Calusa Elementary School

2022-23 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: 8/23/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	30%
2021-22 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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (77%) 2018-19: A (80%) 2017-18: A (76%)
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	N/A
* 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.](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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	30%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	32%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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SIP Authority

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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.

In addition we will abide by the mission of the School District of Palm Beach County is to educate, affirm, and inspire each student in an equity-embedded school system. The School District of Palm Beach County is an educational and working environment, where both students and staff are unimpeded by bias or discrimination.

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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Figueroa, Susan	Principal	Oversee daily functioning of the school building, instructional initiatives, and school safety initiatives. In addition, provides Leadership, Observations, monitor performance, set goals, analyze data, low 25% interventions. Provides communication between home and school.
Gordon, Chari	Teacher, ESE	ESE Contact responsible for all ESE compliance related issues as well as instructional support for SWD's and parent communication. 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 RtI 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.
Fishman, Geri	ELL Compliance Specialist	As an ESOL coordinator and coach, I attend all meetings that consist of administration and other grade chairs, in addition to all grade level PLCs. 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. Facilitate and assist at 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 and school improvement data with SAC members.
Zigler, Cory	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.

Demographic Information

Principal start date
Tuesday 8/23/2022, Susan Figueroa

Number of teachers with a 2022 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.*

92

Number of teachers with a 2022 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.*

2

Total number of teacher positions allocated to the school

61

Total number of students enrolled at the school

865

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

1

Identify the number of instructional staff who joined the school during the 2022-23 school year.

2

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	111	137	148	148	130	188	0	0	0	0	0	0	0	862
Attendance below 90 percent	45	51	41	27	29	25	0	0	0	0	0	0	0	218
One or more suspensions	0	1	1	3	1	1	0	0	0	0	0	0	0	7
Course failure in ELA	18	42	40	5	21	10	0	0	0	0	0	0	0	136
Course failure in Math	5	11	6	8	23	8	0	0	0	0	0	0	0	61
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	10	13	7	0	0	0	0	0	0	30
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	12	24	8	0	0	0	0	0	0	44
Number of students with a substantial reading deficiency	0	0	0	32	40	21	0	0	0	0	0	0	0	93

Using the table above, complete the table below with the number of students by current grade level who have 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	12	23	12	14	27	11	0	0	0	0	0	0	0	99

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	1	0	0	0	0	0	0	0	0	0	1
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 8/23/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	88%	59%	56%				84%	58%	57%
ELA Learning Gains	80%						80%	63%	58%
ELA Lowest 25th Percentile	68%						77%	56%	53%
Math Achievement	86%	53%	50%				88%	68%	63%
Math Learning Gains	78%						77%	68%	62%
Math Lowest 25th Percentile	65%						72%	59%	51%
Science Achievement	75%	59%	59%				79%	51%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	77%	54%	23%	58%	19%
Cohort Comparison		0%				
04	2022					
	2019	85%	62%	23%	58%	27%
Cohort Comparison		-77%				
05	2022					
	2019	85%	59%	26%	56%	29%
Cohort Comparison		-85%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	85%	65%	20%	62%	23%
Cohort Comparison		0%				
04	2022					
	2019	83%	67%	16%	64%	19%
Cohort Comparison		-85%				
05	2022					
	2019	88%	65%	23%	60%	28%
Cohort Comparison		-83%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	78%	51%	27%	53%	25%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	70	68	59	56	59	43	26				
ELL	81	75	62	82	81	69	63				
ASN	88	75		97	95		73				
BLK	76	81		60	47						
HSP	87	82	74	87	77	67	73				
MUL	86	65		86	80						
WHT	89	81	67	86	79	65	75				
FRL	81	81	66	73	67	50	67				

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				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	78
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	82
Total Points Earned for the Federal Index	622
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	54
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	74
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	86
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	66
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	81

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	79
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	77
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	69
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Math achievement went up 7 points in third grade, down two points in fourth grade, and up four points in fifth grade. Science decreased 1 point in proficiency.

K-5 iReady shows 63.9% of students are on grade level.
SuccessMaker k-5 90.56% of students are proficient.
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.

There were decreased across the board in math for the Students with Disabilities Subgroup as follows: decrease 2.7 % proficiency, decrease in 10.1% in gains, and decrease of 12.1% in low 25 gains. Conversely, there were increases across the board in our ELL subgroups as follows: 7% in proficiency,

11.4% in gains, and 23.6% in low 25.

The largest demographic differences were seen in comparing whites to nonwhites. Non-white students had increases in ELA, math, and science in every category. White students had marginal increases in most categories and decreases in some others.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Math was a SIP goal and target for Calusa last year. The growth in that area was a 3% increase in proficiency, 17% math gains and 15% low 25 math gains. However, it should be noted that despite overall math gains, fourth grade math students had decreases in both math proficiency gains (2.1%)and (19.9%).
Science overall was stagnant at overall 1%. Math proficiency overall and science proficiency will be our targets.

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 school was overcrowded last year, topping over 1300 students, which made it difficult for teachers to differentiate and meet the needs of their students.

This created both an opportunity and a barrier as teachers may not have experience with the grade level and/or the other team members.
Teachers were holding on to and using some off adoption and TPT materials.
Morale was low. Low morale impacts teacher performance thereby affecting students.

Teachers reported limited administrative classroom walkthroughs the past 2 years. This was confirmed by the previous administration due to having too many students and overcrowding. It is difficult to monitor instruction and student engagement.

Additionally staffing was an issue and the teacher to staff ratio was a problem.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our ELLs went up significantly in math in all categories and went up 8.8% in reading proficiency. This is a direct result of target interventions. Additionally, Hispanic students went up in every single category as a direct result of small group target standard based instruction and community outreach!

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

PLC's will include more targeted planning for all subjects and will include ESE and ESOL teachers so that the needs of all students are considered.

The master schedule was tweaked to allow for adequate support blocks.

Standards based, small group instruction was a key factor in student progress.

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

The master schedule will be revised to include instructional component to ensure required blocks of instruction.

Roster reviews with teachers and staff will be held with data chat components.

Review curriculum components and environmental expectations/conditions for learning, disseminate curriculum, create daily schedules for teachers to ensure they follow their blocks with fidelity, schedule regular PLC's, review PLC template and planning resources, provide/review assessment information and schedule, maintain a repository for teachers of look fors and conditions for learning expectations.

Classroom walkthroughs with targeted feedback will be conducted, roster reviews with data chat components. Identification of specific students in need of math remediation in grades 3-5, and tutorial double downs.

We will continue to rigorously plan during PLCs by 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, small group instruction, and differentiated learning.

Early identification of our lowest cortile of students will allow for ample tracking and support to ensure their growth. These students will receive interventions in the targeted subject area. If we are able to implement a tutoring program in the FY23 school year, these students will continue receiving priority for tutoring sessions.

We will be providing targeted instruction in our aftercare program.

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.

There are many professional development opportunities that are being provided at school to support our teachers and leaders. Curriculum trainings and cadres have begun and are now available virtually at the end of the school day, for all grade level teachers, ESE, and ESOL support staff to attend. In addition, these sessions are recorded for teachers to watch at their convenience.

BEST standards training are available to join in person and virtually through People Soft. New math curriculum and materials provided to grade level teachers. SuccessMaker online activities and games are available to teach, assess, remediate, and enrich students. Teachers are able to create data lists and small groups from assessments in order to meet the needs of their diverse learners.

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.

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, as well as in school tutorials and extra help provided. Teachers, including resource teachers collaborate weekly to ensure the academic success of our students.

All students are provided small group instruction with additional teacher support. The goal is to close achievement gaps and to extend learning opportunities provided for students performing below grade level.

Small Group Differentiated Instruction using rigorous texts designed to increase learning gains in 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.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Data Weakness - 4th grade math was an area of weakness. As 5th grade math went up across all math indicators, 4th grade math went down 2% in proficiency and 20% in gains. Additionally, students with disabilities went down 3% in math proficiency, 10% in math gains and 12% in low 25 math gains. Since there are math decreases in multiple subgroups, in multiple categories, math will be a focus of the SIP.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Increase overall math proficiency from 86% to 90%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Teachers will be using a PLC tracking tool and build in increased accountability through more manageable goal setting and student tracking. The tracking tool will be monitored by administration. Administration will meet with all teachers to discuss students in need of remediation and action steps to support student progress. An accountability document was created and will be updated regularly by teachers. This document identifies students with deficiencies in reading and math and outlines the service model and resources for remediation. Tutorials will be offered for students identified as needing remediation. Tutors will monitor student progress and report back to administration. The service model for students with disabilities will be monitored for fidelity by the ESE contact. The master schedule is updated as need to accommodate intervention groups. Small group instruction will be a focus, which will be monitored through walkthroughs by administration.
Person responsible for monitoring outcome:	Susan Figueroa (susan.figueroa@palmbeachschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	-Teachers will use multi-modal instruction methods such as visual representations, metacognitive strategies, and schema instruction. -Mathematics goals will be established to focus learning. -In whole group and small group setting tasks will be implemented that promote reasoning and problem solving. -Students will use & connect mathematical representations. -Teachers and support staff will facilitate meaningful mathematical discourse and strive to pose purposeful questions to increase rigor and engage metacognitive thinking. -Clear learning goals are shared with students, as well as crystal clear explanation of the skill or strategy.

-Students will be afforded multiple examples to show all the steps.
-Practices such as a think-aloud will be implemented to allow students to verbalize their thinking.
-There will be constant opportunities for guided and independent practice.
-Teachers and support staff will continue to use vetted resources to help build procedural fluency from conceptual understanding.
-Teachers will explicit instruct with cumulative practice.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

-Research has demonstrated that students have different learning styles and needs. Through multimodal instructional practices, teachers will meet those needs.

-Goal setting is critical to student success. All goals are aligned to standards.

-To promote student learning, teachers will increase rigor through higher order thinking and tasks. Instruction is scaffolded as needed.

-By promoting collaborative discussion and work, teachers can increase student engagement and accountability.

-By providing guided and independent practice, teachers ensure that all students have the opportunity to learn and practice.

-Using vetted and aligned resources ensures standards based instruction takes place daily.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

-Identify students in need of remediation

Person Responsible	Susan Figueroa (susan.figueroa@palmbeachschools.org)

Identify standards or skill resources that can meet the needs of the students

Person Responsible	Geri Fishman (geri.fishman@palmbeachschools.org)

Create meaningful grouping so students can be targeted efficiently.

Person Responsible	Chari Gordon (chari.gordon@palmbeachschools.org)

Progress monitor along the way and reassess as needed.

Person Responsible	Cory Zigler (cory.zigler@palmbeachschools.org)

-Regularly scheduled PLC's for planning to meet diverse needs.

Person Responsible	Susan Figueroa (susan.figueroa@palmbeachschools.org)

Data chats and data analysis on an ongoing basis.

Person Responsible	Susan Figueroa (susan.figueroa@palmbeachschools.org)

-Administration over-sight of instruction through classroom walk-throughs and attendance at PLC's

Person Responsible	Susan Figueroa (susan.figueroa@palmbeachschools.org)

#2. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Despite having a science resource class the science scores flatlined (-1%). This has been a consistent area of focus for our schools. Our biggest decreases were seen with the ELL and subgroup students. The ELL students decreased 8.3% from 2021 and students with disabilities decreased 15.8%. Therefore this will be an area of focus.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase science proficiency from 75% to 80%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	A science diagnostic will be administered and students will take frequent NGSQ. -Teachers will modify instruction. -Data chats will be held by administration. -Fieldtrips will bring the "real world" elements of science into focus. -Ensure Fairgame benchmarks are being taught in 3rd and 4th grade with fidelity. -In 5th grade ensure that Fairgame benchmarks are being incorporated throughout classroom instruction. -Our new Benchmark reading series includes many of the science standards and will increase students exposure to science topics throughout reading.
Person responsible for monitoring outcome:	Cory Zigler (cory.zigler@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	-Teachers will use multimodal instruction methods such as visual representations, metacognitive strategies, and schema instruction. -Science goals will be established to focus learning. -In whole group and small group setting tasks will be implemented that promote reasoning and problem solving. -Teachers and support staff will facilitate meaningful science discourse and strive to pose purposeful questions to increase rigor and engage metacognitive thinking. -Clear learning goals are shared with students, as well as crystal clear explanations of the skill or strategy. -Practices such as a think-aloud will be implemented to allow students to verbalize their thinking. -There will be constant opportunities for guided and independent practice. -Teachers and support staff will continue to use vetted resources to help build procedural fluency from conceptual understanding. -Teachers will explicitly instruct with cumulative practice. -Teachers will include hands on science activities throughout their instruction.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific	-Research has demonstrated that students have different learning styles and needs. Through multimodal instructional practices, teachers will meet those needs. -Goal setting is critical to student success. All goals are aligned to

	standards. -To promote student learning, teachers will increase rigor through higher order thinking and tasks. Instruction is scaffolded as needed. -By promoting collaborative discussion and work, teachers can increase student engagement and accountability. -By providing guided and independent practice, teachers ensure that all students have the opportunity to learn and practice. -Using vetted and aligned resources ensures standards based instruction takes place daily. -Hands on learning encourages student engagement and facilitates communication with peers while discussing science content.
strategy. Describe the resources/criteria used for selecting this strategy.	

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Identify students in need of remediation.

Person Responsible	Susan Figueroa (susan.figueroa@palmbeachschools.org)

Identify standards or skill resources that can meet the needs of the students.

Person Responsible	Geri Fishman (geri.fishman@palmbeachschools.org)

Create meaningful grouping so students can be targeted efficiently.

Person Responsible	Chari Gordon (chari.gordon@palmbeachschools.org)

Progress monitor along the way and reassess as needed.

Person Responsible	Susan Figueroa (susan.figueroa@palmbeachschools.org)

Data chats and data analysis on an ongoing basis.

Person Responsible	Susan Figueroa (susan.figueroa@palmbeachschools.org)

Administration over-sight of instruction through classroom walk-throughs and attendance at PLC's.

Person Responsible	Cory Zigler (cory.zigler@palmbeachschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

- Close attention will be paid to continual improvement of environment, collaboration with all staff, frequent shout outs and praise. This will help ensure staff has a voice. Administration will also ensure staff has what they need to do their job, hold the staff accountable, assist and support in managing parents, creating a positive and calm school climate through example. We aim to create an on-going positive school culture and community and lead by example.

-A cohesive theme of "Ohana": family, has been established through out the school year for all admin sponsored and PTA sponsored events.
-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 created out High 5- behavior matrix and posted expectations throughout the school. Additionally, each classroom displays and discusses the High 5's daily.
-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.
-School-wide Positive Behavior is used to encourage students' academic and behavioral success. To celebrate that success students can earn 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.
- 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.
-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.
-We communicate with community resources to assist in targeted intervention or therapy to students and families
-Our ESOL Coordinator and ESOL CLF's 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 medical conditions..
-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.

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

-The entire Calusa administration, staff, support, office personnel, custodial staff, afterschool staff, and Calusa families are an integral part of promoting and facilitating a positive school culture and environment.
-Administrators promote collaboration among staff members and provide focus and leadership to create a positive environment in which teachers can share best practices that are responsive to student needs.
-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.
-Tiered intervention in alignment with MTSS are provided for all students with identified needs; including behavioral needs.
-Students are immersed in rigorous tasks encompassing the full intent of the BEST 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 including 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.