance records will be recorded for baseline purposes. Students will be placed into cohorts and each cohort will be assigned a mentor for specific progress monitoring regarding attendance. Each mentor will bring attendance records for their cohort to the bimonthly attendance meetings.
1. Continue to use the teacher data dashboards populated with students End of Year FSA results
2. Review dashboards with teachers so that they can monitor and record student progress.
3. Plan for Professional Development to increase teacher knowledge and student performance
4. Grade Level Learning Groups (PLC) will meet weekly to review standards and share successful strategies
5. Implementation of intervention groups and a designated Intervention time during which students move among teachers to target specific learning needs based on standards.
6. Teachers in Grade Level Learning Groups will create lessons with assignments and assessments clearly aligned to state standards.
7. Professional Development will be offered on aligning grading practices to Mastery of Standards. Professional Development will be offered on Successful Peer Editing to promote success in Writing and High Yield Strategies.
8. Principal will meet quarterly for Data Chats with teachers using student information from the Data Dashboard Implementation
9. Schoolwide vocabulary program to increase knowledge of word meaning.
10. Literacy supplement Florida Magnetic reading will be used in Grades 3 - 5 to increase rigor during on level 90 minutes of reading instruction. High Yield Strategies: Numbered Heads together, Alignment of Standard to Assessment, Increased Vocabulary Instruction

Person Responsible: Ashley LaMar (ashleyal@leeschools.net)

By When: This step will be completed by August 1 and shared with applicable team members by August 4.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Caloosa Elementary will meet with Executives and Chiefs from Academic Services to discuss strategic planning and resource allocation. Meetings occur quarterly to ensure resources are being utilized in the best way and adjustments are made based upon student performance.

The School District of Lee County follows all state and federal guidelines when allocating funding to schools. The schools are budgeted in multi-faceted methods based on the student needs. Initially the schools are tiered based on the following criteria: student proficiency, learning gains, struggling schools, % of new teachers, % of ELL students, % of ESE students for academic support and for funding purposes. Content tiers are also established to provide instructional support resources based on individual student group needs. Within each

school's Title I, SAI, and UniSIG plans as appropriate there is a requirement to address ESSA student groups through high quality instruction and monitoring systems. School funding needs are addressed weekly throughout the school year in collaboration with principal supervisors and the budget department. Ongoing monitoring of student data and underperforming subgroups is provided through monthly visits and data chats by principal supervisors.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

Based on the 2022-2023 coordinated screening and progress monitoring system data, 35% of students in Kindergarten, 38% of students in 1st grade and 53% of students in 2nd grade scored below the 40th percentile. These percentages are indicators of the percentage of students in each grade level who are not on track to score a proficiency level on the statewide, standardized ELA assessment. The scores were due partly to students entering the grade already below level, as well as teachers resigning during the school year. These factors impacted their on grade-level performance and showed a need for acceleration to close the existing achievement gap.

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

Based on the 2022-2023 ELA FAST scores, 49% of students in 3rd grade, 41% of students in 4th grade and 40% of students in 5th grade scored below a Level 3. These percentages are indicators of the percentage of students in each grade level who are not on track to score a proficiency level on the statewide, standardized ELA assessment. The scores were due partly to students entering the grade already below level, as well as teachers resigning during the school year. These factors impacted their on grade-level performance and showed a need for acceleration to close the existing achievement gap.

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 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 Measurable Outcomes

In grades K-2, 62% or more of our students will be proficient, as measured by the Spring 2024 STAR ELA assessment.

Grades 3-5 Measurable Outcomes

In grades 3-5, 68% or more of our students will be proficient, as measured by the 2024 ELA FAST assessment.

Monitoring

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 impact student achievement outcomes.

The students' progress will be monitored through standards-based exemplars, quarterly comprehensive assessments, I-Ready Diagnostics, and PM 1 and PM 2 assessments. The data will be used to set individualized goals, plan for instruction and PD opportunities for teachers, and monitor students' progress toward proficiency. Teachers will develop a PDSA and have data chats with admin on a monthly basis.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

LaMar, Ashley, ashleyal@leeschools.net

Evidence-based Practices/Programs

Description:
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. §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?

We will implement the following intervention programs to assist in closing achievement gaps among our students; Read Well (grades K-1), Flyleaf (grade 2), Really Great Reading (K-2), and Phonics for Reading (grades 3-5). These programs are in addition to our core curriculum, Wonders.
All grade levels will utilize iReady, which was vetted by our District and the Florida Reading Model. Each grade level will also utilize resources identified by the Florida Center for Reading Research.

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

The evidence-based intervention programs were chosen based on a need to fill in foundational phonics skills while providing intensive support with targeted comprehension skills. The Wonders program focuses core instruction on developing rigorous and meaningful lessons that engage students in the key concepts of literacy while providing critical thinking and reading strategies that will increase reading proficiency.

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
Professional learning communities to reflect and share best practices, review data, and monitor progress towards ELA SIP goals. Literacy Leadership - Identify areas of need and develop a scope and sequence of professional development. Literacy Coaching - Work with teams in PLC work sessions to implement the learning. Assessment - Monitor the implementation of the professional learning through DIBELS, Exemplars, and placement testing.	LaMar, Ashley, ashleyal@leeschools.net
Professional development opportunities with Peer Collaborative Teacher. *Providing and Communicating Clear Learning Goals *Introduction to The New Art and Science of Teaching *Book Study: New Art and Science of Teaching *Motivating and Inspiring Students *NASOT Element #15- Vocabulary *Coffee with a Colleague (3rd Friday of the Month) Meet to discuss various ELA topics	Jordan, Laura , laurajo@leeschools.net
Utilize ELA district contact effectively to assist in meeting ELA SIP goals. Ms. Addvensky will collaborate with school leadership, ELA coaches, and teachers to assist in the following areas. *Assist with understanding the ELA instructional guides and state benchmarks *Provide assistance with intervention programs *Support grade levels with analyzing data and grouping students to drive instruction *Facilitate team and/or individual planning *Create and develop PD based on school needs *Reinforce the grade level PLC process when discussing ELA content *Co-teach or model lessons for teachers *Conduct a coaching cycle with teachers *Provide ELA resources Collaborate with ELA coaches on school trends	LaMar, Ashley, ashleyal@leeschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

○ School Improvement Plans (SIPs) must be created and managed using the Florida CIMS website. This will allow for our completed SIPs to be made available publicly and parents can request a copy from the school's front office in their preferred language after publication approval.
○ On Aug 1, 2023, schools must have SIPs reviewed by Academic Services & Title I Depts
○ On or before Oct 6, 2023, School Advisory Council (SAC) must present, review, and request feedback on the SIP and budget. The meeting minutes will be uploaded into the school's Title I Crate (web-based

site) and FY24 School document folder in the google team drive.
○ On Oct 17, 2023, The Lee County School Board will approve publication and dissemination.
○ Schools must review Annual School Improvement Assurances, complete & submit School Advisory Council Membership List 2023-2024, complete & submit School Advisory Council 2022-2023 Nomination and Election Process Verification on or before Nov 1, 2023, in the google drive FY24 School Document Folder.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Caloosa Elementary agrees to implement the following requirements as outlined by Section 1116:
● Involve families, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school improvement plan under Section 1114(b) of the Every Student Succeeds Act (ESSA).
● Update the school parent and family engagement policy periodically to meet the changing needs of families and the school, distribute it to the families of participating children, and make the parent and family engagement policy available to the local community.
● Provide full opportunities, to the extent practicable, for the participation of families with limited English proficiency, families with disabilities, and families of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language families understand.
● If the school improvement plan under Section 1114(b) of the ESSA is not satisfactory to the families of participating children, submit any family comments on the plan when the school makes the plan available to the local educational agency.
● Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:
Parent and Family Engagement means the participation of families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
(A) families play an integral role in assisting their child's learning;
(B) families are encouraged to be actively involved in their child's education at school;
(C) families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
(D) other activities are carried out, such as those described in Section 1116 of the ESSA.
School Advisory Committee meetings will be held on a monthly basis. All parents and families of students, as well as teachers, administrators, and other stakeholders will be invited and encouraged to attend. School Messenger, flyers, newsletters, social media, and the school website will be used to advertise the date and time of all meetings.
Documentation of SAC meetings will include: flyers, agendas, minutes, and sign-in sheets.
Meeting minutes will be available for those who are unable to attend.
During the meetings all parties involved will discuss and provide input on the School Improvement Plan and PFEP.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

All stakeholders will have an active role in increasing student achievement.
*Caloosa Elementary has allocated Title 1 funds to pay for personnel to assist in efforts to increase

student achievement. We hired a PCT, science coach, resource teacher, and Parent Involvement Specialist.
*The teachers will participate in weekly PLC's where they will use data to prioritize and unpack standards, share best practices, and analyze results of implemented strategies to determine effectiveness of instruction and adjust as needed.
*Our academic coaches will provide support to targeted groups of students using data to drive the small group instruction, mentor teachers, and participate in grade level and leadership PLC's to help analyze data and support best practices.
*The PCT will provide coaching and professional development opportunities based on individual and school needs.
*Our guidance counselor will meet with students to ensure that their social-emotional needs are met.
*Our school social worker is the link between our school and the students' homes. She promotes and supports students' academic and social success by providing services and resources to when needed.
*Administration will strive to maintain a positive school culture where staff feel supported and welcome opportunities for growth, prioritize the allocation of resources, provide meaningful feedback through formal and informal observations, and analyze data frequently to determine progress towards our SIP.
*Through parent involvement events, the staff and community partners will provide resources and strategies for families to best support their student(s) at home.
*Caloosa Elementary will provide an after school tutoring program for targeted students using Title 1 funds.
*Some of the scheduled PD for the 2023-2024 school year include STEM training, Safari Montage Basics and Content training, and Positive Behavior Interventions Supports.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

District general funds provide the foundation for all programs. Title I A funds will be the primary supplemental source for the activities listed in this need. Title I, Part A coordinates with other federal grants, such as Titles 1C, 1D, II, III and IV, IDEA, and Homeless to expand academic enrichment opportunities for subgroups of students and Professional Development for teachers. These services include extended learning opportunities, professional development, supplemental evidence-based resources, and materials.

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include; tutorials in reading and math, health services, and literacy workshops for parents because of the coordination of these funds.

Periodic district level meetings with managers of all programs funded under ESEA also open lines of communication and encourage cooperation between programs to align towards student academic success.

Caloosa Elementary will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support families in more fully participating in the education of their children by:
ESOL/ELL- All programs and activities will be available to all parents. All invitations, flyers, and School Messenger communication is translated into Spanish.
School Counselor/Social Worker- Bring in community programs and services to support families.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The Lee County School District follows the mental health guidelines set forth by the State of Florida Department of Education. This includes providing universal positive and behavioral support. The district also, with parental permission, assesses and screens students to determine what level of mental health support would best meet their mental health needs. These supports range from school check-ins, school-based mental health counseling as well as a referral pathway to outside mental health services.

The Lee County School District employs evidence-based practices in the foundational instruction of students with a focus on building resiliency, promoting physical and emotional wellness, overall health, social development, overcoming adversity, critical thinking and problem solving, prevention of substance use, and other topics.

The Lee County School District employs school-based mental health professionals, school counselors, school social workers, school psychologists, and licensed mental health professionals to ensure that school-based mental health services are provided to students.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Extended Learning Opportunities - Implement extended learning opportunities (tutorial programs in reading and/or math) to address the academic needs of specific subgroups of Title I students who have been identified as lowest achievers. Caloosa Elementary will use Title I and other funding such as SAI to develop tutorial programs using only research-based strategies and resources. We will determine before/after/Saturday or summer school program models. Materials and supplies will be provided to students to assist with achievement of goals and to remove barriers.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The district ensures that every school implements a tiered model of evidence-based behavior supports within a Multi-tiered System of Supports (MTSS). District level personnel are designated to assist schools with their site-based implementation by providing training, modeling, program monitoring, technical assistance, and data collection/analysis. They work with site-based personnel to implement the tiered approach that includes:

Positive Behavior Intervention Supports (PBIS)/Positive Behavior System (PBS) - All schools are required to implement the elements of PBIS including a school-based team that facilitates systems that support positive behavior: school-wide expectations, classroom expectations and rules, positive recognition/rewards, data collection and analysis, and ongoing professional development. Most schools participate in the Florida PBIS Project. Some schools implement the elements within other approaches including the Building Assets Reducing Risks (BARR) program. PBIS/PBS integrates with the Multi-Tiered System of Supports (MTSS) utilized in Florida school districts for behavior support.

All schools in the School District of Lee County are required to maintain MTSS for all students (tier 1), students needing supplemental support (tier 2), and students needing intensive support (tier 3). Each school has a team that utilizes the Response to Intervention (RtI) process in examining individual student data to identify those that may need additional behavior support beyond the universal PBIS/PBS approach, and to monitor the effectiveness of these interventions. Data analyzed include office discipline referrals, in-school suspension, out-of-school suspension, bus referrals/suspension, as well as positive behavior data. Interventions may include supplemental positive behavior interventions and/or interventions to address inappropriate behavior.

Each school has a designated Intervention Specialist that facilitates team processes and ensures that identified interventions are implemented and monitored for effectiveness. Currently, the district utilizes "Insights to Behavior" to assist with the ongoing teamwork for behavior support in the tiered model using RtI. This includes the use of additional tools such as the Functional Behavior Assessment (FBA), data collection tools, reporting tools, and behavior intervention plan tools. Intervention Specialists assist classroom teachers and school-based personnel in the implementation of behavioral interventions and data collection, as well as serve as the primary contact for families with students receiving interventions.

In the School District of Lee County, the Multi-tiered System of Supports school-based teams may, when needed, refer students to other district/school supports including the school-based mental health team, Section 504 eligibility consideration, and/or evaluation for consideration of eligibility under IDEA. Likewise, when students respond to interventions, the team may recommend maintaining current levels of interventions, reducing interventions, or exiting interventions as appropriate.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

The district`s Curriculum and Staff Development department will offer training opportunities for paraprofessionals in the core subject areas and technology. In addition, new ESOL paraprofessionals will receive 12 hours of training regarding strategies to assist English Language Learners (ELL) to improve student performance. When appropriate, Instructional Support (Para) will participate in the same training as teachers at Title I schools.

Curriculum and Staff Development will offer teachers a multitude of opportunities to improve effectiveness. They will include (but are not limited to) the following: Florida Standards, Differentiated Instructional Strategies, Analytics (Data Analysis) and Instructional Change, Classroom Walkthrough, Kagan Cooperative Learning, Instruction within the Block, SIOP, and subject area training for adopted texts.

Teacher leaders at schools will support classroom instructional staff daily by coaching, modeling, and/or providing resources to improve instructional activities. Professional development and our PCT will further support the initiative by collaborating closely with the teacher leaders. These individuals are chosen through a selective process that ensures highly effective instructional practices are shared with classroom teachers.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

The district has Early 5, Pre-K and Special Education programs in place to prepare students socially, emotionally and academically for Kindergarten. Many of our schools have their upcoming Kindergarten students come to school to meet the teachers and take assessments, so that they can better place them for the school year. Another transitional strategy used is to offer Kindergarten camp for a few days to acclimate students to their school and teachers instruct them on basic processes.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$0.00
3	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
4	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
5	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes