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Calusa Park Elementary School

4600 SANTA BARBARA BLVD, Naples, FL 34104

[no web address on file]

Demographics

Principal: Lynda Walcott

Start Date for this Principal: 8/16/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	76%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grade	2018-19: B
School Grades History	2017-18: B 2016-17: B 2015-16: B 2014-15: B 2013-14: A
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Collier County School Board on 10/1/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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 and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Hamburg, Stacy	Guidance 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.
Hanson, Renee	Assistant Principal	Assists the Principal in providing a common vision for the use of data-based decision making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.
Luciano, John	Instructional Coach	Develops, leads, and evaluates school core content standards/ program; identifies and analyzes literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis (iReady); participates in the design and delivery of professional development; and provides support for assessment, implementation, and monitoring.
Machado, Jannet	Other	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.
Smith, Debra	Instructional Coach	Develops, leads, and evaluates school core content standards/ program; identifies and analyzes literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis (iReady); participates in the design and delivery of professional development; and provides support for assessment, implementation, and monitoring.

Name	Title	Job Duties and Responsibilities
Walcott, Lynda	Principal	Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing MTSS, conducts assessment of skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities. Additionally, the Principal, in collaboration with the Leadership Team, provides professional development on purposeful differentiation both in the planning process and implementation in the classroom. Lesson plans, SSPs, and classroom application are monitored.

Early Warning Systems

Current Year

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	103	101	107	114	93	103	0	0	0	0	0	0	0	621
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	2	2	5	6	6	6	0	0	0	0	0	0	0	27
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	4	6	30	0	0	0	0	0	0	0	40

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		1	0	0	0	2	7	0	0	0	0	0	0	10

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		4	3	7	9	0	0	0	0	0	0	0	0	23
Students retained two or more times		0	0	0	1	0	1	0	0	0	0	0	0	2

FTE units allocated to school (total number of teacher units)

59

Date this data was collected or last updated

Friday 8/16/2019

Prior Year - 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	
Attendance below 90 percent	8	7	10	7	5	3	0	0	0	0	0	0	0	40
One or more suspensions	0	0	2	1	3	2	0	0	0	0	0	0	0	8
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	12	27	29	0	0	0	0	0	0	0	68

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

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

Prior Year - 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	
Attendance below 90 percent	8	7	10	7	5	3	0	0	0	0	0	0	0	40
One or more suspensions	0	0	2	1	3	2	0	0	0	0	0	0	0	8
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	12	27	29	0	0	0	0	0	0	0	68

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

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

Part II: Needs Assessment/Analysis

School Data

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	63%	60%	57%	66%	61%	56%
ELA Learning Gains	60%	59%	58%	62%	62%	55%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	103 (0)	101 (0)	107 (0)	114 (0)	93 (0)	103 (0)	621 (0)
Attendance below 90 percent	0 (8)	0 (7)	0 (10)	0 (7)	0 (5)	0 (3)	0 (40)
One or more suspensions	2 (0)	2 (0)	5 (2)	6 (1)	6 (3)	6 (2)	27 (8)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	4 (12)	6 (27)	30 (29)	40 (68)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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
03	2019	65%	61%	4%	58%	7%
	2018	73%	59%	14%	57%	16%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	56%	58%	-2%	58%	-2%
	2018	65%	60%	5%	56%	9%
Same Grade Comparison		-9%				
Cohort Comparison		-17%				
05	2019	58%	60%	-2%	56%	2%
	2018	57%	59%	-2%	55%	2%
Same Grade Comparison		1%				
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	75%	68%	7%	62%	13%
	2018	77%	67%	10%	62%	15%
Same Grade Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
04	2019	64%	65%	-1%	64%	0%
	2018	57%	67%	-10%	62%	-5%
Same Grade Comparison		7%				
Cohort Comparison		-13%				
05	2019	69%	67%	2%	60%	9%
	2018	65%	68%	-3%	61%	4%
Same Grade Comparison		4%				
Cohort Comparison		12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	49%	56%	-7%	53%	-4%
	2018	56%	58%	-2%	55%	1%
Same Grade Comparison		-7%				
Cohort Comparison						

Subgroup Data

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 2016-17	C & C Accel 2016-17
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				
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 2015-16	C & C Accel 2015-16
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

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	60
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	62
Total Points Earned for the Federal Index	480
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	77
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Reading gains of the lowest 25% showed the lowest performance. Last year we had a 4% increase in our lowest 25% gains so this is not a trend. This is not a trend, however our focus was on lowest 25% gains in mathematics last year which saw a 16 point increase due to the laser-like focus on mathematics planning and instruction.

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

Reading gains of the lowest 25% showed the greatest decline from the prior year dropping 22 points due to taking our laser-like focus from reading planning and instruction to support our needs with planning and implementation of mathematics instruction.

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

Reading gains of the lowest 25% had the greatest gap from the state with Calusa Park scoring 42% and the state scoring 53% (11 point difference). This is not a trend, however our focus was on lowest 25% gains in mathematics last year which saw a 16 point increase due to the laser-like focus on mathematics planning and instruction.

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

Math gains of the lowest 25% improved 16 points from last year. Math learning gains, both overall, and of the lowest 25% were a school-side focus last school year. Fluid grouping of students for math instruction ensuring students were working on their current level and being challenged to move to the next level when demonstrating proficiency.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Although we continue to show growth with our SWD subgroup, we still scored at 40%.

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

1. Reading gains (overall and lowest 25%)
2. Reading meeting standards
3. Science meeting standards

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Overall learning gains
Rationale	Calusa Park Elementary's reading overall learning gains took a dip in the 18-19 school year from 62% in the year prior, down to 60% of students making a learning gain which is 2% above the state.
State the measureable outcome the school plans to achieve	Increase the number of students making learning gains in reading to at least 63% of students as evidenced by 2019-2020 FSA scores. Increase the number of students making learning gains in math to 72% as evidenced by 2019-2020 FSA scores.
Person responsible for monitoring outcome	Lynda Walcott (walcol@collierschools.com)
Evidence-based Strategy	The leadership team, under the guidance of the principal, will monitor data weekly during leadership meetings by reviewing the Student Success Platform and discussing students with one or more Early Warning System indicators. Leadership will attend grade level planning meetings, as well as monitor coaching schedules to ensure regular support and implementation of coaching cycles. Teams meet informally on a consistent basis to discuss grade level formative data, and also meet with administration monthly during MTSS Data Discussion meetings with planned agenda items and talking points. During these meetings, we will review progress of students who have Student Success Plans to determine effectiveness of interventions. All teachers have quarterly data chats with administration to discuss individual students.
Rationale for Evidence-based Strategy	Through these systems, we are able to discuss and analyze data for instructional implications by overall school, grade level, classroom, and individual student.
Action Step	
Description	<p>1. We will be using Title I funds to support our goals through a few avenues. The reading and math coaches we fund will support grade level teams during planning sessions to ensure rigorous standards-based instruction being planned with careful consideration towards differentiation, using state, district, and classroom formative data sources to inform decision-making. Our coaches will also implement coaching cycles with new teachers, as well as teachers identified by the principal as having demonstrated a need. The resource teacher will work with targeted groups of students demonstrating the need for additional small group instruction.</p> <p>2. Funds have also been set aside to purchase materials for make-and-take parent events. The goal is that if we are able to better involve parents and supply them with tools and strategies that support our curriculum, our students will in turn benefit and achievement will increase. Additional materials will be purchased to support vocabulary development and instruction.</p>

3. A portion of our funding has been set aside for staff development on topics such as the Marzano Instructional Model, IDI, Strategies to Support Reading and Writing Methods and Content, Phonics instruction and support with implementation of instructional rounds. Team Leaders will be brought back to school a day early for planning, goal setting and team building. Creating a community of teachers as learners will help to instill growth-mindset and therefore impact instruction, ultimately impacting achievement. Our coaches and instructional leaders will support this effort during planning sessions by helping teachers apply what they have learned to their own student needs. Team Leaders will be brought back to school a day early for planning, goal setting and team building.

**Person
Responsible**

Debra Smith (smithd2@collierschools.com)

#2	
Title	Learning gains of the lowest 25%
Rationale	Calusa Park Elementary's reading lowest 25% learning gains took a big decline in the 18-19 school year from 64% in the year prior, down to 42% of our lowest 25% students making a learning gain which is 11 points below the state and 9 points below our district.
State the measureable outcome the school plans to achieve	Increase the number of students in the lowest 25% making learning gains in reading to at least 50% of students as evidenced by 2019-2020 FSA scores. Increase the number of students in the lowest 25% making learning gains in math to 60% as evidenced by 2019-2020 FSA scores.
Person responsible for monitoring outcome	Debra Smith (smithd2@collierschools.com)
Evidence-based Strategy	The leadership team, under the guidance of the principal, will monitor data weekly during leadership meetings by reviewing the Student Success Platform and discussing students with one or more Early Warning System indicators. Leadership will attend grade level planning meetings, as well as monitor coaching schedules to ensure regular support and implementation of coaching cycles. Teams meet informally on a consistent basis to discuss grade level formative data, and also meet with administration monthly during MTSS Data Discussion meetings with planned agenda items and talking points. During these meetings, we will review progress of students who have Student Success Plans to determine effectiveness of interventions. All teachers have quarterly data chats with administration to discuss individual students.
Rationale for Evidence-based Strategy	Through these systems, we are able to discuss and analyze data for instructional implications by overall school, grade level, classroom, and individual student.
Action Step	
Description	<p>1. We will be using Title I funds to support our goals through a few avenues. The reading and math coaches we fund will support grade level teams during planning sessions to ensure rigorous standards-based instruction being planned with careful consideration towards differentiation, using state, district, and classroom formative data sources to inform decision-making. Our coaches will also implement coaching cycles with new teachers, as well as teachers identified by the principal as having demonstrated a need. The resource teacher will work with targeted groups of students demonstrating the need for additional small group instruction.</p> <p>2. Funds have also been set aside to purchase materials for make-and-take parent events. The goal is that if we are able to better involve parents and supply them with tools and strategies that support our curriculum, our students will in turn benefit and achievement will increase. Additional materials will be purchased to support vocabulary development and instruction.</p>

3. A portion of our funding has been set aside for staff development on topics such as the Marzano Instructional Model, IDI, Strategies to Support Reading and Writing Methods and Content, Phonics instruction and support with implementation of instructional rounds. Team Leaders will be brought back to school a day early for planning, goal setting and team building. Creating a community of teachers as learners will help to instill growth-mindset and therefore impact instruction, ultimately impacting achievement. Our coaches and instructional leaders will support this effort during planning sessions by helping teachers apply what they have learned to their own student needs. Team Leaders will be brought back to school a day early for planning, goal setting and team building.

Person Responsible Lynda Walcott (walcol@collierschools.com)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

N/A

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

At Calusa Park Elementary School, we plan to build, maintain, and strengthen parent, family, and community relationships by continuing some existing cultural practices of the school while enhancing those with academic-based parent involvement events as well. Our school will continue to host a variety of family events, such as Family Literacy Night, family movie night, a winter carnival event called "Let it Snow," as well as grade level STEAM nights including musicals. Calusa Park takes part in Dads Take Your Child to School Day during which students and a significant adult in their life, participate in a variety of highly engaging, interactive, and challenging STEAM activities. We will enhance these traditions by adding make-and-take events to support our school-wide area of focus to increase learning gains in reading and mathematics.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Calusa Park has incorporated the Responsive Classroom's morning meetings into our school environment to build relationships with our students. The goal is to establish a common connection between students and teachers, as well as student and their peers.

This past year we partnered with the Shelter for Abused Women and Children. They offered a guest presenter to help us reach our at risk boys with discipline concerns. Their program targets violence prevention and we worked collaboratively to offer lessons that were age appropriate for 4th and 5th graders titling our group "Empowering Young Men". Although some of the students attending this group received referrals, the connections they made with each other and pride they felt being a part of this course were a positive impact in their lives. At least four of the referrals in our ethnic group of Black/African American were zero tolerance, resulting in students being withdrawn from Calusa Park and entering an alternative school placement program called New Beginnings.

One of our primary teachers offered several opportunities for staff members to learn about Conscious Discipline as a proactive behavior program within the classroom. This was an optional morning in-service prior to school starting.

Calusa Park implemented the International Friends Cafe for students new to the United States. This program provides students the opportunity to have conversation in their native language and form relationships with students across all grade levels who have similar experiences in being new to a country.

Our teachers and administrators work collaboratively to create positive behavior charts and student-chosen rewards as incentives for both short term and long term goals.

The use of check-in and check-out systems with staff members outside of the classroom also proves to be a motivator as a type of mentoring for students needing added supports.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Calusa Park will continue with the use of a 30-60 day check-in process through our school counselor. When a new student arrives to Calusa Park, he or she will immediately meet with our school counselor to form a relationship through informal discussions. The counselor will track that student and meet with him or her again at 30 days, and then at 60 days of being at our school. This strategy will help keep a pulse on how our students are adjusting to their new life at Calusa Park Elementary.

Every spring, we host a Kindergarten Round-Up event for incoming families of kindergarten students. This is an informational meeting which takes place during school hours so that parents are not only able to see and tour our facility, but get the opportunity to meet Calusa Park staff and learn what to expect in kindergarten.

To assist fifth graders transition to middle school, we work within our feeder pattern to host yearly transition activities that occur at the middle school. These activities include school visits and orientation for students during the day, as well as parent informational nights to help orient parents towards upcoming changes for middle school.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Collier County Schools provide a systematic and strategic approach to providing services through the District Strategic Plan and the K-12 Comprehensive Reading Plan. Goals and objectives of each program and department are aligned with these overarching district plans.

Title I Parts A, C, D, SIG 1003g, UniSIG, Title II, Part A and Title IV are managed out of the same department. They share administrative staff so that oversight, coordination, budgeting, staffing, and monitoring are efficiently coordinated. Informal communications and monthly administrative meetings are held to discuss program needs, issues and coordinate efforts.

Leadership staff of the Title I Parts A, C, D, Title II, Title III, Title IV, Head Start/VPK and Title IX programs meet monthly to coordinate efforts and receive joint staff development for improving their services. Curriculum and Instruction (C&I) department meetings include program coordinators, including IDEA, Perkins, Head Start, and Career and Technical education.

Title IX, LEA, Title I Parts A and C coordinate services to identify and assist homeless children, assist with registration and provide support services. Title I and District jointly fund the Homeless Liaison to support homeless students in all schools.

Title I Parts A and C and Title III funds are coordinated to provide at risk students with supplemental instructional support and resources.

Title I and C&I coordinators collaborate in providing workshops to build the capacity of parents and foster strong home/school connections.

Title I, Parts A and C and Title II, Part A funds are coordinated to provide customized staff development that ensures students receive high quality, differentiated instruction.

Title I, Part A funds are used in collaboration with Title II Part A and Reading Categorical to fund Reading Coaches to support lowest performing schools.

Title II, Part A and IDEA fund exam reimbursements to ensure staff meet certification requirements.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Students in fifth grade take an interest survey to identify some possible career options they may want to learn more about. Students also take a field trip to Lorenzo Walker Technical Institute which provides an opportunity for them to learn about a variety of careers and trades.

Part V: Budget

1	III.A	Areas of Focus: Overall learning gains	FTE	2019-20		
	Function	Object	Budget Focus	Funding Source		
	5100	130-Other Certified Instructional Personnel	0461 - Calusa Park Elementary School	Title, I Part A	0.5	\$52,818.83
			<i>Notes: Reading coach supports learning of reading instruction and academic vocabulary acquisition</i>			
	6400	369-Technology-Related Rentals	0461 - Calusa Park Elementary School	Title, I Part A		\$750.00
			<i>Notes: Online staff development to support phonics, reading and writing instruction</i>			
	6400	750-Other Personal Services	0461 - Calusa Park Elementary School	Title, I Part A		\$500.00
			<i>Notes: Guest teachers for instructional rounds and to provide coverage for teachers to attend professional development</i>			
	5100	510-Supplies	0461 - Calusa Park Elementary School	Title, I Part A		\$873.02
			<i>Notes: Instructional supplies to support effective instruction</i>			
	5100	130-Other Certified Instructional Personnel	0461 - Calusa Park Elementary School	Title, I Part A	0.5	\$40,268.86
			<i>Notes: Math coach supports learning of academic vocabulary</i>			
	5100	130-Other Certified Instructional Personnel	0461 - Calusa Park Elementary School	Title, I Part A	0.4	\$37,622.53
			<i>Notes: Resource teacher supports language development</i>			
	7730	330-Travel	0461 - Calusa Park Elementary School	Title, I Part A		\$1,237.83
			<i>Notes: Conference attendance to increase student achievement</i>			
	5100	120-Classroom Teachers	0461 - Calusa Park Elementary School	Title, I Part A		\$3,178.49
			<i>Notes: One day pre-extension for collaborative planning to increase student achievement.</i>			
	6150	510-Supplies	0461 - Calusa Park Elementary School	Title, I Part A		\$700.00
			<i>Notes: Materials and food for workshops to support parents.</i>			
2	III.A	Areas of Focus: Learning gains of the lowest 25%				\$0.00
Total:						\$137,949.56