

The School District of Palm Beach County

Calusa Elementary School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	10
Budget to Support Goals	13

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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	24%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

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>.

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.

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.

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.

School Leadership Team

Membership

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

Name	Title
Green, Lindsay	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
Griffith, Dana	Teacher, K-12
Morris, Laura	Teacher, K-12
Curra, GraceMarie	Teacher, K-12
Burton, Kelly	Teacher, K-12

Duties

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

Team Leaders and Leadership Team Members meet once a month to review the school improvement plan and goals to determine if progress is being made towards those annual goals.

Early Warning Systems

Year 2017-18

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	17	14	15	26	20	0	0	0	0	0	0	0	116
One or more suspensions	0	0	1	3	3	3	0	0	0	0	0	0	0	10
Course failure in ELA or Math	28	34	34	35	56	33	0	0	0	0	0	0	0	220
Level 1 on statewide assessment	0	0	0	16	24	14	0	0	0	0	0	0	0	54

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	7	4	3	16	31	20	0	0	0	0	0	0	0	81

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	2	0	0	0	0	0	0	0	0	0	0	4
Retained Students: Previous Year(s)	0	2	5	11	10	5	0	0	0	0	0	0	0	33

Date this data was collected

Thursday 8/16/2018

Year 2016-17 - 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	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

Year 2016-17 - 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	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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Math Low 25% in both 4th & 5th grade showed a 2% decline from FY17 to FY18. This is a trend due to the fact that in FY16, the low 25% scored 72%.

Which data component showed the greatest decline from prior year?

Math Low 25% by 2%

Which data component had the biggest gap when compared to the state average?

ELA Achievement had a positive gap in the fact that Calusa was over the state by 28% points.

Which data component showed the most improvement? Is this a trend?

ELA Low 25% showed the most improvement by 13%+.

Describe the actions or changes that led to the improvement in this area.

Intervention programs, time spent on small group instruction, targeted small groups based on reading deficiencies, and intense tutorial program.

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	84%	57%	56%	81%	52%	52%
ELA Learning Gains	72%	61%	55%	76%	56%	52%
ELA Lowest 25th Percentile	70%	56%	48%	71%	51%	46%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Achievement	85%	65%	62%	86%	61%	58%
Math Learning Gains	75%	63%	59%	80%	61%	58%
Math Lowest 25th Percentile	65%	53%	47%	72%	51%	46%
Science Achievement	81%	56%	55%	74%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	24 (24)	17 (14)	14 (19)	15 (23)	26 (11)	20 (31)	116 (122)
One or more suspensions	0 (1)	0 (0)	1 (2)	3 (0)	3 (3)	3 (2)	10 (8)
Course failure in ELA or Math	28 (31)	34 (38)	34 (42)	35 (55)	56 (44)	33 (46)	220 (256)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	16 (22)	24 (19)	14 (26)	54 (67)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	83%	56%	27%	57%	26%
	2017	79%	54%	25%	58%	21%
Same Grade Comparison		4%				
Cohort Comparison						
04	2018	79%	58%	21%	56%	23%
	2017	78%	57%	21%	56%	22%
Same Grade Comparison		1%				
Cohort Comparison		0%				
05	2018	84%	59%	25%	55%	29%
	2017	77%	52%	25%	53%	24%
Same Grade Comparison		7%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	82%	63%	19%	62%	20%
	2017	82%	62%	20%	62%	20%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	79%	63%	16%	62%	17%
	2017	84%	64%	20%	64%	20%
Same Grade Comparison		-5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-3%				
05	2018	87%	66%	21%	61%	26%
	2017	83%	61%	22%	57%	26%
Same Grade Comparison		4%				
Cohort Comparison		3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	78%	56%	22%	55%	23%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	65	61	60	70	70	63	76				
ELL	70	68	78	78	73	67	63				
ASN	96	90		96	90						
BLK	70	71		64	50						
HSP	83	72	69	83	82	73	84				
MUL	87	56		91	81						
WHT	84	72	69	87	73	65	80				
FRL	77	75	74	75	73	69	71				
2017 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	57	47	36	54	50	43	42				
ELL	55	71	69	64	71	68					
ASN	91	86		100	86						
BLK	69	53		66	84						
HSP	77	67	63	83	70	64	74				
MUL	89	80		95	80						
WHT	83	69	56	85	71	65	76				
FRL	73	59	58	77	69	59	60				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title 3rd Grade Reading

Rationale Supporting the District wide Strategic Plan to increase 3rd grade literacy.

Intended Outcome 88% scoring level 3 or above on the 2019 ELA FSA

Point Person Dana Griffith (dana.e.griffith@palmbeachschools.org)

Action Step

In following the school districts Pillars of Effective Instructions, students are immersed in complex and rigorous task encompassing the full intent of the Florida State Standards and content required by the Florida State Statute 1003.42 continuing to develop a single school culture and appropriate areas of multicultural diversity with the focus on Reading, Writing and Math in all subject areas.

Description

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

- (a) History of Holocaust
- (b) History of Africans and African Americans
- (c) Hispanic Contributions
- (d) Women's Contributions
- (e) Sacrifices of Veterans, and the value of Medal of Honor recipients

Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Small group instruction and reading interventions in primary K-2 to include LLI and Foundations to close the reading deficiency gap before coming to grade 3. Grade 3 teachers to monitor, meet in small groups, track data, set goals, have students use reading notebooks, and use accountable talk/signs to monitor participation.

Person Responsible Brittanie Chirico (brittanie.chirico@palmbeachschools.org)

Plan to Monitor Effectiveness

Description Monitoring effectiveness of interventions and in lesson plans. Classroom observations, data review, and review of students' work.

Person Responsible Carrie Thornberry (carrie.thornberry@palmbeachschools.org)

Activity #2	
Title	Low 25% Math
Rationale	Trending decline in the performance of 4th & 5th graders identified in our low 25% for math.
Intended Outcome	75% or higher of the Low 25% in grade 4 & 5 will make learning gains on the Math FSA.
Point Person	Laura Morris (laura.morris@palmbeachschools.org)
Action Step	
Description	Implement Math iii time during the day to focus on math interventions and math fluency. Students working independently before team collaboration to experience productive struggle within the intent of the standard.
Person Responsible	GraceMarie Curra (grace.odowd@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	Using data from sources such as FSQ, USA, Winter Diagnostics, and iReady to help monitor the students' progress in our Low 25%.
Person Responsible	Charlie Fisher (charles.fisher@palmbeachschools.org)
Activity #3	
Title	Achievement of Subgroups: Black Males & SWD
Rationale	Black Males and SWD scored lower on the 2018 FSA than compared to counterparts.
Intended Outcome	Comparable proficiency and learning gains to other subgroups on the 2019 FSA for ELA proficiency and all math cells on School Grade.
Point Person	Chari Gordon (chari.gordon@palmbeachschools.org)
Action Step	
Description	Data Chats with teachers & students to set goals and monitor progress. Ensure black males and SWD are participating in small group instruction and remediation for math. Monitor data from iReady, FSQ, USA, and Diagnostics.
Person Responsible	Dianne Rivelli-Schreiber (dianne.rivelli-schreiber@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	Bi-monthly though reports in EDW & Performance Matters.
Person Responsible	Dianne Rivelli-Schreiber (dianne.rivelli-schreiber@palmbeachschools.org)

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, Â§ 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.

Building positive relationships with families is a huge priority at our 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.

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.

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.

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 the month of May for parents.

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, 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, SLP, 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.

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

We participate in Colege Fridays to promote higher education. We invite business partners in to share their career, industry, or community organization.

Part V: Budget

Total:

\$5,183.00