

The School District of Palm Beach County

# Calusa Elementary School



## 2021-22 Schoolwide Improvement Plan

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# Calusa Elementary School

2051 CLINT MOORE RD, Boca Raton, FL 33496

<https://cale.palmbeachschools.org>

## Demographics

**Principal: Susan Figueroa**

Start Date for this Principal: 7/1/2016

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	30%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (80%) 2017-18: A (76%) 2016-17: A (72%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan is pending approval by the 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 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](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

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## 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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	21%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

### School Grades History

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

### School Board Approval

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### SIP Authority

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

<https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

##### 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Rivelli-Schreiber, Dianne	Principal	Facilities PLC'S and academic planning with teachers. Provides support with specific behavior needs of students. Provides Leadership, Observations, monitor performance, set goals, analyze data, low 25% interventions. Provides communication between home and school.
LeClair, Meryn	Teacher, K-12	As a team leader, attend all meetings that consist of administration and other grade chairs. Relevant information regarding student learning and school improvement are shared and then taken back and shared with team. Opportunities for team to share their concerns in confidentially with team leader privately, as well as amongst the team. Assist in leading PLC's to plan standards based lessons, activities, teaming activities to support student engagement and learning. As SAC chair, organize and facilitate SAC meetings and serve as liaison between school and community. Shares school data as well as school improvement data with SAC members.
Schwarz, Kara	Assistant Principal	Assists in facilitating PLC'S and academic planning with teachers. Teacher observations. Provides support with specific behavior needs of students. Assists with transportation needs. Organizes and facilitates materials for standardized testing. Serves as a liaison between the school and community as it relates to COVID information/protocols. Set goals, analyze data and facilitate and support lowest 25% of student performance.
Wotton, Christopher	Assistant Principal	Provides support with specific behavior needs of students. Facilitates solution center referrals, communication between parent/teacher. Supports textbook needs/inventory within the school. Assists with transportation needs. Organizes and facilitates materials for standardized testing. Leadership and Teacher observations. Set goals, analyze data and facilitate and support lowest 25% of student performance
Gordon, Chari	Teacher, ESE	As a team leader, attend all meetings that consist of administration and other grade chairs. Relevant information regarding student learning and school improvement are shared and then taken back and shared with team. Opportunities for team to share their concerns in confidentially with team leader privately, as well as amongst the team. Plan, schedule and assist in developing IEP's/EP's for students. Lead School Base Team to support needs of teachers/students in the Rtl process. Set goals, analyze data and facilitate and support lowest 25% of student performance.
Thornberry, Carrie	School Counselor	As a guidance counselor and member of School Base Team support teachers in developing 504 plans to facilitate learning and academic success with specific students. Provide social emotional learning strategies to all students, K-5 as part of the fine arts team, as well as independently providing counseling to identified students.



Name	Position Title	Job Duties and Responsibilities
Scharf, Jennifer	Teacher, K-12	As a team leader, attend all meetings that consist of administration and other grade chairs. Relevant information regarding student learning and school improvement are shared and then taken back and shared with team. Opportunities for team to share their concerns in confidentially with team leader privately, as well as amongst the team. Assist in leading PLC's to plan standards based lessons, activities, teaming activities to support student engagement and learning.

## Demographic Information

### Principal start date

Friday 7/1/2016, Susan Figueroa

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

19

**Total number of teacher positions allocated to the school**

80

**Total number of students enrolled at the school**

1,236

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

13

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

13

### Demographic Data

## Early Warning Systems

**2021-22**

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	184	229	222	197	215	189	0	0	0	0	0	0	0	1236
Attendance below 90 percent	0	15	6	7	9	7	0	0	0	0	0	0	0	44
One or more suspensions	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	21	30	15	20	12	0	0	0	0	0	0	0	98
Course failure in Math	0	4	9	9	20	16	0	0	0	0	0	0	0	58
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	49	46	39	45	45	0	0	0	0	0	0	0	224
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	41	32	0	0	0	0	0	0	0	73
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	34	22	0	0	0	0	0	0	0	56

#### 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	8	10	7	16	9	0	0	0	0	0	0	0	50

#### 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	6	0	0	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### Date this data was collected or last updated

Tuesday 7/20/2021

#### 2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	167	215	195	192	195	207	0	0	0	0	0	0	0	1171
Attendance below 90 percent	0	16	8	6	9	8	0	0	0	0	0	0	0	47
One or more suspensions	0	0	0	1	2	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	31	23	30	17	27	0	0	0	0	0	0	0	128
Course failure in Math	0	1	8	10	10	12	0	0	0	0	0	0	0	41
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	0	33	30	0	0	0	0	0	0	0	63
FY20 Math Winter Diag Levels 1 & 2	0	0	0	0	24	23	0	0	0	0	0	0	0	47

**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	8	11	10	11	15	0	0	0	0	0	0	0	55

**The number of students identified as retainees:**

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

**2020-21 - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	167	215	195	192	195	207	0	0	0	0	0	0	0	1171
Attendance below 90 percent	0	16	8	6	9	8	0	0	0	0	0	0	0	47
One or more suspensions	0	0	0	1	2	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	31	23	30	17	27	0	0	0	0	0	0	0	128
Course failure in Math	0	1	8	10	10	12	0	0	0	0	0	0	0	41
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	0	33	30	0	0	0	0	0	0	0	63
FY20 Math Winter Diag Levels 1 & 2	0	0	0	0	24	23	0	0	0	0	0	0	0	47

**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	8	11	10	11	15	0	0	0	0	0	0	0	55

**The number of students identified as retainees:**

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

**Part II: Needs Assessment/Analysis****School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				84%	58%	57%	84%	57%	56%
ELA Learning Gains				80%	63%	58%	72%	61%	55%
ELA Lowest 25th Percentile				77%	56%	53%	70%	56%	48%
Math Achievement				88%	68%	63%	85%	65%	62%
Math Learning Gains				77%	68%	62%	75%	63%	59%
Math Lowest 25th Percentile				72%	59%	51%	65%	53%	47%
Science Achievement				79%	51%	53%	81%	56%	55%

**Grade Level Data Review - State Assessments**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	77%	54%	23%	58%	19%
Cohort Comparison						
04	2021					
	2019	85%	62%	23%	58%	27%
Cohort Comparison		-77%				
05	2021					
	2019	85%	59%	26%	56%	29%
Cohort Comparison		-85%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	85%	65%	20%	62%	23%
Cohort Comparison						
04	2021					
	2019	83%	67%	16%	64%	19%
Cohort Comparison		-85%				
05	2021					
	2019	88%	65%	23%	60%	28%
Cohort Comparison		-83%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	78%	51%	27%	53%	25%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

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

Progress monitoring allows teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be used to monitor and support student learning:

Grades K-2, we will use iReady and Successmaker.

Grades 3-5, we will use iReady in the fall, District diagnostics in the winter and USA's in the Spring.

-iReady: Provides user-friendly dashboards and clear reports with actionable data that give teachers a foundational understanding of students' strengths and areas of need.

-Unit Standardized Assessments USA's gives teachers data on how well the students have mastered the standard. Supports the monitoring of student learning and provides ongoing feedback that instructors can use to make adjustments to instruction to improve student learning.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	59.7	56.0	67.6
	Economically Disadvantaged	42.4	33.3	33.3
	Students With Disabilities	43.8	17.6	29.4
	English Language Learners	41.7	53.3	64.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	97.4	93.9	96.1
	Economically Disadvantaged	100.	85.4	88.9
	Students With Disabilities	100.	81.3	88.2
	English Language Learners	0	100	100
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	68.3	66.5	76.4
	Economically Disadvantaged	45.2	41.9	54.5
	Students With Disabilities	52.9	35.3	41.2
	English Language Learners	61.1	58.8	66.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	95.2	98.5
	Economically Disadvantaged	0	88.6	97.9
	Students With Disabilities	0	70.6	82.4
	English Language Learners	0	100.0	100.0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	76.2	93.7	93.
	Economically Disadvantaged	73.9	93.6	92.2
	Students With Disabilities	37.5	76.	73.1
	English Language Learners	40.0	85.	81.8
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	100	91.1	90.6
	Economically Disadvantaged	100.	83.3	86.3
	Students With Disabilities	0	61.5	76.9
	English Language Learners	0	81	87
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	61.4	93.3	90.7
	Economically Disadvantaged	47.2	94.7	92.5
	Students With Disabilities	18.8	91.7	80.
	English Language Learners	25.0	90.9	92.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	82.8	88.5	87.4
	Economically Disadvantaged	78.4	86.8	85.4
	Students With Disabilities	55.6	77.8	72.2
	English Language Learners	78.6	73.3	68.8

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	58.6	88.6	92.4
	Economically Disadvantaged	57.4	77.1	84.6
	Students With Disabilities	20.	61.5	72.4
	English Language Learners	28.6	81.3	82.4
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	92.1	88.8	83.1
	Economically Disadvantaged	89.8	82.4	71.4
	Students With Disabilities	76	69.2	53.3
	English Language Learners	81.3	81.3	64.7
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	89.3	92.8	94.4
	Economically Disadvantaged	80.4	86.3	92.2
	Students With Disabilities	59.3	69.	72.4
	English Language Learners	81.3	87.5	82.4

### Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	63	69	50	58	69		42				
ELL	72	75		71	67		69				
ASN	88			92							
BLK	72			67							
HSP	80	71	67	76	56	47	61				
MUL	83			80							
WHT	89	85	65	86	66	65	81				
FRL	80	68	69	69	53	53	63				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	60	67	62	57	61	55	50				
ELL	77	86	82	86	80	79	77				



2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ASN	100	87		96	87						
BLK	52	78		73	79	77					
HSP	81	84	79	89	76	72	90				
MUL	87	83		81	72		85				
WHT	87	77	71	89	79	70	75				
FRL	76	80	84	80	77	68	75				
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				

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	71
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	566
Total Components for the Federal Index	8
Percent Tested	93%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	59
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	71
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	90
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	70
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	65
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	82
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	77
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	66
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

FY21 Winter Diag vs. FSA21 results shows: ELA: +4 pts in Gr 3, +4 pts in Gr 4, +4 pts in Gr 5. Math: -8 pts in Gr 3, -3 pts in Gr 4, -6 pts in Gr 5. and Science: -5 pts in Gr 5

Within the end of year adaptive technology data (iReady), we see the following percentages are on grade level:

K-5 iReady: 63.9%. Within the end of year adaptive technology data (SuccessMaker), we see the following percentages are on grade level: K-5 SuccessMaker: 90.56% at proficiency level.

Our data trends show that a focus on literacy that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas. We will specifically focus on our ESSA identified subgroups; ELL and SWD students; who will receive strategic, be targeted support through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring.

Our after school virtual tutorial program offered students learning options after hours. All teachers, including Fine Arts teachers collaborated to ensure program success. Students used a google classroom platform to find the work and link to live google meets for tutorial lessons/work.

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

Based on this data trend our focus will be to increase learning gains and achievement for grade 3 in addition to focusing on the needs of our students with disabilities. If we do not support these concerns, we are increasing the learning gaps, and students' improvement journey. When we focus on literacy, math and science with remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas we will support all learners.

The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. In addition to falling behind in academics, students who are not in school on a regular basis are more likely to be involved. This negatively affects their social and emotional growth towards their future success. We will be targeting students with excessive absenteeism through the Attendance Committee and SBT. We will be implementing district initiatives as well as setting up plans for students that are missing more than 10% of school days. At Calusa, we develop student engagement and participation towards 100% attendance through various incentives and recognition. For example, we do drawings for donated school spirit shirts and hoodies.

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

During FY20, We had 8 teachers resign or take leave mid year leaving those positions open, resulting in class/teacher changes for many grade levels. During FY20 and FY21, more than one-third of our students were virtual learners. Instruction, services, and therapies were provided virtually. There were attendance concerns of virtual learners remaining online for the entire school day. Teachers that needed to quarantine caused interruptions in instruction and support services. Students that were quarantined were able to attend their class virtually. We experienced a lack of participation in tutorials, this was very apparent during FY21. There was a significant increase in social-emotional behavioral issues among this subgroup. Virtual PLCs were established. We introduced our new instructional platforms; Peardeck, Smart Suite, engagement platforms HyperDoc, Google Classroom, and Google Meets to ensure all students equal opportunity to learn and be supported.

Effective literacy instruction develops students' abilities through the integration of reading, writing, and content instruction support and enrich each other. Students provided with experience in all these areas if they are to achieve success. Actively discussing texts encourages learners to make connections and think deeply about the ideas contained in texts. Mathematics learning at the elementary level correlates over the long term with school readiness and academic achievement. Mathematics introduces students to concepts, skills and thinking strategies that are essential in everyday life and support learning across the curriculum.

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

ELA demonstrated an increase of 7.2% in grade 3 and 2.3% in grade 4. 100% of the students participating in 5th grade AMP (math) scored level 3 or higher on the 6th grade Math FSA. Students in 4th grade scored 2.1% higher on the Math from 2019 to 2021. Students who participated learning on campus had on average a 4% higher percentage of level 3 and above on the 3rd & 4th ELA. This is also the case for students in 3rd & 5th who scored about 9% higher when on campus for instruction vs participating in distance learning.

Our subgroups demonstrated a significant increase as summarized below:

Asian - highest performance of level 3+ on the ELA and Math FSA

Females- 3% higher level 3+ on the ELA while Males- 3.3% higher on the Math

The highest points earned by category was the Lang/Editing Tasks at 70% and 60% on the Text Based Writing in 4th & 5th grade ELA. Calusa was 11-18 points higher in all ELA category areas & 17-51 points higher in all Math categories as compared to the District.

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

Within the Core, we focused on the use of formative assessments, teachers are able to consistently monitor student mastery of standards and have the ability to adjust to remediate and conduct small groups based on student need. The teachers kept parents abreast of student achievement and underperformance through parent phone calls and conferences. In addition, they sent home progress reports that parents had to sign. All teachers held all students to high expectations. Strategic PLCs implemented to analyze data, monitor student progress, and develop lessons plans to support all student learning.

At Calusa, we focused on student achievement, student-learning gains and overall social / emotional growth. We dedicated time to the following priorities to ensure an equitable and equal opportunity for all our students by positively influencing:

- A clear and focused path to success

- Development of time management & preparedness
- Increased intrinsic motivation
- Self-Measurement progress
- Increased self-confidence and independence
- Development of Grit and Resilience in facing challenges
- Enhanced Social-Emotional Learning opportunities

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

ELA and Math- During PLCs, we will focus on developing effective and relevant instruction through: unpacking standards, analyzing data, developing standards based lesson using vetted resources and materials from the District, share best practices, incorporate research based strategies included but not limited to balanced literacy, small group instruction, and differentiated learning. Teachers will engage in common planning to improve instructional capacity. Professional development opportunities include district support/training. Teachers are encouraged to share best practice implementation at PLCs and Team Planning as a way of increasing grade level capacity as a whole. By developing strong teachers, we are able to increase student achievement as well as close the achievement gap.

Low 25% Learning Gains - If we focus on a positive impact to learning gains by ensuring standards based instruction and effective use of research-based strategies and resources, we will ensure student learning and improved student achievement towards grade level success and ensure continuous improvement. Early identification of our Low 25% will allow for ample tracking and support to ensure their growth. Low 25% students will receive interventions in the targeted subject area. If we are able to implement a tutoring program in the FY22 school year, these students will continue receiving priority for tutoring sessions that include math, ELA, and writing.

### **Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Through the use of Professional Development/Professional Learning Communities, teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups achieving below the Federal Index. PLCs continue to be an active part of our school schedule; they receive embedded PD. K-2 Teachers received training in the new Benchmark ELA curriculum during the summer. Teachers continue to receive training from the district to support the new reading series.

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

Our primary focus continues to be implementing standards-based instruction and differentiating instruction by providing small group support. Resources and strategies aligned to grade level standards

are put in place to support students who are not performing at grade level. After school tutorials will begin in January 2022. Teachers, including resource teachers collaborate weekly to ensure the academic success of our students.

1. Increase Reading Proficiency in Grade 3: Efforts are in place to strengthen reading skills in K-2 so that achievement gaps in reading are closed. ELL & SWD students provided targeted instruction using WIDA data results and iReady results. In addition to these assessments, district USAs are implemented.

2. All students are provided small group instruction with additional teacher support. The goal is to close achievement gaps prior to entering grade 3. Extended learning opportunities provided for students performing below grade level in gr 3.
2. Small Group Differentiated Instruction using rigorous texts designed to increase learning gains in ELA and Math. Data driven differentiated instruction planned to meet the needs of all students, Ongoing progress monitoring for all students. Students who fall within our ESSA Subgroups will be specifically monitored for progress & receive additional to support.
3. Literacy Across All Content Areas: Effective literacy skills enable student to analyze & think about content leading to a better understanding of concepts. During common planning and PLCs, teachers will plan implementation of ELA standards as they plan instruction in all content areas.

### Part III: Planning for Improvement

#### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA**

<b>Area of Focus Description and Rationale:</b>	<p>Our goal for FY22 will be to increase (+4%) from 86% to 90% scoring level 3 or higher on the 3rd grade ELA 2022. Our goal is to focus on 3rd grade ELA FSA as it relates to the districts focus of supporting the state mandated retention policy in 3rd grade.</p> <p>We will be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all of our students the opportunity to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard.</p>
<b>Measurable Outcome:</b>	<p>Our measurable goals for FY22 will be to increase (+4%) from 86% to 90% scoring level 3 or higher on the 3rd grade ELA 2022 FSA.</p> <p>Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an important step towards student achievement and school improvement. Teachers and administration use the data to make decisions about instruction and differentiated support for the students. At Calusa we strategically plan for a variety of monitoring techniques: Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolios, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology. The monitoring will be supported by key members of the leadership team: Assistant Principals, ESE Contact, &amp; ESOL Coordinator</p>
<b>Person responsible for monitoring outcome:</b>	<p>Dianne Rivelli-Schreiber (<a href="mailto:dianne.rivelli-schreiber@palmbeachschools.org">dianne.rivelli-schreiber@palmbeachschools.org</a>)</p>
<b>Evidence-based Strategy:</b>	<ol style="list-style-type: none"> <li>1. Incorporate small group instruction to support students learning at their ability or interventions with a variety of tasks, process, and product.</li> <li>2. FSA tutoring programs to ensure learning supplemented with additional resources and teacher support.</li> <li>3. Professional Learning Community (PLC) will ensure teachers collaboratively unite to focus on best practices and methodologies and plan standards based lessons to support student needs and success. Professional Developments will support the development of teacher expertise and instructional strategy success and focus.</li> </ol>
<b>Rationale for Evidence-based Strategy:</b>	<ol style="list-style-type: none"> <li>1. Small group instruction based on interventions determined with the SBT provides an opportunity for teachers to personalize the learning and provide direction instruction to students at varying reading levels.</li> <li>2. Tutorials will provide students with the additional supports for remediation/enrichment as needed and will ensure students receive the additional support for success.</li> <li>3. Data-based tracking utilizing various sources of student performance will be discussed/shared at PLCs based on long, mid, and short term data points. The data will be used for</li> </ol>



teachers focus on specific benchmarks in tutorial, small groups, and assigned extra iReady lessons.

### Action Steps to Implement

1. Incorporate Small group instruction: Students will be assessed using USA's & FSQ's Language Arts. Teachers will utilize differentiated instruction strategies & small groups in all language arts courses. Teachers will analyze student data to determine strengths & weaknesses & create all small group rotations to ensure all students supported at their abilities. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
2. Tutorials: (a) Analyze student data to determine students for tutorial groups & the support necessary and (b) Choose research-based supplemental materials/resources.
3. PLC's/Professional Development: (a) The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs and (b) Resource teachers will assist with standards-based planning to build teachers capacity with FSA standards and item specifications during PLCs. Teachers work collaboratively to plan & develop lessons focused on strategies aligned to the standards.

**Person Responsible** Dianne Rivelli-Schreiber (dianne.rivelli-schreiber@palmbeachschools.org)



**#2. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:** Our goal is to increase 10% in the low 25% making learning gains on the Math 2022 FSA. The results of our learning gains within our students as identified as our low 25% on the FY21 Math FSA were our lowest performing categories. The learning gains in Math within our lowest 25% has decreased by 18 percentage points over the course of two years, since FY19.

**Measurable Outcome:** Our measurable goal for FY22 will be to increase the Math learning gains of our students in our lowest 25% by 10% from 50% on the 2021 FSA to 60% on the 2022 FSA.

**Monitoring:** Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an important step towards student achievement and school improvement. Teachers and administration use the data to make decisions about instruction and differentiated support for the students. At Calusa we strategically plan for a variety of monitoring techniques: Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolios, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology. The monitoring will be supported by key members of the leadership team: Assistant Principals, ESE Contact, ESOL Coordinator.

**Person responsible for monitoring outcome:**

Dianne Rivelli-Schreiber (dianne.rivelli-schreiber@palmbeachschools.org)

**Evidence-based Strategy:**

1. Incorporate small group instruction to support students learning at their ability or interventions with a variety of tasks, process, and product.
2. FSA tutoring programs to ensure learning supplemented with additional resources and teacher support.
3. Professional Learning Community (PLC) will ensure teachers collaboratively unite to focus on best practices and methodologies and plan standards based lessons to support student needs and success. Professional Developments will support the development of teacher expertise and instructional strategy success and focus.

**Rationale for Evidence-based Strategy:**

1. Data-based tracking utilizing various sources of student performance will be based on long, mid, and short term data points. The data will be used for teachers focus on specific benchmarks in tutorial, small groups, and assigned extra SuccessMaker lessons.
2. Tutorials will provide students with the additional supports for remediation/enrichment as needed and will ensure students receive the additional support for success.
3. Small group instruction based on interventions determined with the SBT provides an opportunity for teachers to personalize the learning and provide direction instruction to students at varying reading levels.

**Action Steps to Implement**

1. Incorporate Small group instruction: Students will be assessed using USA's & FSQ's in Math. Teachers will utilize differentiated instruction strategies & small groups in all math courses. Teachers will analyze student data to determine strengths & weaknesses & create all small group rotations to ensure all students supported at their abilities. Teachers will create lesson plans utilizing a variety of resources,

instructional materials, and

teaching methodologies to support all learners.

2. Tutorials: (a) Analyze student data to determine students for tutorial groups & the support necessary.  
(b) Choose research-based supplemental materials/resources.

3. PLC's/Professional Development:

(a) The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs and (b) Resource teachers will assist with standards-based planning to build teachers capacity with FSA standards and item specifications during PLCs. Teachers work collaboratively to plan & develop lessons focused on strategies aligned to the standards.

**Person**

**Responsible**

Dianne Rivelli-Schreiber (dianne.rivelli-schreiber@palmbeachschools.org)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**When looking at SafeSchoolsforAlex.org we see our school ranks 135 out of 1,395 elementary schools statewide and a 4th out of 82 schools in the county. Our school ranks very low when compared to all elementary schools statewide. We reported 0.1 incidents per 100 students. We had zero property incidents and ranked**

**Moderate for Drug/Public Order incidents 836 out of 1395 for the State and 44 out of 82 for the County.**

**To support our students and make an impact on incidents we will integrate a Single School Culture by**

**sharing our Positive Behavior System and communicating these expectations to parents , and monitoring SwPBS through data, lessons and resources. We also have a mental health counselor to provide to support students. FortifyFL is communicated with all stakeholders to report any suspicious activity on campus. Suite360 is taught by our school Guidance Counselor to support SEL. Human Growth and Development lessons are implemented and taught in grades K-5 that focuses on but is not limited to hygiene, stranger safety and sexual health depending on the grade level. All instructional teachers have been provided safety red backpacks to use in the classroom and carry in all school settings. Walkie talkies have been provided to all staff members to ensure constant communication throughout the school day as it relates to safety.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

### Describe how the school addresses building a positive school culture and environment.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. Our SWPBS Team conducted a behavior matrix and posted expectation posters throughout the school, as well as kid friendly videos. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. We also have parent/family multicultural nights.

Our PBIS universal school guidelines and matrix is evident through specific practices and students will be responsible to abide by the guides to be a Safe, Optimistic, Achieving, and Respectful student. A single school culture of excellence will also be achieved by using our advisory sessions throughout the year.

Calusa Elementary continues to maintain a Single School Culture of excellence and strives to improve climate in a variety of ways. We continue to maintain a single school culture through PBIS quarterly celebrations as well as advisory sessions that discuss applicable topics based on school culture/climate and mental health. We also are implementing the mental health lessons mandated by the state of Florida utilizing the Suite360 lessons which are delivered to the students from their content-area teachers.

Suite 360 is the curriculum that the school district selected to implement the five-hour state mandated instruction related to youth mental health and awareness. Throughout the suite 360 curriculum, students participated in lessons on the following topics: Mental Health Awareness and Assistance, Healthy Coping Skills for Teens, #STOPTHESTIGMA- The Truth About Mental Health Conditions, Supporting Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the Process of Assessing Treatment.

The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have a SBHP.

Resources- 2-1-1 is a community helpline and crisis hotline that provides suicide prevention, crisis intervention, information, assessment, and referral to community services for people of all ages. Caring staff will listen to each individual's situation to provide information on available social services, community services and resources that include food assistance, medical clinics, foreclosure prevention, parenting info on developmental concerns (Help Me Grow) & special needs, senior services that include free "Sunshine"

daily calls, services for teens and more. Calls are Free, Confidential, and available 24/7.

Calusa Elementary has a "Flamingo Society" which provides additional resources (e.g., clothing, backpacks, supplies) that are provided to students experiencing homelessness. Our Case Manager and School Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met.

A District Migrant Liaison coordinates with our ESOL Coordinator and ESOL School Counselor to provide school and community support services for the families of our migrant students. These supports are supplemental to school-wide supports for students and families.

Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

Safe and Drug Free Schools initiatives such as Red Ribbon Week and other programs that support prevention of violence in and around the school are implemented on an ongoing basis.

The school nurse provides support and nutrition information for those students who have food allergies or have been diagnosed with diabetes.

Teaming is leveraged across all school staff to ensure the effective implementation of school initiatives and other programs, including weekly PLCs, weekly Administrative Collaboration, monthly Instructional Leadership Team meetings, monthly Wellness / Safety Meetings - to name a few.

Monitoring of attendance, including late drop-offs and early pick-ups by our teachers, the councilors, and the SBT is key to building a positive culture. To address the issue, the school-based team currently meets to discuss truancy with students and families. When appropriate, attendance contracts are signed and/or a home visit is made.

School-wide Positive Behavior is used to encourage students' academic and behavioral success. To celebrate that success students, certificates, individual rewards, and incentives. To highlight teachers' contributions to students' success, the School-wide Positive Behavior Team will provide incentives to teachers throughout the year for going above and beyond.

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

Administrators: Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs. Thus, principals can positively influence their school culture with strategies that encourage collaboration.

School Counselor: Supports a positive culture and environment through the lessons they teach that are unique and different from academic instruction. Through the small group interactions and experience for students, our counselor ensures students feel safe, welcome, and included.

Teachers: incorporate SwPBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral and academic outcomes for children and young people. to ensure all students have equitable and equal opportunity to learn in a positive environment. Tier 1: Universal Prevention (All) Tier 1 supports serve as the foundation for behavior and academics. Tier 2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have. Tier 3: Intensive, Individualized Prevention (Few)  
In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to the District's Strategic plan

our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

(g) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to teach in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as “Holocaust Education Week” in this state in recognition that November is the anniversary of Kristallnacht, is widely recognized as a precipitating event that led to the Holocaust.

(h) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(p) Study of Hispanics contributions standards prioritizes listing Hispanics of accomplishment, which reflects the standards’ overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Hispanics to society.

(q) Study of Women's Contributions standards prioritize listing women of accomplishment, which reflects the standards’ overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of women to society.

(t) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts are introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics are addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

## Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
Total:			\$0.00