

**School Name and Number :** 0671 - Calusa Elementary School

# School Performance Excellence Plan

**Principal:** Patrick Doyle

**Telephone #:** (305) 385-0589

**High School Feeder Pattern:** 7531 - Miami Sunset Senior

ACCESS Center Six

**Board District #:** 7 - Mr. Frank J. Cobo

## Title I Budget and Waivers

This school is receiving Title I funding and its Title I Budget is appended to this document.

This school is currently operating under a waiver of state, school board, and/or labor contract mandate(s). The pertinent waiver(s) is/are appended to this document.



# 2003 - 2004

## SCHOOL PERFORMANCE EXCELLENCE PLAN (SCHOOL IMPROVEMENT PLAN)

School Name: 0671 - Calusa Elementary School

School Performance Grades	2003	2002	2001	2000	1999
	<u>A</u>	<u>A</u>	<u>C</u>	<u>A</u>	<u>C</u>

### Vision/Mission/Belief Statement(s):

**VISION:** 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 encompass the needs of the whole individual; and the provision of a center for community activities.

**MISSION:** The staff and community of Calusa Elementary School will provide students with a sensitivity, an 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.

Title I Schoolwide Program: No

Comprehensive School Reform Program: No

SACS Accreditation Process: No

## School Profile/ Needs Assessment:

### EXECUTIVE SUMMARY

#### Calusa Elementary School

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Calusa Elementary School is a prekindergarten through grade five school with 951 students, approximately 19% Limited English Proficient (LEP) students and fewer than 20% on free or reduced priced meal benefits. The curriculum offers four gifted classes and two Exceptional Student Education (ESE) classes in addition to the regular education program. Calusa Elementary has reviewed and evaluated data including Florida Comprehensive Assessment Test results, the 2002-2003 School Improvement Plan outcomes, community surveys, and demographic profiles. Based on this information, the Calusa Elementary School staff and Educational Excellence School Advisory Council have identified the following objectives for the 2003-2004 school year:

Given instruction using the Sunshine State Standards, students in grades 3 - 5 will increase their reading skills as evidenced by 85 percent of students reaching the state required mastery level, 73 percent making learning gains, and 66 percent in the lowest 25 percent making annual learning gains as documented by scores of the 2004 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grade 4 will increase their writing skills as evidenced by 97 percent of students reaching the state required mastery level as documented by the 2004 FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grades 3 - 5 will increase their mathematics skills as evidenced by 78 percent of students reaching the state required mastery level and 79 percent making annual learning gains as documented by scores of the 2004 FCAT Mathematics Test, while 38% of each subgroup identified in the NCLB requirement will score at state mastery level.

Given instruction using the Sunshine State Standards, students in grade 5 will increase their science skills as evidenced by 20 percent of the students scoring at or above the District scale score as documented by the scores of the 2004 FCAT Science Test.

In order to achieve these objectives, appropriate strategies have been planned by the staff and the Educational Excellence School Advisory Council. Strategies to be implemented include: continued implementation of the Competency-Based Curriculum, utilization of existing technology or enhancing language arts and mathematics skills, implementation of manipulative materials for mathematics, and use of the media center's resources and Internet access to enhance classroom instruction. These strategies are designed for all students, including Limited English Proficient (LEP) and Exceptional Student Education (ESE).

## School Profile/ Needs Assessment: (continued)

### SCHOOL FOUNDATION

#### 1. ENVIRONMENT

##### 1.1 Pedagogy

*This item explores the teaching process at the school, including programs, services, and delivery systems.*

###### Major Programs:

- Sunshine State Standards
- Competency-Based Curriculum
- Comprehensive Reading Plan
- Comprehensive Mathematics and Science Plan

###### Additional Delivery Models:

Calusa Elementary School provides basic educational services based on the Sunshine State Standards to students in grades pre-k through five. The school also has two units for specific learning disabilities and four units for gifted students. Instruction is provided in traditional classroom settings. Home connections are fostered through a monthly PTA newsletter and the Calusa Elementary School web-site designed to keep parents abreast of developments in the classroom.

###### Student Services:

Student Services personnel play an integral role in the social and emotional development of Calusa students. Two fulltime counselors provide weekly classroom guidance lessons, as well as developmental group counseling, individual counseling, teacher consultation, and parent support. Drug awareness (Red Ribbon Week) and Career Development (Career Day) are especially emphasized. In addition, a student services team, consisting of the school psychologist, school social worker, and placement specialist, is available to meet student and parent needs. In order to meet the needs of parents and students who speak a language other than English, a committee composed of parents, teachers, and community leaders is available to assist in language communication, acculturation, and the transition into the new school.

##### 1.2 Culture

*This item explores the culture of the school, included are the vision, mission, and core values of the school.*

###### Vision:

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 encompass the needs of the whole individual; and the provision of a center for community activities.

###### Mission:

The staff and community of Calusa Elementary School will provide students with a sensitivity, an 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.

###### Core Values:

Core Values: Calusa Elementary School holds the following beliefs as the motivation for all endeavors undertaken by the school: We are dedicated to quality: quality of service, quality of relationships, and quality of communications; We believe that we should be, for all who are involved, a place of realized potential; and We believe that our responsibility is to our students, to our employees, and to the community and the society that we serve.

##### 1.3 Human Resources

*This item describes the people who carry out the work of the school.*

Calusa Elementary School employs a total of 69

full-time staff members and five part-time staff members. Of this group, two are administrators, 51 are teachers, two are counselors, one is a media specialist, one is a speech therapist, seven are clerical staff, and four are custodial service workers. The food service staff of six are provided by Arvida Middle School. Of the

## School Profile/ Needs Assessment: (continued)

### SCHOOL FOUNDATION

teaching staff, less than 10% are new to this school, 57% have Masters degrees or above, the average length of teaching years in Florida is 17. Almost 100% of faculty is ESOL endorsed or has met specified META requirements.

#### **1.4 Building Resources**

*This item explores budgetary commitments for facilities, technologies, and equipment.*

Calusa Elementary School is located on a 16 acre school-park site in southwest Miami-Dade County at 9580 West Calusa Club Drive. It consists of nine four-classroom buildings, with nine portables, a freestanding media center, and a cafeteria. A new ten classroom "concretable" is expected to replace four older portables in January 2004. Calusa currently serves 951 students using approximately 115% of its capacity. All buildings were recently repainted and a project to replace carpeting was completed over the summer. This 22 year-old school has been retro-wired to provide Intranet and Internet access to all classrooms. Every teacher has been provided with a new computer work station.

#### **1.5 Constraints**

*This item explores standards, laws, and rules that strongly influence the school to take action.*

Please refer to Appendix A and B for legislative issues.

## 2. RELATIONSHIPS

#### **2.1 Student**

*This item explores the unique requirements, expectations, and needs of the key student groups.*

Calusa Elementary School serves 951 students from the surrounding neighborhood, including 553 standard curriculum students, 88 ESE students, 183 ESOL students and 127 gifted students. There are fewer than 20% LEP students and fewer than 10% of our students are on free/reduced lunch. The ethnic/racial makeup of the student population is 31% White Non-Hispanic, 5% Black Non-Hispanic, 60% Hispanic, and 5% Asian/Indian or multi-racial. The mobility index of the school is 16.

Calusa works very closely with the community to provide for other needs of the students outside the academic realm. Morning supervision is available from 7:15 A.M. and after-school care is offered until 6 P.M. Story-time is provided from 2-3 P.M. every day for primary students who are dismissed earlier than their older siblings. Extra-curricular clubs are offered in Art, Science, Math, Geography, Chorus, Violins, Future Educators, Safety Patrol, Student Council, and television production. Students may also participate in Youth Crime Watch, DARE, and KAPOW.

#### **2.2 Stakeholder**

*This item explores the unique requirements, expectations, and needs of the key stakeholder groups, including parents/caregivers and the surrounding community/businesses.*

Calusa Elementary School endeavors to link with the community in many ways throughout the school year. The school website provides helpful links to parents for resources on education and parenting. The same site encourages parent-teacher-administration communication through direct email links to administrators and instructional staff. Written communication is available to parents in English, Spanish, and Creole. Oral communication is also available in various languages. The PTA and school administration coordinate the recruitment of volunteers at an opening of school breakfast and also provide an awards luncheon near the end of the school year. PTA fundraising activities provide for cultural arts programs for students, staff and parents.

The PTA also supplements the reading program by providing rewards and incentives for students. It encourages students to improve their reading and develop an appreciation for reading.

The PTA sponsors "Fright Night" in October and an annual Calusa Carnival in February. These gatherings provide an opportunity for family entertainment for the community.

Calusa Elementary School encourages parent involvement in EESAC to give parents the opportunity to participate in decision-making at the school.

The school staff provides evening workshops for parents on homework, test-taking skills and school curriculum.

## School Profile/ Needs Assessment: (continued)

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### SCHOOL FOUNDATION

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The community enjoys the benefits of using the school as a meeting place for both the Boy Scouts of America and the Girl Scouts of America. The YMCA provides additional sports activities after-school and on weekends. The school provides a fee-supported Before-and-After School Care program.

#### **2.3 Human Resources**

*This item explores the unique requirements, expectations, and needs of the faculty and staff.*

Please refer to Staff Development (Appendex C).

#### **2.4 Supplier and Partner**

*This item explores the unique requirements, expectations, and needs of the key supplier groups, including providers of goods and services such as social services, food, transportation, and key partners such as other schools, workforce connections, and community connections.*

Calusa Elementary School enjoys a collaborative relationship with various local universities where Calusa teachers provide supervision and inspiration to interns from those universities. Almost all students leaving Calusa after fifth grade will attend Arvida Middle School. The staff from Calusa works closely with Arvida on articulation issues to ensure that entering sixth graders are prepared with the background they need to be successful in middle school. Calusa's After School Program employs students majoring in Education as leaders in order to refine and enhance their professional future. Through the years, Calusa's students have been involved in different activities to foster community service, including: United Way, food drives, toy drives, and visitations to the elderly for comfort and companionship. The Boy Scouts and Girl Scouts are active on campus, with Calusa Elementary School providing the cafeteria for use as a meeting center.

## **3. COMPETITION**

#### **3.1 Position:**

*This item explores the competitive position and explores the factors which strongly influence students to enroll at this school instead of a competing school.*

Enrollment at Calusa Elementary School has been stable over the last five years at about 950-1000 children. The Florida Department of Education graded Calusa as an "A" school for the past two years and as a "C" school for the previous year. The school has a history of high performance. Its students have always met or exceeded the national median scores on standardized achievement tests. Calusa students are targeted for recruiting by middle school magnet programs because of our reputation for academic excellence.

Calusa Elementary was awarded the Golden School Award for more than 10,000 volunteer hours. The school has consistently won this award for more than fifteen years. Calusa Elementary School has been the recipient of the national Little Red School House Award for outstanding parent involvement and was named a Red Carpet School for student achievement.

One of the unique aspects of Calusa Elementary School is that it is truly a neighborhood school. Very few students need public transportation as most of them live within a two-mile radius of the school.

#### **3.2 Competitors**

*This item explores the alternate schools available to students.*

There are charter schools and private schools within or close to the boundaries of Calusa Elementary School. Calusa Elementary School is a target school for all middle school magnet programs. The area public elementary schools are Devon Aire, Claude Pepper, Winston Park, Oliver Hoover, Jack Gordon, William Lehman and Kendale Lakes. The Florida Department of Education graded Calusa as an "A" school the past two years and a "C" school the previous year. The surrounding schools have received similar grades in the past.

## School Profile/ Needs Assessment: (continued)

### SCHOOL FOUNDATION

#### 3.3 Mode

*This item explores the Critical Success Factors for the areas identified by the school as being essential to the achievement of the vision/mission of the school.*

Calusa Elementary School enjoys a collaborative system of leadership that includes representatives from all stakeholder groups on its primary decision-making group, the Education Excellence School Advisory Council (EESAC). Leaders in the school provide the technical support and professional and personal growth opportunities that stakeholders need in order to make informed decisions. Innovation is encouraged and new ideas are given every opportunity to succeed.

Calusa Elementary School provides an eclectic approach to guarantee quality educational experiences for its students. In facilitating this approach, input from all stakeholders is considered an essential part of program improvement. This ongoing communication between the school leadership team and the stakeholders enables us to provide educational programs that are tailored to student needs.

#### 3.4 Dynamics

*This item explores the changing threats and opportunities to which the school must respond.*

Enrollment at Calusa Elementary School has remained fairly stable for the last five years despite indications that the neighborhood is aging and there are fewer families with elementary age children. This stability is likely due to an increase in requests for out-of-area transfers to Calusa. The demographics of the neighborhood indicate that younger families are moving into the neighborhood and an increase in enrollment is expected. The mobility index for Calusa Elementary is sixteen (16) which is relatively low when compared to the District average (30). Calusa Elementary School has had a positive reputation through the years. The students have always performed above average on achievement tests, enhancing our image in Miami-Dade County as one of the better performing schools.

## 4. CHALLENGES

#### 4.1 Learning

*This item explores the challenges the school faces in providing educational activities that result in student learning.*

Calusa students are less mobile than in most schools and have a history of much higher than average attendance rate (96%). Our students academic performance is at high level. Calusa has been designated as an "A" school three out of five years. There is an absence of empirical data to identify programmatic challenges.

#### 4.2 Faculty

*This item explores the challenges the school faces in ensuring the quality of teachers, providing for the satisfaction of the faculty, and the challenges the school faces in the delivery of educational programs.*

Calusa Elementary School has not experienced problems in filling instructional openings. There are typically more applicants than available positions. Results of the School Climate Survey and the Performance Excellence Self-Assessment indicate that teachers feel they have sufficient opportunity for personal and professional growth. The administration actively promotes professional development. An ongoing series of technology workshops has been enthusiastically attended by the majority of faculty members. This has allowed teachers to bring the benefits of information technology into their classrooms. Analysis of the PACES and TADS evaluations for the past three (3) years indicates that teachers are successful in providing students with skills to enable thinking.

#### 4.3 Operational and External Forces

*This item explores the challenges the school faces in internal daily operations and in interactions with the surrounding community.*

According to the School Climate Survey, Calusa's staff, students, and parents are generally satisfied with the operation of the school. The physical plant recently replaced the air conditioning system and a new roof is planned. The physical education basketball court was repainted over the summer and new backposts and nets were installed. A ten classroom "concrete" will replace four aging portables.

#### 4.4 Process Improvement

*This item explores the challenges the school faces in improving educational program design, student support services, operational and strategic planning processes, cycle time, data usage, and organizational learning.*

Calusa Elementary School has identified an issue concerning process improvement: Student scores on the 2003 FCAT Math Test indicate 36% of students with

## School Profile/ Needs Assessment: (continued)

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### SCHOOL FOUNDATION

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disabilities are scoring at or above grade level, 2% below the state standard of 38% scoring at or above grade level in math.

#### 5. IMPROVEMENT

##### **5.1 Education Design and Support Processes**

*This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.1 Learning.*

In order to identify issues of challenges to learning, the EESAC will survey students, staff, and parents regarding: home learning, attendance, connection between home learning and class activity, and other relevant areas.

##### **5.2 Education Delivery Process**

*This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.2 Faculty.*

Calusa Elementary School has identified some issues concerning improvement in the Education Delivery Process. Among these are the results of the School Climate Survey which indicates that the need for a stress management course would be beneficial and would be provided onsite. In addition, the other area of concern was the issue of class size. The EESAC Committee will make recommendations as to how this may be addressed.

An EESAC subcommittee will survey teachers to identify issues concerning personal and professional development opportunities needed. The EESAC committee will contact the Teacher Education Center to arrange for on-site classes meeting the needs of the teachers.

##### **5.3 Operational and External Forces Processes**

*This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.3 Operational and External Forces.*

The EESAC committee will distribute a survey to identify any staff concerns of external forces controlling the internal operations of the school. Additionally, Calusa Elementary is scheduled for replacement of the air conditioning system.

##### **5.4 Organizational Processes**

*This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.4 Process Improvement.*

Calusa Elementary School has identified issues concerning an increase in numbers of students scoring below 3 in writing. In order to address this need Calusa Elementary will partner with the ACCESS center and District to provide training to selected teachers in successful remedial strategies. The EESAC will survey teachers to collect data regarding collaboration and articulation between grade groups on issues such as student retention and early referral to the Child Study Team.



## School Profile/ Needs Assessment: (continued)

### OVERALL ANALYSIS OF ASSISTANCE PROVIDED BY EESAC

The following information will explain how the EESAC has assisted in the preparation of the School PEP relative to the following issues:

#### ***Budget:***

The EESAC recommended increasing supply allocations for the media center and hourly classroom positions. The EESAC recommended the use of After School Care program for tutors and supplies.

#### ***Training:***

The EESAC recommended increasing support for teacher training in technology and the teaching of reading. The EESAC recommended teacher training for Riverdeep Math available to include primary grades (K - 2).

#### ***Instructional Materials:***

The EESAC recommended the selection of reading and mathematics materials the coincided with FCAT Explorer and Riverdeep Math. The EESAC recommended instructional materials to support to tutoring of students with identified remedial reading needs in grades 1 - 3.

#### ***Technology:***

The EESAC recommended the continuation of teacher technology training with the "Six Pack for Teachers" offered by MDCPS. The EESAC recommended the inclusion of first and second grade students for the Accelerated Reader program.

#### ***Staffing:***

The EESAC recommended the addition of FCAT tutors and paraprofessionals for reading skills. The EESAC recommended additional security monitors for a safe learning environment.

#### ***Student Support Services:***

The EESAC recommended the utilization of the additional counselor position to provide services to more students on a weekly basis. The EESAC recommended the inclusion of retained students for small group counseling sessions.

#### ***School Safety and Discipline:***

The EESAC recommended the continuation of the DARE program and Safety Patrol. The EESAC recommended implementation of the Youth Crime Watch Program.

#### ***Other Matters of Resource Allocation:***

The EESAC recommended the pursuit of grants and other assistance of Dade Partners. The EESAC recommended the implementation of parent resource center in the school and parent education programs to support student achievement.

#### ***Benchmarking:***

The EESAC recommended a review of quarterly progress reports for each objective. The EESAC review of the results would provide direction for adjustments and verification.

**School Data Summary: (compare the last 5 years, if available)**

**ACCOUNTABILITY DATA**

**School Performance Grades**

2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
A	A	C	A	C

2002-2003	Reading	Math	Writing	Grade Points
% Meeting High Standards	83	76	95	254
% Making Learning Gains	71	77		148
Adequate Progress of Lowest 25% in the school?	64			64
<b>Total School Grade Points</b>	<b>218</b>	<b>153</b>	<b>95</b>	<b>466</b>

2001-2002	Reading	Math	Writing	Grade Points
% Meeting High Standards	80	78	86	244
% Making Learning Gains	69	87		156
Adequate Progress of Lowest 25% in the school?	69			69
<b>Total School Grade Points</b>	<b>218</b>	<b>165</b>	<b>86</b>	<b>469</b>

**School Data Summary: (compare the last 5 years, if available)**

**FCAT Sunshine State Standards (SSS) (all curriculum groups)**

**Grade Level: 03**

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2002-2003	178	313	16	8	38	34	4	178	314	13	20	31	30	5
2001-2002	155	306	21	7	41	25	7	153	315	12	19	39	24	7
2000-2001	156	313						156	316					

**Grade Level: 04**

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2002-2003	158	318	15	13	28	32	11	159	315	15	17	38	23	7
2001-2002	164	319	20	13	29	27	11	163	328	12	12	40	28	9
2000-2001	170	317	21	18	24	25	12	171	304					
1999-2000	165	311	19	15	38	25	4							
1998-1999	184	313	16	18	37	27	2							

**School Data Summary: (compare the last 5 years, if available)**

**FCAT Sunshine State Standards (SSS) (all curriculum groups)**

Grade Level: 05

Year	Reading						Mathematics							
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2002-2003	167	309	14	14	38	31	4	167	343	11	20	25	34	10
2001-2002	173	303	16	14	35	28	8	172	342	13	22	24	29	12
2000-2001	161	301						161	332	24	16	24	29	8
1999-2000								204	332	14	24	36	21	5
1998-1999								152	322	20	36	28	13	3

School Data Summary: (compare the last 5 years, if available)

**FCAT Writing (all curriculum groups)**

Grade Level: 04

Test Prompt: Combined

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2002-2003	157	3.9	1	1	3	1	10	17	35	21	6	3	1
2001-2002	165	3.7	2	1	3	2	30	12	28	4	12	3	3
2000-2001	170	3.7	2	0	5	2	23	11	31	8	15	1	1
1999-2000	166	3.6	2	0	4	5	31	10	25	13	8	2	1
1998-1999	181	3.6	1	1	2	3	31	22	27	9	3	2	1

Test Prompt: Expository

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2002-2003	75	3.8	3	1	4	1	11	19	36	16	5	4	0
2001-2002	84	3.7	2	1	2	0	35	8	31	1	11	4	5
2000-2001	84	3.7	0	0	1	1	30	14	37	10	5	0	1
1999-2000	83	3.6	2	0	4	5	34	10	20	18	6	1	0
1998-1999	91	3.4	1	1	2	5	35	26	22	4	1	1	0

**School Data Summary: (compare the last 5 years, if available)**

**FCAT Writing (all curriculum groups)**

**Grade Level: 04**

**Test Prompt: Narrative**

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2002-2003	82	4	0	0	2	1	10	16	34	26	6	2	1
2001-2002	81	3.7	1	0	4	4	26	16	25	7	12	2	1
2000-2001	86	3.7	3	0	8	3	16	7	26	7	24	2	0
1999-2000	83	3.7	1	0	4	5	29	11	29	8	10	2	1
1998-1999	90	3.7	0	1	1	1	27	18	31	13	4	2	1

**School Name:** Calusa Elementary School

**District Name:** Miami-Dade County Public Schools

**Performance Grade:**   A  

**School Performance Excellence Goal:** # 1 : Reading

**Aligns with District Goal #**   1 2  

**State Goal #:**       3      6      8      

**National Goal #:**   N/A  

**Other :**   See below  

**Principles of School Performance Excellence**

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
( )	( x )	( x )	( x )	( x )	( )	( x )

**Needs Assessment**

Results of the 2003 FCAT Reading test indicate that 83 percent of students have met the state required mastery level, 71 percent made annual learning gains and 14 percent more than the required 50 percent of students scoring in the lowest 25 percent have made annual learning gains.

**Objective**

Given instruction using the Sunshine State Standards, students in grades 3 - 5 will increase their reading skills as evidenced by 85 percent of students reaching the state required mastery level, 73 percent making learning gains, and 66 percent in the lowest 25 percent making annual learning gains as documented by scores of the 2004 FCAT Reading Test

**Definition of Adequate Progress:**

Adequate progress will be deemed to have been achieved if 85 percent of students reach the state required mastery level, if 73 percent make learning gains, and if 66 percent in the lowest 25 percent make annual learning gains.

**Evaluation:**

This objective will be evaluated by scores of the 2004 FCAT Reading test. Quarterly reports will provide formative assessment which will be used monitor progress toward the objective.

**SAC members involved in the development of this objective:**

Names:	Names:	Names:
Azcuy, Miriam		
Tai, Angela		

## Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . The morning telecast on WEXL will include reading tips.	*Media Specialist Reading Leader Classroom Teachers	FCAT Explorer	Sep. '03	Jun. '04
2 . Provide small group tutoring to students scoring in the lowest 25 percent FCAT levels.	*Principal, Classroom Teachers, FCAT paraprofessionals, Tutorial program	Student Achievement Enhancement Program	Oct. '03	Jun. '04
3 . Provide parent workshops on SSS reading skills.	*Principal, Assistant Principal, Teachers	Materials on site, handouts	Oct. '03	Mar. '04
4 . Teachers are provided professional development activities in reading and other technology-related programs.	*Assistant Principal, Technology Mentor Reading Leader	Materials provided or on site	Sep. '03	May '04
5 . Continue utilization of the Comprehensive Reading Plan.	*Principal, Assistant Principal, Teachers	Materials online library books, trade books	Sep. '03	Jun. '04
6 . Implement strategies to meet testing standards for all NCLB subgroups.	*Principal Assistant Principal Teachers	Student records and other on site data.	Sep. '03	Jun. '04

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE).  
All staff members will participate in the implementation of this plan.



**School Name:** Calusa Elementary School

**District Name:** Miami-Dade County Public Schools

**Performance Grade:**   A  

**School Performance Excellence Goal:** # 2 : Writing

**Aligns with District Goal #**   1 2  

**State Goal #:**       3  5  6  8      

**National Goal #:**   N/A  

**Other :**   See below  

**Principles of School Performance Excellence**

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
( )	( x )	( x )	( x )	( x )	( )	( x )

**Needs Assessment**

Results of the 2003 FCAT Writing test indicate that 95 percent of students have met the state required mastery level.

**Objective**

Given instruction using the Sunshine State Standards, students in grade 4 will increase their writing skills as evidenced by 97 percent of students reaching the state required mastery level as documented by the 2004 FCAT Writing Test.

**Definition of Adequate Progress:**

Adequate progress will be deemed to have been achieved if 97 percent of students reach the state required mastery level.

**Evaluation:**

This objective will be evaluated by scores of the 2004 FCAT Writing Test. Quarterly reports will provide formative assessment which will be used to monitor progress toward the objective.

**SAC members involved in the development of this objective:**

Names:	Names:	Names:
Azcuy, Miriam		
Gomez, Daisy		

## Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Provide opportunities for students to research and write about careers.	*Assistant Principals Media Specialist Classroom Teachers Counselors	Classroom libraries Links from school website Media Center	Sep. '03	Jun. '04
2 . Provide opportunities for students to create multimedia reports to be used by teachers and other students.	*Principal, Assistant Principal, Classroom Teachers	Materials online, computer software	Sep. '03	Jun. '04
3 . Provide parent workshops on SSS writing skills.	*Principal, Assistant Principal, Classroom Teachers	Parent links on school website FCAT Writing materials	Oct. '03	Mar. '04
4 . Continue utilization of the Competency-Based Curriculum and Sunshine State Standards.	*Principal Assistant Principal Classroom Teachers	FCAT Writing materials GLEs	Sep. '03	Jun. '04
5 . Continue the implementation of the SSS writing strategies for the development of writing skills.	*Assistant Principal Classroom Teachers	FCAT Writing materials	Sep. '03	Jun. '04

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

**School Name:** Calusa Elementary School

**District Name:** Miami-Dade County Public Schools

**Performance Grade:**   A  

**School Performance Excellence Goal:** # 3 : Mathematics

**Aligns with District Goal #**   1 2  

**State Goal #:**       3      6      8      

**National Goal #:**   N/A  

**Other :**   See below  

**Principles of School Performance Excellence**

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
( )	( x )	( x )	( x )	( x )	( )	( x )

**Needs Assessment**

Results of the 2003 FCAT Mathematics test indicate that 76 percent of students have met the state required mastery level and that 77 percent have made annual learning gains.

**Objective**

Given instruction using the Sunshine State Standards, students in grades 3 - 5 will increase their mathematics skills as evidenced by 78 percent of students reaching the state required mastery level and 79 percent making annual learning gains as documented by scores of the 2004 FCAT Mathematics Test, while 38% of each subgroup identified in the NCLB requirement will score at state mastery level.

**Definition of Adequate Progress:**

Adequate progress will be deemed to have been achieved if 78 percent of students reach the state required mastery level and if 79 percent make annual learning gains.

**Evaluation:**

This objective will be evaluated by scores of the 2004 FCAT Mathematics Test. Quarterly reports will provide formative assessment which will be used to monitor progress toward the objective.

**SAC members involved in the development of this objective:**

Names:	Names:	Names:
Doyle, Patrick		
Gomez, Daisy		

## Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Provide students with opportunities to relate mathematics skills to careers	*Assistant Principal Classroom Teachers	Links from school website	Sep. '03	Jun. '04
2 . Provide small group tutoring to students scoring in the lowest 25 percentile.	*Principal Assistant Principal Classroom Teachers Paraprofessionals Volunteers	Student Achievement Enhancement Program	Sep. '03	Jun. '04
3 . Provide parent workshops on FCAT mathematics skills.	*Principal Classroom Teachers	Guest Speaker FCAT Mathematics materials	Oct. '03	Mar. '04
4 . Continue utilization of the Competency Based Curriculum and Sunshine State Standards.	*Principal Assistant Principal Classroom Teachers	SBG Math Program Links from school website	Sep. '03	Jun. '04
5 . Implement the Riverdeep Math Program with students with disabilities to improve math scores.	*Principal Technology Mentor Classroom Teachers	Teacher and Student links from school website	Sep. '03	Jun. '04

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

**School Name:** Calusa Elementary School

**District Name:** Miami-Dade County Public Schools

**Performance Grade:**   A  

**School Performance Excellence Goal:** # 4 : Science

**Aligns with District Goal #**   1 2  

**State Goal #:**       3      6      8      

**National Goal #:**   N/A  

**Other :**   See below  

**Principles of School Performance Excellence**

**1**  
School  
Leadership  
**( )**

**2**  
Strategic Planning for  
School Improvement  
**( x )**

**3**  
Student and Stakeholder  
Relationships  
**( x )**

**4**  
Data-Driven Decision-  
Making  
**( x )**

**5**  
Human  
Resource Focus  
**( x )**

**6**  
Educational Design,  
Services, and Support  
**( )**

**7**  
Performance  
Results  
**( x )**

**Needs Assessment**

Scores on the 2003 FCAT Science Test indicate a mean scale score of 308.

**Objective**

Given instruction using the Sunshine State Standards, students in grade 5 will increase their science skills as evidenced by 20 percent of the students scoring at or above the District scale score as documented by the scores of the 2004 FCAT Science Test.

**Definition of Adequate Progress:**

Adequate progress will be deemed to have been achieved if 20 percent of the students score at or above the District mean scale score.

**Evaluation:**

This objective will be evaluated by scores of the 2004 FCAT Science Test. Quarterly reports will provide formative assessment which will be used to monitor progress toward the objective.

**SAC members involved in the development of this objective:**

Names:	Names:	Names:
Gomez, Daisy		
Tai, Angela		

## Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Provide students with educational activities for career opportunities in science.	*Assistant Principal Classroom Teachers	Media Center Guest Speakers Field Trips	Sep. '03	Jun. '04
2 . Provide parent workshops on FCAT science skills.	*Principal Assistant Principal Classroom Teachers	FCAT Science materials	Sep. '03	Jun. '04
3 . Continue utilization of the Competency Based Curriculum and Sunshine State Standards.	*Principal Assistant Principal Classroom Teachers	Science textbooks GLEs	Sep. '03	Jun. '04
4 . Provide teachers with professional development activities in science and other technology-related programs.	*Assistant Principal, Technology Mentor	Teacher Education Center Teacher links from school website	Sep. '03	Jun. '04
5 . Continue use of Full Option Science System (FOSS) kits.	*Assistant Principal, Teachers	FOSS kits on site	Sep. '03	Jun. '04

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE).  
All staff members will participate in the implementation of this plan.

## **Adequate Progress Statement for the entire School Performance Excellence Plan:**

A Progress Assessment meeting is scheduled for each school at the end of each school year. Present are to be the school principal, the Educational Excellence School Advisory Council (EESAC) chair, the United Teachers of Dade steward, an EESAC parent representative, the EESAC community/business representative, and the EESAC student representative, if there is one. The Progress Assessment meeting is held at the Region office or supervising District office. At this meeting, the EESAC makes a presentation of findings. Included in the presentation are data that identify the Strengths and Opportunities for Improvement (OFIs) of the school. These results provide guidance for the future direction of the school and are included, as appropriate, as objectives and strategies in the subsequent School Performance Excellence Plan. NOTE: This meeting is subject to Florida's Government-in-the-Sunshine Law.

In the event that a school does not make progress on an objective found in the School Board-approved School Performance Excellence Plan, the Region office or supervising District office will collaborate with the EESAC to determine whether, and in what format, that objective will be readdressed.

The school must also meet the Florida Definition of Adequate Progress. Florida's High-Quality Education System states that if a school fails to meet criteria set forth in Florida State Board of Education Rule 6A-1.09981 pertaining to School Performance Grades, the school cannot be said to have made adequate progress.

## **Mid-Year Review of School Performance Excellence Plan:**

A mid-year review of the implementation of the current School Performance Excellence Plan will be conducted. This meeting, conducted by the Region Director or supervising District administrator, is subject to Florida's Government-in-the-Sunshine Law. This review will provide useful information for revising School Performance Excellence Plans for the following year and for assessing where resources need to be targeted for the remainder of the school year. A self-study of the progress made in implementing the current School Performance Excellence Plan at each school site will constitute a major portion of the mid-year review.



The following 10 essential components for Title I Schoolwide Program have been reviewed and addressed as required by Title I, Part A, Section 1114 of No Child Left Behind.  
*(if applicable)*

- Comprehensive Needs Assessment of the Entire Plan
- Schoolwide Reform Strategies
- Instruction by Highly Qualified Teachers
- High-quality and Ongoing Professional Development
- Strategies to Attract High Quality Qualified Teachers to High-need Schools
- Strategies to Increase Parental Involvement
- Plans for Assisting Preschool Children
- Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
- Activities to Ensure that Students Who Experience Difficulty Mastering the Proficient or Advanced Levels of Academic Achievement Standards Shall be Provided with Effective, Timely Additional Assistance
- Coordination and Integration of Federal, State and Local Services and Programs.

All of the following 11 essential components for the Comprehensive School Reform Program has been reviewed and addressed as required by Title I, Part F of No Child Left Behind.  
(if applicable)

- Proven Scientifically-Based Strategies and Methods
- Comprehensive Design with Aligned Components
- Continuous Professional Development
- Measurable Goals and Benchmarks for Student Academic Achievement
- Support within School
- Support for School Personnel
- Meaningful Parental and Community Involvement
- High Quality External Technical Support and Assistance
- Annual Evaluation
- Coordination of General Resources
- Coordination of Scientifically-Based Resources

All of the following 7 components of an Effective School Improvement Framework have been reviewed and addressed as required by the Quality School Improvement Process by the SACS Commission on Elementary and Middle Schools.

*(if applicable)*

- A process for stakeholders' participation in school improvement planning
- The identification, development, and analysis of information that is summarized in a profile of the students, school, and community.
- A list of beliefs and a mission statement that represent community expectations and student needs, and provide direction and focus for the work of a school.
- A list of clearly defined goals and performance expectations for student learning, and comprehensive assessment of students' performance on each.
- A comprehensive analysis of the instructional and organizational effectiveness of a school.
- An action plan for school improvement that details strategies for addressing areas identified through the planning process as needing improvement.
- An implementation process that provides for continuous monitoring and annual assessments of the plan and supplies the data for making necessary revisions.

All of the following 7 elements for the school improvement process have been reviewed and addressed as required by the SACS Commission on Secondary and Middle Schools.

*(if applicable)*

- Identification of the students, school, and community the school serves.
- Development of the beliefs and mission of the school; basis for the school's existence.
- Completion of a comprehensive needs assessment that focuses on areas that relate to student performance.
- Identification of specific goals for student learning.
- Adoption of a process that must support and enable the school to conduct a self-evaluation of the effectiveness of the instructional and organizational practices within the school.
- Development and implementation of an action plan for improvement.
- Development of an action plan ensuring the capacity of the school to evaluate its progress and provide for accountability to its intended goals.

## APPENDIX A

The School Advisory Council has reviewed and addressed ***all*** of the following required components of a School Performance Excellence Plan as pursuant to Section 230.23, Florida Statutes.

### State Education Goals:

- Goal 1: Readiness to Start School
- Goal 2: Graduation Rate for Postsecondary Education and Employment
- Goal 3: Student Performance
- Goal 4: Learning Environment
- Goal 5: School Safety and Environment
- Goal 6: Teachers and Staff
- Goal 7: Adult Literacy
- Goal 8: Parental, Family and Community Involvement

### Based on an analysis of student achievement and school performance data:

- FCAT Reading Sunshine State Standards
- FCAT Math Sunshine State Standards
- FCAT Writing Sunshine State Standards
- FCAT Science Sunshine State Standards

### Issues relative to:

- budget
- training
- instructional materials
- technology
- staffing
- student support services
- specific school safety
- discipline strategies
- other matters of resource allocation

## School District Goals:

## APPENDIX B

### Goal I: School to Career

**Focus:** Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

**Objectives:**

- Ia. Improve student achievement emphasizing reading, writing skills, mathematics, and science.
- Ib. Monitor and assess the implementation of standards for students in the areas of academic, career, and personal/social development.
- Ic. Expand opportunities for students to participate in cultural and physical fitness experiences.
- Id. Decrease the number of schools receiving "D" and "F" grades and increase the number of schools receiving "A" and "B" grades on the State's School Accountability Report.
- Ie. Integrate technology and its proficient use for all students and faculty into the instructional program to facilitate learning, with the intent of producing technologically skilled graduates.
- If. Enhance vocational/technical programs and adult education programs to meet the demands of business and industry.
- Ig. Broaden the scope of civic, law, and character education programs offered in the district to provide all students with necessary skills.
- Ih. Narrow the achievement gap between minority and non-minority students.
- Ii. Increase the number of students and adults who are bilingual and biliterate.
- Ij. Increase public educational choice options.

### Goal II: Effective Learning Environment

**Focus:** Enhance the safety of students and staff, and increase the quality of the learning environment

**Objectives:**

- Ila. Reduce the percentage of incidents related to violence, weapons, drugs, vandalism, and truancy.
- Ilb. Strengthen counseling and academic programs for all at-risk students with particular emphasis placed on at-risk students located at alternative schools and juvenile justice centers.
- Ilc. Reduce school overcrowding.
- Ild. Increase skills, knowledge, and professionalism of school staff.
- Ile. Increase the number of educationally productive partnerships with the community.
- Ilf. Increase opportunities for parents and guardians to become active partners in achieving educational success for all students.
- Ilg. Promote the community focus of schools as neighborhood learning and cultural centers for both students and other members of the community

### Goal III: Efficient Management Practices

**Focus:** Ensure that school system operations conform to the highest business and professional standards of effectiveness, ethics, and efficiency

**Objectives:**

- IIIa. Improve the financial planning and management process to ensure that resources are allocated and expended according to district needs and priorities.
- IIIb. Decrease the average duration of new construction, additions, and renovations and ensure that Capital Outlay programs/projects are completed within budget.
- IIIc. Improve the delivery of services such as maintenance, classroom materials, and transportation.
- IIId. Ensure that personnel maintain professional standards and effectively fulfill their assigned responsibilities.
- IIIe. Improve the perception of the Miami-Dade School District for various stakeholders.

## APPENDIX C

### PROFESSIONAL DEVELOPMENT

#### Provided or in Progress in the Area of Reading Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>issues/strategies</i>	Teachers: 16 yes Administrators: 0 Others: 0	
<i>comprehensive reading</i>	Teachers: 5 yes Administrators: 0 Others: 0	
<i>reading instruction</i>	Teachers: 14 yes Administrators: 0 Others: 0	
<i>best practices</i>	Teachers: 2 yes Administrators: 0 Others: 0	
<i>basic skills</i>	Teachers: 2 yes Administrators: 0 Others: 0	

#### Provided or in Progress in the Area of Writing Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>basic skills</i>	Teachers: 5 yes Administrators: 0 Others: 0	
<i>best practices</i>	Teachers: 2 yes Administrators: 0 Others: 0	

#### Provided or in Progress in the Area of Mathematics Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
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## APPENDIX C

### PROFESSIONAL DEVELOPMENT

#### Provided or in Progress in the Area of Mathematics Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>best practices</i>	Teachers: 2 yes Administrators: 0 Others: 0	
<i>basic skills</i>	Teachers: 2 yes Administrators: 0 Others: 0	
<i>math/science supp</i>	Teachers: 2 yes Administrators: 0 Others: 0	

#### Provided or in Progress in the Area of Science Instruction

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>professional workshop - Science</i>	Teachers: 10 yes Administrators: 0 Others: 0	
<i>Hiv/aids</i>	Teachers: 2 yes Administrators: 0 Others: 0	

#### Other Professional Development Provided or in Progress

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>music instruction</i>	Teachers: 5 yes Administrators: 0 Others: 0	
<i>issues/strategies in computers</i>	Teachers: 98 yes Administrators: 0 Others: 0	

## APPENDIX C

### PROFESSIONAL DEVELOPMENT

#### Other Professional Development Provided or in Progress

TRAINING	PERCENT TRAINED	OTHER TRAINING
<i>power point</i>	Teachers: 26 Administrators: 0 Others: 0	yes
<i>professional workshop -computers</i>	Teachers: 48 Administrators: 0 Others: 0	yes
<i>microcomp word process</i>	Teachers: 2 Administrators: 0 Others: 0	yes
<i>African American</i>	Teachers: 5 Administrators: 0 Others: 0	yes
<i>issues/strategies foreign languages</i>	Teachers: 10 Administrators: 0 Others: 0	yes
<i>microcomputer literacy</i>	Teachers: 0 Administrators: 50 Others: 0	yes
<i>microcomputer integrated</i>	Teachers: 0 Administrators: 50 Others: 0	yes
<i>on-line applications</i>	Teachers: 0 Administrators: 50 Others: 20	yes
<i>online app. literacy</i>	Teachers: 0 Administrators: 50 Others: 0	yes



## **SCHOOL PERFORMANCE EXCELLENCE PLAN REVIEW AND ACCEPTANCE SIGNATURES**

**This School Performance Excellence Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.**

**The original signature page; including signatures of EESAC members is on file at the Region/District Supervisor's Office.**

**Additionally, the signature of the Region Superintendent/District Supervisor certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.**