The School District of Palm Beach County

Calusa Elementary School

2017-18 Schoolwide Improvement Plan

Calusa Elementary School

2051 CLINT MOORE RD, Boca Raton, FL 33496

https://cale.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	26%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	37%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

*Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/8/2017.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Calusa Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Mission
Calusa Elementary is committed to providing highly trained professional educators, partnering with parents and community to offer a world class education where the most innovating, researched based instructional practices are utilized: together we will ensure that each student has the opportunity to reach their highest potential, developing skills and ethics to become responsible citizens.

b. Provide the school's vision statement.

Vision
The Calusa Elementary School stakeholders believe that by establishing a climate of respect and responsibility within a framework of a solid academic program, our students will be prepared for the future.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:
• History of Holocaust
• History of Africans and African Americans
• Hispanic Contributions
• Women's Contributions
• Sacrifices of Veterans

Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts) will be evident in every classroom, including our fine arts department.

Our school operates under a Single School Culture where the philosophy is that academics and behavior are inextricably intertwined. The social and emotional needs of our students are nurtured in a way that creates an environment for maximum learning. Systems are place to ensure that relationship building is a clear priority.

This philosophy is shared with our stakeholders in the beginning of the year through our School Advisory Committee and with our student through our Positive Behavior Support meetings.

Our school operates under a School wide Positive Behavior Support model. Our PBS committee is comprised of school staff and parents. At the beginning of the year, the team evaluates the climate of our overall school. An action plan is created to implement strategies throughout the year that will increase positive behavior, positive student relationships, fostering multicultural awareness and overall climate of the school. Some of these activities include:
- Creating a school wide behavior matrix (Teachers along with students will jointly create and review classroom behavioral expectations that are in line with school wide behavior matrix.)
- Implementing positive incentives for students and staff
- Providing professional development for teachers in devising methods and structures for expanding

positive
interpersonal interaction in the classroom settings
- Providing opportunities for the staff to share effective strategies within Marzano's Design Question 8:
Establishing and Maintaining Effective Relationships with Students
- Monthly data analysis on school wide behavioral data
- Collecting data on ratio of positive interactions (RPI) with students

Our School Advisory Council and our PBS team will serve as the committees to continually assess the state of our cultural awareness and student teacher relationships.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:
• Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
• Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

At the beginning of the school year the school principal meets with each grade level to articulate and review the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school. In addition the teachers and staff will continue to teach and demonstrate the specific practices and expectations based on our SwPBS Universal Guidelines.

During staff meetings our PBS team will role model specific strategies and methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior in the classroom.

All stakeholders are informed about our universal guidelines for behavior expectations and our policies on bullying and harassment. Students and parents will be informed about how to report violations of bullying/harassment/civil rights policies.

A differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources will be developed and implemented by our school counselor and leadership team.

Non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel will be involved in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;

The overall safety and climate of the school will continue to be monitored through through the School Advisory committee and PBS team.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Our school integrates Single School Culture by sharing Universal Guidelines For Success, following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We update our action plans during our SwPBS meetings and then share the plans during our Learning Team Meetings. We instill an appreciation for multicultural diversity through antibullying campaigns, structured lessons, and implementation of SwPBS programs. We have daily, weekly and monthly incentives such as High Five Coupons, the Calusa Café and Positive Referrals to provide positive feedback to our students. Our parents receive a monthly newsletter promoting our Single School Culture and hold two meetings a year to keep parents abreast of our SwPBS action plan.

Ongoing professional development is provided on staff to increase the positive interaction ratio.

A clear and consistent process is in place for progressive discipline is in place for minor and major infractions, which all staff are trained on.

The PBS team will meet monthly to review behavioral data which guides next steps and reporting out to the staff.

A tiered system is in place for students that are not successful under the universal guidelines, more individualized and specific plans behavioral plans are created for those students. The school guidance counselor and other resource staff may be involved in these plans as well as the classroom teacher.

d. 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.

The school based team meets weekly to review identified students who may be in need social/emotional support. The team creates an individualized plan that may include but not limited to, individual counseling, a mentor, a peer buddy, social groups, etc. A case manager is provided for each child that is identified. The case manager is required to report out each week at the SBT meeting on the progress of the services being implemented as well as the social progress of the child.

The school guidance counselor implements guidance lessons in classrooms that address grade appropriate social issues and needs.

School counselor may connect families to the appropriate agencies to meet the child's individual emotional and social needs.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The guidance counselor checks regularly with the the attendance clerk to flag students who have excessive absences. The guidance counselor will reach out to parents for assistance. Outside

agencies are recommended when asked.

The SBT will create a behavior plan for any child who is struggling with adherence to school expectations. including students who have been suspended in or out of school.

All Level 1 and 2 are placed in immediate intensive intervention and are progress monitored through the school base team process.

b. Provide the following data related to the school's early warning system

1. 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	24	14	19	23	11	31	0	0	0	0	0	0	0	122
One or more suspensions	1	0	2	0	3	2	0	0	0	0	0	0	0	8
Course failure in ELA or Math	31	38	42	55	44	46	0	0	0	0	0	0	0	256
Level 1 on statewide assessment	0	0	0	22	19	26	0	0	0	0	0	0	0	67

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	9	3	7	26	23	24	0	0	0	0	0	0	0	92

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

The school based team meets weekly to review identified students who are exhibiting early warning indicators. The team creates an individualized plan that may include an individual behavior plan and counseling. Often an academic intervention plan is created. Interventions are implemented through iii, SAI and the Tiers such as LLI, Fundations, OLA and fluency instruction, etc. A case manager is assigned to each child identified to oversee the individualized plan and reports back weekly to the team.

Notification procedures are in place for parents of students who are exhibiting any of the early warning indicators. Often times the school counselor will refer families to outside agencies and community outreach organizations to provide support.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

1. PFEP Link

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

2. Description

Building positive relationships with families is a huge priority at out school. Our school operates under an open door policy meaning that parents have access to administration and teachers daily through appointments, email and phone. Parents are encouraged to participate in volunteer opportunities that are provided.

Administration and staff partner with the Parent Teacher Association to create a family friendly environment and implement fun and positive school wide activities.

An extensive communication system is in place to ensure parents are informed such as:
- School Wide Monthly Newsletter
- School Wide email system
- School Wide parent phone link
- Weekly fliers
- Marquee
- Classroom EdLine pages
- Teacher email
- Student agendas
- Parent conferences
- Twitter
- Facebook

During Open House and curriculum nights parents have an opportunity to meet teachers and administration, as well as gain helpful information about the school. Parent workshops will be offered through the school year on various topics.

Ongoing communication occurs in regards to individual student progress on academic, social and behavioral progress of each child.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The school and PTA create a business partner liaison that reaches out to local community agencies to partner with the school. An extensive business partnership plan is shared with all potential business partners. Business/Community agencies have an opportunity to become a bronze, silver or gold partner. Business partners and local communities agencies provide many resources on a school wide and individual based need.

C. Effective Leadership

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Green, Lindsy	Teacher, ESE
Wotton, Christopher	Assistant Principal
Gordon, Chari	Teacher, ESE
Rivelli-Schreiber, Dianne	Principal
Thornberry, Carrie	School Counselor
Scharf, Jennifer	Teacher, K-12
LeClair, Meryn	Teacher, K-12
Chirico, Brittanie	Teacher, K-12
Fisher, Charlie	Teacher, K-12
Ehlschide, Heather	Teacher, K-12
Griffith, Dana	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The school-based MTSS Leadership Team is comprised of the following members: principal, assistant principal, ESE contact, ESOL Coordinator, school psychologist, classroom teachers, Speech Language Pathologist, and guidance staff.
The principal provides a common vision for the use of data-based decision-making to ensure:
- a sound, effective academic program is in place
- a process to address and monitor subsequent needs is created
- the School Based Team (SBT) is implementing RTI processes
- assessment of RTI skills of school staff is conducted
- fidelity of implementation of intervention support is documented
- adequate professional development to support RTI implementation is provided
- effective communication with parents regarding school-based RTI plans and activities occurs. The total team is - - responsible for monitoring the fidelity of the MTSS/RTI process and SIP.

The Assistant Principal works side by side with the principal to ensure that the above is achieved.

RTI Facilitator(Guidance Counselor): The RTI facilitator and the other members of the RTI leadership team will assist the principal in overseeing the entire MTSS/RTI process at the school. All members of the team will provide professional development to the staff in reference to effective interventions, using CBM's to progress monitor the effectiveness of the interventions and graphing and analyzing student data. The members of the team will also case manage and provide interventions for students in Tier III.

The ESE Contact: The ESE contact will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The ESE contact will also collaborate with general education and special education teachers to create goals and interventions for individual students. The ESE contact will also work collaboratively with the general education teachers to implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention.

The ESOL Contact: The ESOL contact will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The ESOL contact will also collaborate with general education and ESOL teachers to create goals and

interventions for individual students. The ESOL contact will also work collaboratively with the general education teachers tin implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention.

The Psychologist: The psychologist will actively participate in all SBT/RTI meetings. This will include collection, interpretation , and analysis of data, facilitating development of intervention plans, providing support for intervention fidelity and documentation, providing professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation, and facilitating data based decision making activities.

The Guidance Counselor: The guidance counselor will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. She will also be responsible for tracking school based team referrals. The guidance counselor will also provide social and behavioral interventions and track and monitor their progress. The guidance counselor will also provide ongoing professional development in PBIS and meet with individual teachers to help create appropriate interventions for individual students.

Speech Pathologist: The speech pathologist will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The Speech Pathologist will also collaborate with general education and special education teachers to create goals and interventions for individual students. The Speech Pathologist will also work collaboratively with the general education teachers to implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention.

PLC and team Leaders meet regularly with administration to discuss the total instructional program including data, resources, PLC topics, the Marzano Rigor implementation and all other pertinent school decisions.

2. 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.

The school-based MTSS Leadership Team will meet weekly to review universal screening data, diagnostic data, and progress monitoring data and to review the SIP structures. Based on this information, the team will identify the professional development activities needed to create effective learning environments, determine if changes need to be made in the SIP strategies, funding or resources and determine if student needs are being met. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team.

The MTSS/RTI team will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.
* Problem Solving Model
The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student.
Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education

An ongoing process for identifying researched based interventions is in place. Student needs are directly matched to researched based intervention. The team meets weekly to review the students case load and monitor the weekly data that has been collected by the teachers and passed on to the case-mangers.

The school-based MTSS Leadership Team is comprised of the following members: principal, assistant principal, ESE contact, ESOL contact, school psychologist, classroom teachers, Speech Language Pathologist, and guidance staff.
The principal provides a common vision for the use of data-based decision-making to ensure:
a sound, effective academic program is in place
a process to address and monitor subsequent needs is created
the School Based Team (SBT) is implementing RTI processes
assessment of RTI skills of school staff is conducted
fidelity of implementation of intervention support is documented
adequate professional development to support RTI implementation is provided
effective communication with parents regarding school-based RTI plans and activities occurs.

RTI Facilitator: The RTI facilitator position will assist the principal in overseeing the entire RTI process at the school. The RTI facilitator and other members of the team will provide professional development to the staff and parents in reference to the overall MTSS process, effective interventions, using CBM's to progress monitor the effectiveness of the interventions and graphing and analyzing student data and current instructional practices used at the school. The members of the team will also case manage and provide interventions for students in Tier III.

The ESE Contact: The ESE contact will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The ESE contact will also collaborate with general education and special education teachers to create goals and interventions for individual students. The ESE contact will also work collaboratively with the general education teachers to implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention.

The ESOL Contact: The ESOL contact will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The ESOL contact will also collaborate with general education and ESOL teachers to create goals and interventions for individual students. The ESOL contact will also work collaboratively with the general education teachers tin implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention.

The Psychologist: The psychologist will actively participate in all SBT/RTI meetings. This will include collection, interpretation , and analysis of data, facilitating development of intervention plans,

providing support for intervention fidelity and documentation, providing professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation, and facilitating data based decision making activities.

The Guidance Counselor: The guidance counselor will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. She will also be responsible for tracking school based team referrals. The guidance counselor will also provide social and behavioral interventions and track and monitor their progress. The guidance counselor will also provide ongoing professional development in PBIS and meet with individual teachers to help create appropriate interventions for individual students.

Speech Pathologist: The speech pathologist will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The Speech Pathologist will also collaborate with general education and special education teachers to create goals and interventions for individual students. The Speech Pathologist will also work collaboratively with the general education teachers to implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
	Student
Andrea Massetta	Parent
Kristy Livshin	Parent
Kristin Coomber	Business/Community
Susan Schnabel	Parent
Laura Stier	Parent
Dianne Rivelli-Schreiber	Principal
Chari Gordon	Teacher
Laurie Helfman	Education Support Employee
Heather Ehlschide	Teacher
Haydee Nascimento	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

At the first SAC meeting of the year, the previous year's SIP is evaluated for effectiveness. Administration shares school data and now the school improvement strategies impacted that data. Based upon this analysis of student data, the school improvement goals for the new year are created.

b. Development of this school improvement plan

The SAC meets to discuss and review current student achievement data. Based upon the strengths and deficits the SAC participate in developing the SIP. This is an ongoing process throughout the school year.

c. Preparation of the school's annual budget and plan

As the school improvement plan is created with the input of the SAC, the budget is created to help successfully implement the goals and strategies created in the plan. The SAC must approve all budgeted items, programs, etc.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

The School improvement funds were used to support the Literacy initiatives including the implementation of the Florida State Standards. LLI kits were purchased as well as books for classroom libraries.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Gordon, Chari	Teacher, ESE
Ehlschide, Heather	Teacher, K-12
LeClair, Meryn	Teacher, K-12
Scharf, Jennifer	Teacher, K-12
Chirico, Brittanie	Teacher, K-12
Rivelli-Schreiber, Dianne	Principal
Griffith, Dana	Teacher, K-12
Wotton, Christopher	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Our literacy team is comprised of leaders in literacy. Our team may include a literacy leader from each grade level, a reading coach, a representative from ESOL, a representative from ESE, and administration. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

Our annual literacy night is a huge undertaking for the literacy team. They promote this night to parents, students and staff throughout the school year. Battle of the Books is included during this night and students are encouraged throughout the year to prepare for this event by reading pre-selected books.

Throughout the year, the literacy team also evaluates the implementation of the district literacy initiatives. This team will brainstorm suggestions and ideas to enhance the current implementation.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction.

One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLCs). The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

• Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures
• Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants
• Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events
• Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time
• Establish and maintain relationships with colleges and officials in the field of education to promote the District
• Maintain regular contact with designated recruiter to improve talent acquisition effectiveness

Calusa continues to accept interns for local colleges and pair them with the strongest teachers. We have been able to hire many of our interns upon completion of their program. Extensive training and support is given to all new staff to increase retention rates.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

Each year we look at the new teacher and consider the grade level they teach and learning style when creating the pairing between mentor and mentee. All mentees have been through the clinical education training and have volunteered to mentor.

1. The mentors and mentee will meet weekly for the first few months of school to review the mentees plans, provide guidance and answer questions.

2. The mentors and mentee will meet biweekly starting in November.

3. The mentee will visit the mentors' classroom to observe the mentor model effective instruction.

4. The mentor will informally observe the mentee teacher and provide feedback at least once a semester.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

• Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
• Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

The school utilizes a scope and sequence and instructional programs and materials that are adopted and supported by the District.

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

All interventions programs are researched to ensure that they are aligned with the Florida State Standards. The school also utilizes resources and materials that are provided by the state such as CPalms.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.
• Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
• Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

The school-based MTSS Leadership Team will meet weekly to review universal screening data, diagnostic data, and progress monitoring data and to review the SIP structures. Based on this information, the team will identify the professional development activities needed to create effective learning environments, determine if changes need to be made in the SIP strategies, funding or resources and determine if student needs are being met. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team.

The MTSS/RTI team will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.
* Problem Solving Model
The four steps of the Problem Solving Model are:
Problem Identification entails identifying the problem and the desired behavior for the student.
Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

An ongoing process for identifying researched based interventions is in place. Student needs are directly matched to researched based intervention. The team meets weekly to review the students case load and monitor the weekly data that has been collected by the teachers and passed on to the case-mangers.

Before, during and after school tutorials are provided for all students requiring additional support in their core subject areas. These students are identified by the process described above. Small group instruction is utilized throughout the day to ensure that interventions are being implemented with fidelity and that all instruction is differentiated to meet the needs of individual students.

The master schedule is set up with an uninterrupted 90 minute reading block and a 30 minutes for interventions. Intervention above and beyond those times are created for students in the Tiers. A balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs is utilized.

Administration provides materials and resources aligned to the Florida Standards to support the Core

and intervention instruction. On going assessments that are aligned with the standards are utilized to guide individual and class instruction.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 130

Before and after school tutorials are offered January through April. Students are targeted for extra support in the Core academic subjects. Students are homogeneously grouped according to needs and matched with the appropriate teachers. Targeted students are also offered Science and Math enrichment. After school opportunities for learning are therefore, offered to students of all levels.

Strategy Rationale

The extra small group individualized instruction with students of like needs will close the learning gap.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Rivelli-Schreiber, Dianne, dianne.rivelli-schreiber@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Pre- and post tests, lesson plans are collected and evaluated. Administrators conduct classroom walkthroughs and after student achievement data becomes available students in extended day activities are tracked to see if it was effective.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Administration contacts local preschools and provides school readiness literature. An invitation is extended for tours and small group meeting with the preschool personnel as well as parents. A monthly tour and communication session is provided. A kindergarten round-up is held in in the month of May for parents.

b. College and Career Readiness

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

We organize a Career Day in November to promote various careers. We participate in Colege Fridays to promote higher education. We invite business partners in to share their career, industry, or community organization.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

We offer STEM, PE, Media, Art, and Computers.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Participate in STEM on the Fine Arts rotation.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](link), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

[1] = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If we provide effective and relevant instruction to meet the needs of all students then we will increase reading on grade level by 3rd grade.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we provide effective and relevant instruction to meet the needs of all students then we will increase reading on grade level by 3rd grade. 1a

🔍 G094953

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - Grade 3	95.0
FSA ELA Achievement - Grade 3	84.0
ELA/Reading Lowest 25% Gains	70.0
ELA/Reading Gains	75.0

Targeted Barriers to Achieving the Goal 3

- All teachers including support instructional teams (ESE and ELL) need to effectively monitor and track student progress on the standards in order to ensure they are delivering effective and relevant instruction to meet the needs of all students. During PLCs, teachers need to share best practices, participate in instructional rounds, analyze data, develop success criteria, and monitor using the LSI Tracker.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Marzano Learning Science Team-professional developers- LSI Tracker LSI Growth Tracker Academic notebooks Complex texts and varied texts Professional resources such The Art and Science of Teaching, Notebook Connections, Essentials of Rigor books Essentials for Rigor Training resources Unpacked standards Learning Sciences Instructional Coaches LAFS

Plan to Monitor Progress Toward G1. 8

Review of:
LSI Tracker
Student data and classroom walkthrough data:
Performance based tasks
Diagnostic data
Other classroom assessments
Instructional rounds data
Marzano evaluation tool-more evidence of DQ 4 cognitively complex tasks

Person Responsible
Dianne Rivelli-Schreiber

Schedule
Daily, from 9/1/2017 to 6/1/2018

Evidence of Completion
Student achievement data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

1 = Problem Solving Step   S123456 = Quick Key

G1. If we provide effective and relevant instruction to meet the needs of all students then we will increase reading on grade level by 3rd grade. 1

🔍 G094953

G1.B1 All teachers including support instructional teams (ESE and ELL) need to effectively monitor and track student progress on the standards in order to ensure they are delivering effective and relevant instruction to meet the needs of all students. During PLCs, teachers need to share best practices, participate in instructional rounds, analyze data, develop success criteria, and monitor using the LSI Tracker. 2

🔍 B255505

G1.B1.S1 Teachers participate in review/initial PD for the LSI Tracker to include setting up classes and selecting reading as their targeted subject. 4

🔍 S270019

Strategy Rationale

Provide time for teachers to collaborate and create their classes together in the PD

Action Step 1 5

During PLCs teachers will receive PD on the LSI Tracker.

Person Responsible

Dianne Rivelli-Schreiber

Schedule

Biweekly, from 8/8/2017 to 6/1/2018

Evidence of Completion

Data will be analyzed within the LSI Tracker

Action Step 2 5

During PLCs, teachers share best practices to support one another with planning and delivering scaffolds that support student learning throughout the entire lesson.

Person Responsible

Dianne Rivelli-Schreiber

Schedule

Biweekly, from 8/8/2017 to 6/1/2018

Evidence of Completion

PLC Agenda, Lesson Plans

Action Step 3 `5`

Teachers will participate in instructional rounds, debrief to share effective strategies being taught and determine how they will integrate these best practices in their upcoming lessons.

Person Responsible

Dianne Rivelli-Schreiber

Schedule

Monthly, from 8/8/2017 to 6/1/2018

Evidence of Completion

Instructional rounds schedule, debrief notes, lesson plans

Action Step 4 `5`

During PLCs, teachers will analyze data to identify student needs and develop success criteria.

Person Responsible

Dianne Rivelli-Schreiber

Schedule

Biweekly, from 8/8/2017 to 6/1/2018

Evidence of Completion

student needs identified and success criteria

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

PLC Leaders and Admin will monitor using "Look Fors" and Data in Tracker

Person Responsible

Dianne Rivelli-Schreiber

Schedule

Weekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Administrators will provide coaching feedback to teachers after conducting any form of observation or tracking.

Person Responsible

Dianne Rivelli-Schreiber

Schedule

Daily, from 9/1/2017 to 6/1/2018

Evidence of Completion

iObservation comments, PLC Notes, and 1:1 meetings.

G1.B1.S2 Students will use academic notebooks to increase engagement in their learning. 4

S270020

Strategy Rationale

Teachers are able to monitor the work monitoring the academic notebooks.

Action Step 1 5

Students use academic notebooks to document their progress on the LAFS within the units of study.

Person Responsible

Dianne Rivelli-Schreiber

Schedule

Monthly, from 9/1/2017 to 2/28/2018

Evidence of Completion

student academic notebooks

Action Step 2 5

Teachers are to bring samples of these academic notebooks to PLCs to ensure that appropriate strategies are being implemented to meet the needs of our students.

Person Responsible

Dianne Rivelli-Schreiber

Schedule

Monthly, from 9/1/2017 to 2/28/2018

Evidence of Completion

PLC agenda, strategies discussed

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Teachers will be asked to bring student samples to monthly meetings.

Person Responsible

Dianne Rivelli-Schreiber

Schedule

Monthly, from 9/1/2017 to 2/28/2018

Evidence of Completion

Student samples of academic notebooks

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Person Responsible

Schedule

Evidence of Completion

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S2.MA1 M385837	[no content entered]		No Start Date		No End Date one-time
G1.B1.S2.MA1 M385838	Teachers will be asked to bring student samples to monthly meetings.	Rivelli-Schreiber, Dianne	9/1/2017	Student samples of academic notebooks	2/28/2018 monthly
G1.B1.S2.A1 A361181	Students use academic notebooks to document their progress on the LAFS within the units of study.	Rivelli-Schreiber, Dianne	9/1/2017	student academic notebooks	2/28/2018 monthly
G1.B1.S2.A2 A361182	Teachers are to bring samples of these academic notebooks to PLCs to ensure that appropriate...	Rivelli-Schreiber, Dianne	9/1/2017	PLC agenda, strategies discussed	2/28/2018 monthly
G1.MA1 M385839	Review of: LSI Tracker Student data and classroom walkthrough data: Performance based tasks...	Rivelli-Schreiber, Dianne	9/1/2017	Student achievement data	6/1/2018 daily
G1.B1.S1.MA1 M385835	Administrators will provide coaching feedback to teachers after conducting any form of observation...	Rivelli-Schreiber, Dianne	9/1/2017	iObservation comments, PLC Notes, and 1:1 meetings.	6/1/2018 daily
G1.B1.S1.MA1 M385836	PLC Leaders and Admin will monitor using "Look Fors" and Data in Tracker	Rivelli-Schreiber, Dianne	9/1/2017		6/1/2018 weekly
G1.B1.S1.A1 A361177	During PLCs teachers will receive PD on the LSI Tracker.	Rivelli-Schreiber, Dianne	8/8/2017	Data will be analyzed within the LSI Tracker	6/1/2018 biweekly
G1.B1.S1.A2 A361178	During PLCs, teachers share best practices to support one another with planning and delivering...	Rivelli-Schreiber, Dianne	8/8/2017	PLC Agenda, Lesson Plans	6/1/2018 biweekly
G1.B1.S1.A3 A361179	Teachers will participate in instructional rounds, debrief to share effective strategies being...	Rivelli-Schreiber, Dianne	8/8/2017	Instructional rounds schedule, debrief notes, lesson plans	6/1/2018 monthly
G1.B1.S1.A4 A361180	During PLCs, teachers will analyze data to identify student needs and develop success criteria.	Rivelli-Schreiber, Dianne	8/8/2017	student needs identified and success criteria	6/1/2018 biweekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If we provide effective and relevant instruction to meet the needs of all students then we will increase reading on grade level by 3rd grade.

G1.B1 All teachers including support instructional teams (ESE and ELL) need to effectively monitor and track student progress on the standards in order to ensure they are delivering effective and relevant instruction to meet the needs of all students. During PLCs, teachers need to share best practices, participate in instructional rounds, analyze data, develop success criteria, and monitor using the LSI Tracker.

G1.B1.S1 Teachers participate in review/initial PD for the LSI Tracker to include setting up classes and selecting reading as their targeted subject.

PD Opportunity 1

During PLCs teachers will receive PD on the LSI Tracker.

Facilitator

Tracking Team, PLC Leaders, LSI

Participants

All Teachers

Schedule

Biweekly, from 8/8/2017 to 6/1/2018

PD Opportunity 2

During PLCs, teachers share best practices to support one another with planning and delivering scaffolds that support student learning throughout the entire lesson.

Facilitator

Grade level PLC Leader

Participants

All Teachers

Schedule

Biweekly, from 8/8/2017 to 6/1/2018

PD Opportunity 3

Teachers will participate in instructional rounds, debrief to share effective strategies being taught and determine how they will integrate these best practices in their upcoming lessons.

Facilitator

Adminstrators

Participants

Teachers (on a rotational schedule)

Schedule

Monthly, from 8/8/2017 to 6/1/2018

PD Opportunity 4

During PLCs, teachers will analyze data to identify student needs and develop success criteria.

Facilitator

Tracking Team, PLC Leaders, Adminstrators

Participants

All Teachers

Schedule

Biweekly, from 8/8/2017 to 6/1/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	During PLCs teachers will receive PD on the LSI Tracker.	$0.00
2	G1.B1.S1.A2	During PLCs, teachers share best practices to support one another with planning and delivering scaffolds that support student learning throughout the entire lesson.	$0.00
3	G1.B1.S1.A3	Teachers will participate in instructional rounds, debrief to share effective strategies being taught and determine how they will integrate these best practices in their upcoming lessons.	$0.00
4	G1.B1.S1.A4	During PLCs, teachers will analyze data to identify student needs and develop success criteria.	$0.00
5	G1.B1.S2.A1	Students use academic notebooks to document their progress on the LAFS within the units of study.	$0.00
6	G1.B1.S2.A2	Teachers are to bring samples of these academic notebooks to PLCs to ensure that appropriate strategies are being implemented to meet the needs of our students.	$0.00
		Total:	$0.00