# Calusa Elementary School



# 2021-22 Schoolwide Improvement Plan

## Table of Contents

# Calusa Elementary School

## 9580 W CALUSA CLUB DR, Miami, FL 33186

### http://calusa.dadeschools.net/

**Demographics**

## Principal: Suzet Hernandez M

Start Date for this Principal: 7/26/2018

| | |
|---|---|
| **2019-20 Status** (per MSID File) | Active |
| **School Type and Grades Served** (per MSID File) | Elementary School PK-5 |
| **Primary Service Type** (per MSID File) | K-12 General Education |
| **2020-21 Title I School** | No |
| **2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) | 61% |
| **2020-21 ESSA Subgroups Represented** (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students |
| **School Grades History** | 2018-19: A (80%) 2017-18: A (83%) 2016-17: A (78%) |
| **2019-20 School Improvement (SI) Information\*** | |
| **SI Region** | Southeast |
| **Regional Executive Director** | LaShawn Russ-Porterfield |
| **Turnaround Option/Cycle** | N/A |
| **Year** | |
| **Support Tier** | |
| **ESSA Status** | |
| \* 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 Dade 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.](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.

## Table of Contents

# Calusa Elementary School

9580 W CALUSA CLUB DR, Miami, FL 33186

http://calusa.dadeschools.net/

## 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 | 55% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
| --- | --- | --- |
| K-12 General Education | No | 94% |

## School Grades History

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

## School Board Approval

This plan is pending approval by the Dade 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.**

The staff and community of Calusa Elementary School will provide students with sensitivity, awareness, and an
understanding of our cultural diversity. Global perspectives will be addressed through an interdisciplinary approach to instruction. A meaningful learning environment will be provided to instill a feeling of mutual respect among teachers, students, and parents. The process will develop students to their highest potential.

**Provide the school's vision statement.**

Calusa Elementary School enriches the community through: the conveyance of the cultural heritage of the nation
and the surrounding community; the provision of the best possible educational experiences to our students; the
extension of the services of the school to address the needs of the whole individual; and the provision of a center
for community activities.

### 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 |
|------|----------------|-------------------------------|
| Hernandez, Suzet | Principal | School Leader |
| Diaz, Ana | Instructional Media | Media Specialist |
| Gonzalez, Yvonne | Teacher, K-12 | ELA Teacher 4th & 5th Grade |
| Carrillo, Susan | Teacher, K-12 | Math/Science Teacher 4th & 5th |
| Flores, Sachee | Teacher, PreK | PreK Teacher |
| Reyes, Aixa | Assistant Principal | School Leader |

### Demographic Information

**Principal start date**
Thursday 7/26/2018, Suzet Hernandez M

**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.*

30

**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.*

14

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

49

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

699

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

3

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

5

**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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

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

**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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 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**

Wednesday 7/21/2021

## 2020-21 - As Reported

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

| Indicator | Grade Level | Total |
|---|---|---|
| Number of students enrolled | | |
| Attendance below 90 percent | | |
| One or more suspensions | | |
| Course failure in ELA | | |
| Course failure in Math | | |
| Level 1 on 2019 statewide FSA ELA assessment | | |
| Level 1 on 2019 statewide FSA Math assessment | | |

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

| Indicator | Grade Level | Total |
|---|---|---|
| Students with two or more indicators | | |

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

| Indicator | Grade Level | Total |
|---|---|---|
| Retained Students: Current Year | | |
| Students retained two or more times | | |

## 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 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 | |

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

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

**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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 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 | | | | 85% | 62% | 57% | 89% | 62% | 56% |
| ELA Learning Gains | | | | 73% | 62% | 58% | 75% | 62% | 55% |
| ELA Lowest 25th Percentile | | | | 73% | 58% | 53% | 72% | 59% | 48% |
| Math Achievement | | | | 82% | 69% | 63% | 90% | 69% | 62% |
| Math Learning Gains | | | | 83% | 66% | 62% | 83% | 64% | 59% |
| Math Lowest 25th Percentile | | | | 75% | 55% | 51% | 82% | 55% | 47% |
| Science Achievement | | | | 91% | 55% | 53% | 88% | 58% | 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 | 82% | 60% | 22% | 58% | 24% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 79% | 64% | 15% | 58% | 21% |
| Cohort Comparison | | -82% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 84% | 60% | 24% | 56% | 28% |
| Cohort Comparison | | -79% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 63% | 67% | -4% | 62% | 1% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 87% | 69% | 18% | 64% | 23% |
| Cohort Comparison | | -63% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 88% | 65% | 23% | 60% | 28% |
| Cohort Comparison | | -87% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 87% | 53% | 34% | 53% | 34% |
| Cohort Comparison | | | | | | |

## Grade Level Data Review - Progress Monitoring Assessments

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

IReady is used as the progress monitoring tool in Reading and Math for all grade levels K-5.

| Grade 1 | | | | |
|---|---|---|---|---|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 67.6 | 88.9 | 84.3 |
| | Economically Disadvantaged | 67.9 | 82.1 | 76.8 |
| | Students With Disabilities | 33.3 | 33.3 | 16.7 |
| | English Language Learners | 28.6 | 42.9 | 42.9 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 41.7 | 77.8 | 82.4 |
| | Economically Disadvantaged | 41.1 | 71.4 | 76.8 |
| | Students With Disabilities | 16.7 | 16.7 | 16.7 |
| | English Language Learners | 0 | 14.3 | 42.9 |

| Grade 2 | | | | |
|---|---|---|---|---|
| **English Language Arts** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 62.0 | 84.1 | 81.4 |
| | Economically Disadvantaged | 60.9 | 82.6 | 79.7 |
| | Students With Disabilities | 46.2 | 69.2 | 61.5 |
| | English Language Learners | 0 | 0 | 0 |
| **Mathematics** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 48.7 | 69.0 | 83.2 |
| | Economically Disadvantaged | 44.9 | 69.6 | 81.2 |
| | Students With Disabilities | 38.5 | 30.8 | 61.5 |
| | English Language Learners | 0 | 0 | 0 |

| Grade 3 | | | | |
|---|---|---|---|---|
| **English Language Arts** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 81.6 | 87.2 | 91.2 |
| | Economically Disadvantaged | 78.2 | 83.3 | 89.7 |
| | Students With Disabilities | 18.2 | 45.5 | 54.6 |
| | English Language Learners | 0 | 0 | 0 |
| **Mathematics** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 36.0 | 68.0 | 84.8 |
| | Economically Disadvantaged | 28.2 | 62.8 | 82.1 |
| | Students With Disabilities | 9.1 | 36.4 | 63.6 |
| | English Language Learners | 0 | 0 | 0 |

| Grade 4 | | | | |
|---|---|---|---|---|
| **English Language Arts** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 76.6 | 91.4 | 83.6 |
| | Economically Disadvantaged | 74.0 | 88.3 | 76.6 |
| | Students With Disabilities | 38.5 | 76.9 | 76.9 |
| | English Language Learners | 0 | 0 | 0 |
| **Mathematics** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 50.8 | 87.5 | 91.4 |
| | Economically Disadvantaged | 40.3 | 84.4 | 88.3 |
| | Students With Disabilities | 53.9 | 84.6 | 84.6 |
| | English Language Learners | 0 | 0 | 0 |

| Grade 5 | | | | |
|---|---|---|---|---|
| **English Language Arts** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 58.2 | 75.8 | 68.6 |
| | Economically Disadvantaged | 49.0 | 68.8 | 62.5 |
| | Students With Disabilities | 15.8 | 31.6 | 21.1 |
| | English Language Learners | 0 | 0 | 0 |
| **Mathematics** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 43.8 | 64.7 | 69.9 |
| | Economically Disadvantaged | 37.5 | 55.2 | 63.5 |
| | Students With Disabilities | 15.8 | 36.8 | 21.1 |
| | English Language Learners | 0 | 0 | 0 |
| **Science** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 0 | 28.0 | 0 |
| | Economically Disadvantaged | 0 | 19.0 | 0 |
| | Students With Disabilities | 0 | 0..0 | 0 |
| | English Language Learners | 0 | 7.0 | 0 |

## 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 | 54 | 68 | 54 | 56 | 58 | 46 | 26 | | | | |
| ELL | 72 | 75 | 62 | 67 | 53 | 44 | 60 | | | | |
| BLK | 100 | | | 75 | | | | | | | |
| HSP | 82 | 71 | 60 | 75 | 60 | 40 | 65 | | | | |
| WHT | 88 | 70 | | 75 | 80 | | 70 | | | | |
| FRL | 79 | 70 | 62 | 68 | 55 | 38 | 58 | | | | |

### 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 | 66 | 65 | | 55 | 74 | | 82 | | | | |
| ELL | 81 | 72 | 76 | 79 | 78 | 65 | 83 | | | | |
| BLK | 91 | | | 91 | | | | | | | |
| HSP | 85 | 73 | 73 | 80 | 82 | 72 | 90 | | | | |
| WHT | 87 | 71 | | 87 | 95 | | 100 | | | | |
| FRL | 80 | 70 | 69 | 74 | 83 | 75 | 89 | | | | |

### 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 | 79 | 79 | 75 | 82 | 83 | 81 | 79 | | | | |
| ELL | 80 | 76 | 69 | 92 | 90 | 95 | 69 | | | | |
| HSP | 88 | 74 | 69 | 90 | 82 | 81 | 87 | | | | |
| WHT | 97 | 90 | | 88 | 85 | | | | | | |
| FRL | 84 | 74 | 65 | 90 | 82 | 79 | 81 | | | | |

## 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 | 64 |
| 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 | 57 |
| Total Points Earned for the Federal Index | 511 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 98% |
| **Subgroup Data** | |

| Students With Disabilities | |
|---|---|
| Federal Index - Students With Disabilities | 49 |
| 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 | 61 |
| 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 | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |

| Black/African American Students | |
|---|---|
| Federal Index - Black/African American Students | 88 |
| 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 | 64 |
| 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 | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| 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 | 61 |
| 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?**

The trends that have been identified include:
2019 data findings:
Science FCAT achievement level increased from 88% in 2018 to 91% in 2019. This constitutes an increase of 3 percentage points.
3rd-5th grade overall FSA Math achievement level decreased from 90% in 2018 to 82% in 2019. This constitutes a drop of 8 percentage points.
3rd-5th grade FSA Math achievement for the L25 subgroup decreased from 82% in 2018 to 75% in 2019. This constitutes a drop of 7 percentage points.
2021 data findings:
In 3rd grade a trend is noted in the area of ELA. FSA proficiency levels 3 and above increased from 82% in 2019 to 84% in 2021. This constitutes an increase of 2 percentage points indicating a neutral trend.
A noteworthy trend is the decrease seen in 3rd-5th grade Math FSA proficiency level 3 and above. These scores decreased from 82% in 2019 to 75% in 2021. This constitutes an drop of 7 percentage points.
In the area of Science, a decrease is seen in 5th grade FCAT level 3 and above from 91% in 2019 to 65% in 2021.This constitutes a drop of 26 percentage points.

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

2019 data findings:
5th grade ELA iReady AP3 scores decreased by 14 percentage points from AP1.
3rd-5th grade overall FSA Math achievement level decreased from 90% in 2018 to 82% in 2019.
2021 data findings:
Science FCAT achievement level decreased from 91% in 2019 to 65% in 2021. This constitutes an decrease of 26 percentage points.
5th grade Math FSA proficiency level 3 or above decreased from 88% in 2019 to 66% in 2021. This constitutes an decrease of 26 percentage points.

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

The contributing factors most affecting student performance in Science and Math were a lack of face to face instruction as well as the limited use of hands-on learning. New actions will include greater opportunities for hands-on instruction and kinesthetic learning activities. Teachers will collaborate in order to develop rigorous and dynamic lessons.

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

2019 data findings:
Science FCAT achievement level increased from 88% in 2018 to 91% in 2019. An increase of 3 percentage points.
2021 data findings:
4th grade FSA ELA proficiency level 3 or above increased from 79% in 2019 to 87% in 2021. This constitutes an increase of 8 percentage points.
3rd grade FSA Math proficiency level 3 or above increased from 63% in 2019 to 72% in 2021. This constitutes an increase of 9 percentage points.

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

2019 data findings:
Our primary focus was to obtain Gold STEM designation. All grade levels focused on grade level Science projects throughout the year. Administration will continue to provide teachers with the necessary resources in order to continue to maintain our STEM Gold designation.
2021 data findings:
ELA improvements were due to an increase in iReady targeted instruction, tailored to student deficiencies as noted in AP1 and AP2 diagnostic assessments. The new actions taken included an increased use of school issued technological devices allowing students to have daily access to iReady and a host of other district approved reading programs.

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

Collaborative learning, grade level looping in fourth and fifth grade, interventions, data- driven instruction, data chats and extended learning opportunities.

**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.**

The PLST will develop grade level sessions to educate teachers on implementing the new ELA intervention program. Teachers will also attend virtual Professional Development in their content area on District mandated Professional Development days.

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

Before and after school care tutorial programs for ELL students and the L25 will be provided. STEM and SECME clubs will continue to be offered. Data chats with leadership team, collaborative planning and sharing best practices will continue to be implemented.

## Part III: Planning for Improvement

**Areas of Focus:**

| #1. Instructional Practice specifically relating to Math | |
| --- | --- |
| **Area of Focus Description and Rationale:** | Based on our 2021 data review, 75% of students in grades 3-5 scored an FSA Mathematics proficiency level of 3 and above. We are focusing on the area of Mathematics in 5th grade due to a decrease in scores from 88% in 2019 to 66% in 2021. Our school will implement the targeted element of Collaborative Planning. We selected this area of need based on Math FSA scores decreasing and feedback from teachers indicating a need for more collaborative planning opportunities. |
| **Measurable Outcome:** | If we successfully implement Collaborative Planning, then our Math FSA scores will increase by a minimum of 3 percentage point as evidenced by the 2022 State Assessments. |
| **Monitoring:** | Administration will conduct quarterly data chats using progress monitoring reports. Administration will conduct classroom walk-throughs to ensure that quality instruction with rigor is taking place. A schoolwide Math Reflex program will continue in order to provide foundational skills necessary to facilitate the understanding of new concepts. |
| **Person responsible for monitoring outcome:** | Suzet Hernandez (pr0671@dadeschools.net) |
| **Evidence-based Strategy:** | Within the targeted element of Collaborative Planning, our school will focus on the evidence-based strategy of Data Driven Instruction. Data Driven instruction will assist in targeting areas of need in order to remediate instruction. The utilization of Data Driven instruction will be evidenced by the use of Performance Matters Reports. |
| **Rationale for Evidence-based Strategy:** | Data Driven Instruction will ensure that teachers are utilizing current data aligned to teaching standards. This is necessary in order to plan lessons, identify individual student needs and differentiate instruction for enrichment and remediation. |

### Action Steps to Implement

8/31-10/11- Teachers will meet monthly in order to collaborate, collect meaningful resources, share best practices and develop lesson plans targeting all levels of learners. As a result, teachers will have the appropriate resources necessary to engage students in meaningful and rigorous instruction.

**Person Responsible** Aixa Reyes (219875@dadeschools.net)

8/31-10/11- Teachers will analyze data from Topic Assessments in order to target areas of deficiencies and remediate instruction as needed. As a result, teachers will continue to monitor individual student progress during small group instruction.

**Person Responsible** Aixa Reyes (219875@dadeschools.net)

8/31-10/11- A schoolwide Math Reflex Program will be implemented in order to reinforce math fluency in grades two through five. Teachers will reward students using individual class incentives for achieving their green light status and a 100% fluency. As a result, mathematics proficiency will increase across all standards.

**Person Responsible** Susan Carrillo (susancarrillo@dadeschools.net)

8/31-10/11- Students will have the opportunity to be spotlighted on morning announcements for highest achievement levels in Reflex Math. As a result, students will be motivated to engage and complete their math fluency challenge. Consequently, increasing proficiency throughout all math standards.

**Person Responsible** Ana Diaz (maggiediaz@dadeschools.net)

11/1-12/21-Teachers will monitor students' instructional usage and pass rate on iReady math lessons. Consequently, teachers will create their own incentive program in order to engage and promote iReady usage. As a result, students are expected to demonstrate an increase in math iReady usage as well as an increase in math topic assessment scores.

**Person Responsible** Aixa Reyes (219875@dadeschools.net)

11/1-12/21- Targeted students are participating in math interventions with their classroom teacher during the school day. As a result, students are expected to show an increase in math topic assessment scores.

**Person Responsible** Aixa Reyes (219875@dadeschools.net)

01/31-04/29- Students scoring below grade level in Mathematics iReady AP2 Diagnostic will participate in additional math interventions with an interventionist during the school day. As a result, students are expected to show an increase in scores in iReady Diagnostic AP3.

**Person Responsible** Aixa Reyes (219875@dadeschools.net)

01/31-04/29- English Language Learners (ELLs) will participate in an after-school tutoring program. As a result, students are expected to show an increase in math topic assessment scores.

**Person Responsible** Aixa Reyes (219875@dadeschools.net)

## #2. Instructional Practice specifically relating to Science

| | |
|---|---|
| **Area of Focus Description and Rationale:** | Based on our 2021 data review, 65% of students in 5th grade scored an FCAT Science proficiency level of 3 and above. We are focusing on the area of Science in 5th grade due to a decrease in scores from 91% in 2019 to 65% in 2021. Our school will implement the targeted area of Science. We selected the area of Science, based on our findings that demonstrated that fifth grade Science FCAT scores decreased by 26 percentage points from 2019. |
| **Measurable Outcome:** | If we successfully implement high quality Science instruction, then our Science FCAT scores should increase by a minimum of 5 percentage points as evidenced by the Spring FCAT Assessment. |
| **Monitoring:** | The Administration will conduct quarterly data chats, classroom walk throughs and monitor students engaged in higher order thinking and inquiry learning. Evidence of STEM 4.0 lessons should be visible across all grade levels. |
| **Person responsible for monitoring outcome:** | Suzet Hernandez (pr0671@dadeschools.net) |
| **Evidence-based Strategy:** | Within the targeted element of Science instruction, our school will focus on the evidenced-based school strategy of: Corrective Feedback for Students. Corrective Feedback for Students will ensure that students have ownership of their iReady data and are accountable for adequate usage and reaching their attainable goal. |
| **Rationale for Evidence-based Strategy:** | Corrective Feedback for Students will ensure that teachers are conducting weekly data chats with their students to ensure that students are on track and rewarded for their progress and achievement. |

## Action Steps to Implement

8/31-10/11- Science teachers will meet monthly in order to collaborate, collect meaningful resources, share best practices and develop dynamic hands-on STEM related lessons . As a result, teachers will have the appropriate resources necessary to engage students in meaningful and rigorous instruction.

**Person Responsible** Susan Carrillo (susancarrillo@dadeschools.net)

8/31-10/11- Teachers will increase the implementation of STEM 4.0 lessons across all grade levels. As a result, our school should maintain its Gold Stem designation, ultimately achieving Platinum designation.

**Person Responsible** Susan Carrillo (susancarrillo@dadeschools.net)

8/31-10/11- Students will have the opportunity to engage in hands on experiments using the scientific method across all grade levels in order to connect lessons to real world experiences. As a result, students are expected to increase proficiency levels as evidenced by the Science Mid-Year Assessment.

**Person Responsible** Aixa Reyes (219875@dadeschools.net)

8/31-10/11- In house training for the SAMR model will be provided to all teachers across each grade level in order to infuse technology and take teacher lessons to the next level. As a result, students will be engaged in real world 21st century learning.

**Person Responsible** Susan Carrillo (susancarrillo@dadeschools.net)

11/1-12/21- Teachers will increase the implementation of STEM 4.0 lessons across all grade levels. These STEM lessons will be highlighted on our school's social media platform as "STEM Saturday" fun lessons. As a result, both student and teacher participation in hands-on science activities will increase.

**Person Responsible**   Susan Carrillo (susancarrillo@dadeschools.net)

11/1-12/21- Our partnership with a local farm will engage students in virtual presentations to teach them how to grow and care for a vibrant vegetable garden. As a result, these lessons and partnerships will assist in achieving our fifth gold STEM designation recognition.

**Person Responsible**   Susan Carrillo (susancarrillo@dadeschools.net)

01/31-04/29- Students will participate in an after-school FCAT Science Enrichment Program for 5th graders. Additionally, for students in the Students with Disabilities (SWD) subgroup, teachers will utilize the Mobi Max program to remediate Science skills. As a result, students are expected to show proficiency on the results of the Science FCAT.

**Person Responsible**   Susan Carrillo (susancarrillo@dadeschools.net)

01/31-04/29- In preparation for our Gold School STEM designation, teachers will continue to incorporate highly rigorous STEM 4.0 lessons that include a strong emphasis on hands-on activities. As a result, students are expected to show proficiency on the results of the Science FCAT and our school will achieve its fifth Gold STEM designation and Platinum status.

**Person Responsible**   Susan Carrillo (susancarrillo@dadeschools.net)

| | |
|---|---|
| **#3. Culture & Environment specifically relating to Social Emotional Learning** | |
| **Area of Focus Description and Rationale:** | Based on the data review, our school will implement the targeted area of social/emotional learning. Through our data review, we noted that students could benefit from having meaningful discussions with an adult that will listen to and support their social/emotional needs. |
| **Measurable Outcome:** | If we successfully target the area of social/emotional learning, then our students will develop positive interpersonal skills and relationships with their peers and adults. With the implementation of our mentoring program and counselor guidance lessons, our student climate survey results will increase a minimum of five percentage points. |
| **Monitoring:** | The Assistant Principal will implement a mentoring program in which targeted students will be partnered with a staff member that will provide positive support. Staff mentors will keep anecdotal logs of meeting outcomes with their mentee. The assistant principal will meet quarterly with mentors in order to monitor social/emotional progress. |
| **Person responsible for monitoring outcome:** | Aixa Reyes (219875@dadeschools.net) |
| **Evidence-based Strategy:** | Within the targeted element of social/emotional learning, our school will focus on the evidence-based strategy of Mentorship Programs. Mentorship Programs will assist in implementing and maintaining teacher to student relationships. Mentorship can help develop students' social emotional competencies, create a sense of belonging, and increase valuing of school. |
| **Rationale for Evidence-based Strategy:** | Mentorship Programs will assist in creating purposeful conversations and increasing student self confidence and school success. |

**Action Steps to Implement**

8/31-10/11- Teachers will identify students in their classroom that would benefit from an adult mentor to offer guidance, support and resources that will help ease the hardships faced during the pandemic. As a result, students should feel the comfort and support needed in order to achieve academic success.

| **Person Responsible** | Nancy Bauerlein (nbauerlein@dadeschools.net) |
|---|---|

8/31-10/11- The guidance counselor will be addressing all classrooms providing lessons using the superintendent's initiative on the Values Matters Miami program. As a result, students are expected to demonstrate the core values of a productive well-rounded citizen.

| **Person Responsible** | Nancy Bauerlein (nbauerlein@dadeschools.net) |
|---|---|

8/31-10/11- Selected teachers will provide the staff with training in the areas of mindfulness and adapting a positive growth mindset. As a result, teachers will be able to incorporate these techniques in their classroom in order to promote empathy amongst students as well as a stress free environment.

| **Person Responsible** | Sachee Flores (sacheeflores@dadeschools.net) |
|---|---|

8/31-10/11- Students will have the opportunity to share their extracurricular achievements during morning announcements. As a result, students will gain a sense of pride and self-confidence.

**Person Responsible** Ana Diaz (maggiediaz@dadeschools.net)

11/17-12/21- Students will continue to be spotlighted on the schools' social media platforms demonstrating the positive and fun activities consistently accomplished throughout the school year. As a result, students will feel a sense of self-pride and also feel part of their school family.

**Person Responsible** Ana Diaz (maggiediaz@dadeschools.net)

11/17-12/21- Students will participate in school-wide activities and events in order to promote, friendship, teambuilding and cooperation with their peers and adults. As a result, students will gain positive interpersonal relationships with their peers and increase their social-emotional well-being.

**Person Responsible** Nancy Bauerlein (nbauerlein@dadeschools.net)

01/31-04/29- Selected students will continue to participate in the Calusa Mentorship Program. Additionally, anti-bullying guidance lessons will be conducted by the school counselor. As a result, students will continue to gain positive interpersonal relationships with their peers and increase their social-emotional well-being.

**Person Responsible** Nancy Bauerlein (nbauerlein@dadeschools.net)

01/31-04/29- Students will be given the opportunity to participate in "A No Place for Hate" Club to spread kindness throughout the school. As a result, students will gain a sense of self-pride and acceptance.

**Person Responsible** Nancy Bauerlein (nbauerlein@dadeschools.net)

| #4. Leadership specifically relating to Specific Teacher Feedback | |
|---|---|
| **Area of Focus Description and Rationale:** | Based on qualitative data from the School Climate Survey, we will implement the Targeted Element of Specific Teacher Feedback. Data indicates that teachers felt that their ideas and suggestions were not being considered. Therefore, we will implement team building activities and opportunities for teachers to voice their ideas. When teachers feel empowered, productivity rate will increase, thus ensuring high student performance. |
| **Measurable Outcome:** | If we successfully implement the Targeted Element of Specific Teacher Feedback, then our teachers will be provided the opportunity to contribute in school-wide decision making, thus allowing them to feel as part of the team. Through the use of team building activities and maintaining an open door policy, our school climate survey results will increase by a minimum of five percentage points. |
| **Monitoring:** | The leadership team will create quarterly surveys in order to assess whether teachers feel that their ideas and suggestions are being heard. |
| **Person responsible for monitoring outcome:** | Aixa Reyes (219875@dadeschools.net) |
| **Evidence-based Strategy:** | Within the Targeted Element of Specific Teacher Feedback, we will focus on the evidenced-based strategy of Involving Staff in Important Decision Making. By encouraging teachers to voice their suggestions and ideas, we will create an environment of shared decision-making and inclusivity. |
| **Rationale for Evidence-based Strategy:** | By involving all teachers, there will be an increase in overall school morale which will result in successful outcomes of our school's vision and mission. Throughout his process the leadership team will create teacher buy in and promote innovative strategies to our school, thus keeping us "A Step Ahead." |

### Action Steps to Implement

8/31-10/11- The use of a Teacher Suggestion box will be provided for teachers to indicate ideas and/or suggestions to better improve school morale. As a result, suggestions will be considered for implementation.

**Person Responsible** Aixa Reyes (219875@dadeschools.net)

8/31-10/11- Administrators will maintain an open door policy in order for teachers to express ideas, suggestions and/or concerns. As a result, teachers will feel more empowered that their ideas are being considered and addressed.

**Person Responsible** Suzet Hernandez (pr0671@dadeschools.net)

8/31-10/11- Teachers will have the opportunity to voice their school-wide concerns during grade level meetings. As a result, grade level chairs will communicate to the administration any grade level issues that need to be addressed.

**Person Responsible** Suzet Hernandez (pr0671@dadeschools.net)

8/31-10/11- Teachers will participate in team building activities and share best practices during faculty meetings. As a result, teachers will gain new strategies to implement in their classroom while also increasing staff morale.

| **Person Responsible** | Aixa Reyes (219875@dadeschools.net) |
|---|---|

11/17-12/21- Teachers will participate in a Mindfulness Professional Development training in order to implement learned strategies in their classroom as well as applying it in their daily life. As a result, it will create positive relationships with their colleagues and administrators. Thus, empowering teachers.

| **Person Responsible** | Sachee Flores (sacheeflores@dadeschools.net) |
|---|---|

11/17-12/21- The PLST committee will conduct various team building activities in order to promote staff morale and teacher buy in. As a result, teachers will feel confident and at ease to express ideas and concerns to administration.

| **Person Responsible** | Aixa Reyes (219875@dadeschools.net) |
|---|---|

01/31-04/29- Teachers will be afforded more opportunities to meet formally and informally. As a result, these activities will build positive staff relationships, thus increasing staff morale.

| **Person Responsible** | Suzet Hernandez (212145@dadeschools.net) |
|---|---|

01/31-04/29- Time will be allotted at the end of staff meetings for teachers to share new ideas and suggestions as well as voice concerns. Administrators will encourage teachers to share suggestions openly and guide subsequent discussions by using collaborative talk. As a result, these opportunities to share and openly discuss concerns or ideas, as a team, will increase staff confidence.

| **Person Responsible** | Suzet Hernandez (212145@dadeschools.net) |
|---|---|

## Additional Schoolwide Improvement Priorities

Using the 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.

**Using the Safe School website, Calusa Elementary ranked 166 out of 1, 395 schools statewide. Calusa Elementary School reported 0.1 incidents per 100 students. This rate is less than the statewide elementary rate of 1.0 incidents per 100 students. A total of 1 incident occurred during the 2019-2020 school year as compared to 1 incident 2018-2019 school year. Each incident is considered a public order incident by the Safe School dashboard.**
**A primary area of concern during the 2020-2021 school year is to reduce the number of incidents as it pertains to public order incidents. The school counselor will provide classroom lessons on the importance of respecting public property.**
**There is no secondary area of concern noted.**

## 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 strengths within the school culture are in Relations, Physical & Emotional Safety and Support Care and Connections. Our greatest strength is the continuous engagement of all stakeholders in order to promote and relentlessly pursue our tradition of high academic standards. We provide opportunities for staff to participate in ongoing training in order to foster cultural sensitivity as it pertains to our students' social/emotional needs. We also strive to ensure that effective communication is achieved with ALL stakeholders in our community through the use of social media platforms, school website, monthly newsletter, Class Dojo and school messenger. When all stakeholders are informed our school community can work as a team to achieve success.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Leadership Team and School Counselor. The Principal's role is to maintain an "open door" policy so that teachers feel that their ideas and concerns are heard and supported, thus promoting positive school morale. Additionally the principal ensures that teachers are provided with the necessary resources in order to promote student achievement. The Assistant Principal along with the School Counselor will support our mentoring program to guarantee that our students are receiving the Social/Emotional support that may be needed. Teacher Leaders provide the curricular support for classroom teachers as well as keeping them informed of our school's Mission, Vision and Evidence-Based Strategies.

## Part V: Budget

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

| 1 | III.A. | Areas of Focus: Instructional Practice: Math | $0.00 |
|---|---|---|---|
| 2 | III.A. | Areas of Focus: Instructional Practice: Science | $0.00 |
| 3 | III.A. | Areas of Focus: Culture & Environment: Social Emotional Learning | $0.00 |
| 4 | III.A. | Areas of Focus: Leadership: Specific Teacher Feedback | $0.00 |
| | | Total: | $0.00 |