Calusa Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Calusa Elementary School

2051 CLINT MOORE RD, Boca Raton, FL 33496

https://cale.palmbeachschools.org

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Figueroa, Susan	Principal	The Principal will monitor and work will all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic uccess aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Ms. Napier must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.
Zigler, Cory	Assistant Principal	As Assistant Principal, Mr. Zigler Supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.
Fishman, Geri	ELL Compliance Specialist	The ESOL Contact, Mrs. Fishman, assists school staff with ensuring ESOL program compliance. She works to assist ESOL Resource teaches in implementing school based ESOL services. Collaborates with community agencies and organizations in assisting families to access available resources. Monitors and conducts LEP student assessment and placement procedures. Conducts demonstration lessons for ESOL and support teachers in comprehensible instruction for LEP students. Coordinates ESOL record keeping requirements. Establishes school data collection, analysis, and reporting systems to assess student progress. Finally, she assists school staff in ensuring ESOL program compliance.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and
works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman
Douglass High School Public Safety Act to have more mental health professionals in schools.

Through Parent Trainings we support families with educational workshops facilitated by our school counselors,
Behavior Health Professional, Co-located Therapist, reading and math coaches, ESOL, ESE, and Single School
Culture Coordinators and the Administrative Team.

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

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

A school district officer is on campus every day for the safety and security of all students and staff. The school
has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made
aware of this in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to
a classroom, or school event on campus, and most recently Guidance Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met.

These supports are supplemental to school-wide supports for students and families. Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Unit Assessments, i-Ready Diagnostic, and FAST Progress Monitoring. The Unit

Assessments will occur every 4 weeks.

The i-Ready Diagnostic and the FAST/STAR assessments will occur three times a year.
Student assessments include the new Progress Monitoring which occur 3 times per year.
In VPK- Grade 2 there is Early Literacy/Star Reading, and Star Math.
In Grades 3-5 there is FAST Reading and Math. Performance Matters Assessments, Florida Standards Assessments, iReady, and district diagnostics. The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by instructional coaches to assess data, modify, and implement differentiated instruction based on the results of data. Single school culture (Academics, Behavior, Climate)

Academics: Collaborative Planning Communities and Professional Learning Communities occur every week per grade level. Grade level teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

Employing frequent monitoring will allow us to adjust the instructional focus for remediation, remediating deficiencies before they become substantial. In addition, we will be able individualize instruction to best meet the needs of our students, thus increasing student achievement.

We strategically plan for a variety of monitoring techniques:
? Review of Lesson Plans,
? Data Analysis,
? Classroom walks,
? Student attendance,
? Data Chats,
? Formal Observations,
? Professional Learning Communities attendance/participation,
? Formative/Summative Assessments and Technology.

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work
we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do.
Continuous improvement at the forefront of what we do. We work collaboratively to review and analyze data.
We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction.

Our team works towards the following student achievement goals:
? Strategic visioning and planning
? Problem identification and root cause analysis
? Developing action steps towards improvement
? Creating and maintaining a culture of collaboration towards shared decision-making
? Supporting professional learning and improvement

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	32%
2022-23 Economically Disadvantaged (FRL) Rate	30%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	20	27	36	16	29	34	0	0	0	162
One or more suspensions	1	0	1	3	3	4	0	0	0	12
Course failure in English Language Arts (ELA)	18	39	32	25	9	19	0	0	0	142
Course failure in Math	3	15	11	24	10	34	0	0	0	97
Level 1 on statewide ELA assessment	0	0	0	15	7	15	0	0	0	37
Level 1 on statewide Math assessment	0	0	0	9	8	27	0	0	0	44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	15	7	15	0	0	0	37

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	7	21	19	21	14	33	0	0	0	115

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	45	51	41	27	29	25	0	0	0	218
One or more suspensions	0	1	1	3	1	1	0	0	0	7
Course failure in ELA	18	42	40	5	21	10	0	0	0	136
Course failure in Math	5	11	6	8	23	8	0	0	0	61
Level 1 on statewide ELA assessment	0	0	0	0	10	13	7	0	0	30
Level 1 on statewide Math assessment	0	0	0	0	12	24	8	0	0	44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	32	40	21	0	0	0	93

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	12	23	12	14	27	11	0	0	0	99

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	45	51	41	27	29	25	0	0	0	218
One or more suspensions	0	1	1	3	1	1	0	0	0	7
Course failure in ELA	18	42	40	5	21	10	0	0	0	136
Course failure in Math	5	11	6	8	23	8	0	0	0	61
Level 1 on statewide ELA assessment	0	0	0	0	10	13	7	0	0	30
Level 1 on statewide Math assessment	0	0	0	0	12	24	8	0	0	44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	32	40	21	0	0	0	93

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	12	23	12	14	27	11	0	0	0	99

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	78	53	53	88	59	56	86		
ELA Learning Gains				80			79		
ELA Lowest 25th Percentile				68			62		
Math Achievement*	79	57	59	86	53	50	83		
Math Learning Gains				78			61		
Math Lowest 25th Percentile				65			50		
Science Achievement*	66	54	54	75	59	59	75		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	68	56	59	82			70		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	75
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	373
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	78

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	622
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	58			
ELL	73			
AMI				
ASN	92			
BLK	50			
HSP	76			
MUL	74			
PAC				
WHT	74			
FRL	62			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	54			
ELL	74			
AMI				
ASN	86			
BLK	66			
HSP	81			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	79			
PAC				
WHT	77			
FRL	69			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	78			79			66					68
SWD	61			56			50				4	
ELL	79			77			58				5	68
AMI												
ASN	94			89							2	
BLK	58			42							2	
HSP	81			80			68				5	70
MUL	78			88			57				3	
PAC												
WHT	77			79			66				5	65
FRL	68			68			51				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	88	80	68	86	78	65	75					82
SWD	70	68	59	56	59	43	26					
ELL	81	75	62	82	81	69	63					82
AMI												
ASN	88	75		97	95		73					

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	76	81		60	47							
HSP	87	82	74	87	77	67	73					100
MUL	86	65			86	80						
PAC												
WHT	89	81	67	86	79	65	75					73
FRL	81	81	66	73	67	50	67					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	86	79	62	83	61	50	75					70
SWD	63	69	50	58	69		42					
ELL	72	75		71	67		69					70
AMI												
ASN	88			92								
BLK	72			67								
HSP	80	71	67	76	56	47	61					60
MUL	83			80								
PAC												
WHT	89	85	65	86	66	65	81					76
FRL	80	68	69	69	53	53	63					69

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	76%	56%	20%	54%	22%
04	2023 - Spring	84%	58%	26%	58%	26%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	75%	48%	27%	50%	25%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	100%	54%	46%	54%	46%
03	2023 - Spring	83%	57%	26%	59%	24%
04	2023 - Spring	88%	52%	36%	61%	27%
05	2023 - Spring	69%	56%	13%	55%	14%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	65%	51%	14%	51%	14%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our data component with the lowest performance was 5th-grade science, with 65%. This was a 10% drop from the previous year. The factors were the size of the 5th-grade class, over 200+ students, limited curriculum resources, a high population of underperforming students in both the ELL and SWD subgroups and a loss of STEM on the fine arts rotation.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the most significant decline from the prior year was science, with a 10% decline.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

We are over the state average in all grades and subjects. The factors contributing to this positive trend are vetted materials, teacher professional development, and instruction alignment with state standards.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was 4th-grade math, with a 13% increase. The actions that led to this gain were specialized tutorials with targeted materials, teachers' use of collaborative instructional strategies, creative scheduling to allow for support services, and detailed planning at Professional Learning communities.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Our most significant area of concern is our science proficiency which we aim to improve through the use of vetted materials, additional teacher training during PLC, and iii rotations and tutorials to target science standards, as well as STEM on our Fine Arts rotations so that students can build the foundational knowledge required to master 5th-grade science standards.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Our highest priorities for school improvement:
-Increase science achievement
-Professional Development for collaborative structures school-wide
-Increase ELA 3rd grade reading proficiency

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:
(g) History of the Holocaust
(h) History of Africans and African Americans
(i) History of Asian Americans & Pacific Islanders
(o) Health Education, Life Skills & Social Media
(q) Hispanic Contributions
(r) Women's Contributions
(t) Civic & Character Education
(u) Sacrifices of Veterans, and the value of Medal of Honor recipients
2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.
3. Our school highlights multicultural diversity within the curriculum and the arts.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The Calusa school is diligently implementing innovative strategies to enhance teacher retention rates and create a supportive educational environment. This includes the Educator Support Program, Collaborative PLC, creation of internal Collaborative "Teaming" Community coaches, frequent staff input on culture and climate, maintenance of facility, staff recognitions, and staff appreciation from administration and PTA twice a month.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will use SEQ data and monitor teacher responses to internal climate surveys. A measurable outcome will also include tracking the number of voluntary transfers of teachers to a different school in the district. Our PBS team will be actively be monitoring the survey.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We will review SEQ data and teacher responses to internal climate surveys.

Person responsible for monitoring outcome:

Susan Figueroa (susan.figueroa@palmbeachschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Our PBS team will be actively be monitoring the survey.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Our PBS team will actively monitor the survey to gather data and insights on teacher perceptions of the professional development programs offered. This evidence-based approach will allow us to identify areas of success and areas that need improvement, enabling us to make informed decisions to enhance the effectiveness of our professional development initiatives and ultimately contribute to improved teacher retention rates.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Beginning of school staff is ask to provide input on culture and climate.
Regularly planned and developed PD by teaming committee.
PBS will meet monthly to monitor intiative.
Daily survey of campus facility with prompt attention to areas of need.

Continued beautification of campus.

Ensure communication to stakeholders, following the completion of SEQ; and monitoring.

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

By When: Throughout the school year, our dedicated focus and continuous commitment.

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The Calusa school has set ambitious goals for science education to foster a deep understanding of scientific principles, promote hands-on learning experiences, and cultivate a passion for exploration and discovery among students.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

A measurable outcome for this goal will be by the end of the academic year, Calusa will see 10% increase in students' average scores on science assessments, demonstrating a significant improvement in their understanding of scientific principles and concepts.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We will be monitoring after each winter Diagnostics and ongoing unit assessments.

Person responsible for monitoring outcome:

Susan Figueroa (susan.figueroa@palmbeachschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

To achieve the goal of enhancing science education, Calusa plans to implement evidence-based interventions such as incorporating inquiry-based learning strategies, utilizing interactive STEM resources, and providing regular formative assessments to track students' progress. Additionally, we will implement STEM on the fine arts wheel to integrate real-world applications to foster students' passion for exploration and discovery. Furthermore, we will utilize tutorials to provide remediation for students identified with a critical science deficiency. This approach ensures that instructional methods are rooted in research and best practices, maximizing the effectiveness of the interventions and improving the overall quality of science education in the district.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

These strategies support our goals and are shown to be best practices.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Purchased vetted and approved science materials to support classroom instruction.
Increase monitoring of the administration of the science block to ensure fidelity of implementation and standards.
Create tutorial groups based on data received from assessments.

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

By When: Throughout the year, monitoring and evaluation will occur!