
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 0671 - Calusa Elementary School

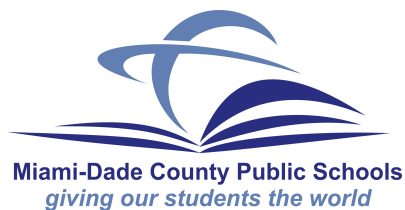
FeederPattern: Miami Sunset Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Georgina Palomo

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Calusa Elementary School

Calusa Elementary School is located on a 9.32 acre school-park site in southwest Miami-Dade County at 9580 W. Calusa Club Drive. It is a prekindergarten through grade five school serving 815 students from the surrounding neighborhood, including 431 standard curriculum students, 61 ESE students, 179 ESOL students and 144 gifted students. There are approximately 22 percent Limited English Proficient (LEP) students. Calusa Elementary School serves a tri-ethnic population. The ethnic/racial makeup of the student population is 26 percent White Non-Hispanic, 62 percent Hispanic, five percent African-American and six percent Asian/Indian/Multiracial. The average daily attendance is 96 percent. Approximately 37 percent of our students qualify for free or reduced priced meal benefits. In order to achieve the identified objectives in the School Improvement Plan, appropriate strategies have been designed. These strategies have a strong focus on instruction in order to continue high achievement and keep Calusa Elementary School "A Step Ahead". The Continuous Improvement Model will emphasize data analysis and adjustments to instruction accordingly. Additionally, state-based professional development will be delivered by our leadership team to ensure effective implementation of the Professional Development Plan activities into classroom instruction. Based on this information, the Calusa Elementary School staff and Educational Excellence School Advisory Council have identified the following objectives for the 2005 – 2006 school year:

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 87 percent of students reaching the state required mastery level of 3 or higher, as documented by scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematical skills as evidenced by 87 percent of students reaching the state required mastery level, as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will maintain their writing skills as evidenced by 99 percent of students reaching the state required mastery level as documented by scores of the 2006 FCAT Writing Plus Assessment.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to 313 as documented by the 2006 FCAT Science Test.

Given the opportunity for parents to participate more frequently in the school community, parent attendance at educational workshops, curricular presentations, and Parent Teacher Association (PTA) sponsored activities shall increase from 50 to 55 percent, based on parent attendance logs.

Given school-wide attention to discipline and safety issues, 80 percent of parents will agree that adequate disciplinary measures are used to deal with disruptive behavior according to the 2005-2006 School Climate Survey.

Given instruction in the use of technology, students in Kindergarten through Fifth grade will enhance their technology skills as evidenced by attaining a level of 2.5 on the 2005 STaR School Profile.

Given instruction based on the Sunshine State Standards for Physical Fitness, the number of students in grades two through five receiving awards will increase from 95 to 97 percent, as measured by the FITNESSGRAM.

Given the opportunity for students to become involved in special area and extracurricular activities, student participation will increase from 25 to 28 percent.

Calusa Elementary School will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 72nd percentile in 2003 to the 80th percentile on the next publication of the index.

Based on the Organizational Performance Self-Assessment Survey, the categories of Strategic Planning and Business Results require attention. Stakeholders do not perceive themselves fully included in the school planning process. Additionally, staff members feel that they are uninformed about the financial aspects of the school. In order to remedy these areas of perceived need, staff members will be urged to express their ideas, verbally and/or in writing, regarding the development of school improvement goals and objectives. Furthermore, the school's finances will be reviewed and discussed more thoroughly with all stakeholders during faculty and EESAC meetings.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

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

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.

School Demographics

Calusa Elementary School is located on a 9.32 acre school-park site in southwest Miami-Dade County at 9580 W. Calusa Club Drive. It is a prekindergarten through grade five school serving 815 students from the surrounding neighborhood, including 431 standard curriculum students, 61 ESE students, 179 ESOL students and 144 gifted students. There are approximately 22 percent Limited English Proficient (LEP) students. Calusa Elementary School serves a tri-ethnic population. The ethnic/racial makeup of the student population is 26 percent White Non-Hispanic, 62 percent Hispanic, five percent African-American and six percent Asian/Indian/Multiracial.

Calusa Elementary School has several challenges facing our community. Numerous families have opted to enroll their children in neighborhood charter schools, thereby significantly decreasing the school population this year, resulting in a mobility index of greater than 20 percent. Approximately 37 percent of our students qualify for free or reduced priced meal benefits. Compared to a 10 percent eligibility less than five years ago, this shift in demographics suggests challenges facing the families in our community. Additionally, our daily attendance averages 96 percent. However, attendance issues, specifically student tardies, remain a concern.

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.

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. Youth soccer programs provide additional activities after school and on weekends. PTA sponsored fall and spring celebrations (Fright Night in October and Family Fun Day in March) enhance the development of family and community connections.

Calusa Elementary School enjoys a collaborative relationship with various local universities where Calusa's teachers provide supervision and inspiration to interns from those universities. Most students leaving Calusa at the end of 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.

Two administrators serve as the instructional leaders of the school. There are 32 certified classroom teachers, seven ESE teachers, one elementary guidance counselor, one speech therapist, one media specialist, one reading facilitator, 12 special area teachers, one full-time paraprofessional, three ESE part-time paraprofessionals, seven clerical staff and seven custodial service workers. The food service staff of seven is provided by Arvida Middle School.

Classes are organized as follows: one prekindergarten, five kindergartens, five first grades, five second grades, six third grades, six fourth grades, and four fifth grades. The curriculum offers six Exceptional Student Education (ESE) classes; four gifted and two varying exceptionalities classes, as well as one inclusion class.

The faculty and staff at Calusa Elementary School are as diverse as the student body. The ethnic make-up of the staff is 34 percent Caucasian, 28 percent Black, and 54 percent Hispanic. Thirty-nine percent of the faculty have Bachelor's degrees, 61 percent have Master's degrees or above. Three teachers have National Board Certification. The average length of teaching experience in Florida is 16 years. This year, Calusa does not have any beginning teachers.

School Foundation

Leadership:

The standing of our school in the area of Leadership, according to the Organizational Performance Self Assessment Survey, states that our school ranked a 4.3 out of a possible 5 points indicating that our school is a positive working environment with set directions, we share the vision and mission of our school, and employees are involved in the daily operation of the school.

District Strategic Planning Alignment:

The standing of our school in the area of Strategic Planning, according to the Organizational Performance Self Assessment Survey, states that our school ranked a 4.1 out of a possible 5 points indicating that staff members need to be given more opportunities to participate in the development of the goals and objectives of our school in order to increase their involvement of said goals.

Stakeholder Engagement:

The standing of our school in the area of Customer and Market Focus, according to the Organizational Performance Self Assessment Survey, states that our school ranked a 4.4 out of a possible 5 points indicating that the level of satisfaction of our customers is one of our greatest strengths.

Faculty & Staff:

The standing of our school in the area of Human Resource Focus, according to the Organizational Performance Self Assessment Survey, states that our school ranked a 4.2 out of a possible 5 points indicating that our staff members utilize a team approach to sustaining the overall atmosphere of excellence of the school.

Teacher Mentoring Program: PACES, grade level chairpersons, and National Board Certified teachers

Data/Information/Knowledge Management:

The standing of our school in the area of Measurement, Analysis, and Knowledge Management, according to the Organizational Performance Self Assessment Survey, states that our school ranked a 4.4 out of a possible 5 points indicating that the ability of faculty and staff to utilize data to monitor the progress of its employees and school functions is one of our greatest strengths.

Education Design:

Extended Learning Opportunities:

A Reading Facilitator and a full-time paraprofessional tutor low performing students. Based on the standardized tests administered in the spring of 2005, third graders who scored in the lowest quartile on the second grade SAT-9 and students in grades three through five who achieved a Level 1 in Reading on the FCAT are provided with daily intensive remediation.

School Wide Improvement Model:

Calusa Elementary School will incorporate a Continuous Improvement Model, which includes the Plan, Do, Study, Act (PDSA) cycle during the 2005-2006 school year. The PDSA Model will involve a four-step systematic process for making improvements in services. The cycle includes: Plan – for changes to bring about improvement, Do – changes on a small scale first to try them, Study – to see if changes are working, and Act – to get the greatest benefit from changes.

Advanced Courses Initiatives and Post Unitary Commitments:

We provide advanced curriculum to offer enriching opportunities for those who excel in academic achievement.

These delineate processes that drive the function of our school.

Performance Results:

As a result, our school will advance and achieve even higher standards as we analyze and apply strategies to improve areas where needed, such as decreasing the number of students in the lowest quartile, tardiness, and attendance. This process will positively impact our students' overall academic and social growth.

GOAL 1: READING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 1 STATEMENT:

All students will be able to read on or above grade level.

Needs Assessment

The results from School Performance Accountability Report indicates that 76 percent of students tested made learning gains and 84 percent of students achieved high standards in Reading. An analysis of data across the grade levels indicates that 47 percent of Students with Disabilities scored below the state required mastery level on the FCAT Reading subtest. Additionally, 27 percent of Limited English Proficient students and 20 percent of Economically Disadvantaged students scored below the state required mastery level on the FCAT Reading subtest.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 87 percent of students reaching the state required mastery level of 3 or higher, as documented by scores of the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Analyze data from the 2005 FCAT Reading Test in order to identify strengths and weaknesses.	Principal, Assistant Principal, Grade Level Chairs, and Reading Facilitator	08/08/05	9/19/2005
2. Develop a scope and sequence and implement an instructional focus calendar that aligns with Sunshine State Standards and includes District interim assessments.	Principal, Assistant Principal, and Reading Facilitator	08/08/05	05/24/06
3. Implement District's Comprehensive Reading Plan.	Principal, Assistant Principal, and Teachers	08/08/05	05/24/06
4. Utilize and monitor computer-assisted programs such as Accelerated Reader, FCAT Explorer, Riverdeep, etc. to enrich and remediate students' reading skills and monitor performance.	Reading Facilitator, Media Specialist, and Teachers	08/08/05	05/24/06
5. Continue the intensive intervention program that addresses student reading deficiencies, as identified by diagnostic assessments.	Principal, Assistant Principal, and Reading Facilitator	08/08/05	05/24/06
6. Provide and monitor additional tutorial services during and after school for students, in all AYP subgroups, who scored at Level 1 on the 2005 FCAT Reading Test.	Reading Facilitator, Principal, and Assistant Principal	08/08/05	05/24/06
7. Organize a Procter and Gamble sponsored Literacy Book Club for fourth grade students and their parents.	Reading Facilitator	10/17/05	5/24/06

Research-Based Programs

Houghton Mifflin Reading Series, Voyager Passport, Quick Reads, and Riverdeep

Professional Development

Professional development training will be provided by the Reading Facilitator regarding the Houghton Mifflin Reading series and FCAT Reading Strategies related to the Comprehensive Reading Plan. In addition, professional development training will be provided by the Media Specialist on Accelerated Reader. The computer teacher will also provide training on the Learning Series by Edusoft Exam View Reading software.

Evaluation

Achievement of the objective will be accomplished when students demonstrate increased proficiency in reading comprehension, as evidenced by 87 percent of students reaching the state required mastery on the 2006 FCAT. Progress monitoring for students will be conducted through District assessments, school-site measurements, and teacher developed evaluations.

GOAL 2: MATHEMATICS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 2 STATEMENT:

All students will be able to function on or above grade level in mathematics.

Needs Assessment

The results from School Performance Accountability Report indicates that 76 percent of students tested made learning gains and 84 percent of students achieved high standards in Math. An analysis of data across the grade levels indicates that 43 percent of Students with Disabilities scored below the state required mastery level on the FCAT Reading subtest. Additionally, 17 percent of Limited English Proficient students and 23 percent of Economically Disadvantaged students scored below the state required mastery level on the FCAT Mathematics subtest.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematical skills as evidenced by 87 percent of students reaching the state required mastery level, as documented by scores of the 2006 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Analyze data from the 2005 FCAT Math Test in order to identify strengths and weaknesses.	Principal, Assistant Principal, Grade Level Chairs, and Teachers	08/08/05	09/19/05
2. Develop a scope and sequence and implement a benchmark calendar on the Mathematics series that aligns with Sunshine State Standards and includes District interim assessments in conjunction with the District's suggested long range plan.	Principal, Assistant Principal, and Teachers	08/08/05	05/24/06
3. Provide an uninterrupted daily 60 minute instructional block in mathematics in Kindergarten through Fifth Grade.	Principal, Assistant Principal, and Teachers	08/08/05	05/24/06
4. Utilize and monitor computer-assisted programs, to enrich and remediate students' mathematical skills and performance.	Principal, Assistant Principal, Grade Level Chairs, and Teachers	08/08/05	05/24/06
5. Continue to provide tutorial assistance to all AYP subgroups, as needed.	Principal, Assistant Principal, and Teachers	08/08/05	05/24/06
6. Provide and monitor additional tutorial services after school for Fourth and Fifth Grade students who scored at Level 1 on the 2005 FCAT Mathematics Test.	Principal, Assistant Principal, and Teachers	08/08/05	05/24/06

Research-Based Programs

Scott Foresman Mathematics Series and Riverdeep

Professional Development

Professional development training will include in-services on Scott Foresman Mathematics Series, FCAT Explorer, Riverdeep and data analysis. In addition, professional development will be provided by the computer teacher on the Learning Series by Edusoft Exam View Mathematics software.

Evaluation

Achievement of the objective will be accomplished when students demonstrate increased proficiency in mathematics, as evidenced by 87 percent of students reaching the state required mastery on the 2006 FCAT. Progress monitoring for students will be conducted through District assessments, school-site measurements, and teacher developed evaluations.

GOAL 3: WRITING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 3 STATEMENT:

All students will be able to incorporate the following elements in their writing focus, organization, support, and conventions.

Needs Assessment

The results obtained from the FCAT Writing Plus Assessment indicate that 99 percent of fourth grade students achieved high standards in Writing. The Narrative Writing Test scores increased by one tenth, while the Expository Writing Test scores decreased by one tenth.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will maintain their writing skills as evidenced by 99 percent of students reaching the state required mastery level as documented by scores of the 2006 FCAT Writing Plus Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Administer District Pre- and Post-Test and determine proficiency level to modify instruction, where needed.	Principal, Assistant Principal, and Reading Facilitator	08/08/05	05/24/06
2. Implement monthly writing prompts to assess the skills that were addressed during instruction.	Principal, Assistant Principal, and Teachers	08/08/05	05/24/06
3. Utilize a six point rubric to assess student writing and provide feedback for further skill enhancement.	Principal, Assistant Principal, and Teachers	08/08/05	05/24/06
4. Encourage student participation in school-wide, District, and national writing competitions.	Principal, Assistant Principal, and Teachers	08/08/05	5/24/06
5. Improve writing opportunities in special area subjects; such as Physical Education, Music, Art, Spanish, and Guidance.	Principal, Assistant Principal, and Special Area Teachers	08/08/05	05/24/06

Research-Based Programs

Houghton Mifflin Reading Series

Professional Development

Professional development will be provided by the Reading Facilitator to enhance students' writing skills.

Evaluation

Achievement of the objective will be accomplished when students maintain high achievement in their writing skills, as evidenced by 99 percent of students reaching the state required mastery on the 2006 FCAT Writing Plus Assessment. Progress monitoring for students will be conducted through District assessments, school-site monthly writing prompts, and teacher developed evaluations.

GOAL 4: SCIENCE

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 4 STATEMENT:

All students will be able to apply the scientific method effectively.

Needs Assessment

The results of the FCAT Science Test reflected a mean scale score of 310. The score reflects a 17 point mean scale increase when compared to the 2004 test score. The score also indicates that students require additional support in the Scientific Thinking strand.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to 313 as documented by the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Analyze data from the 2005 Fifth Grade Science Pre- and Post-Test scores in order to identify students' strengths and weaknesses.	Principal, Assistant Principal, and Teachers	08/08/05	05/24/06
2. Utilize Macmillan/McGraw-Hill Science series tests to analyze progress and redirect instruction through the use of the Sunshine State Standards.	Principal, Assistant Principal, and Teachers	08/08/05	05/24/06
3. Provide staff development for teachers on instructional strategies in science.	Principal, Assistant Principal, Computer Teacher, and School-site Science Teachers	08/08/05	05/24/06
4. Increase students' participation in hands-on activities by conducting Full Option Science System (FOSS) Kit experiments that demonstrate concrete applications of the scientific method.	Principal, Assistant Principal, and Teachers	08/08/05	05/24/06
5. Encourage fifth grade students' participation in the school-site and District Elementary Science and Mathematics Fair and Invention Convention.	Principal, Assistant Principal, and Teachers	02/01/06	05/01/06

Research-Based Programs

Macmillan/McGraw-Hill Science Series and Full Option Science System (FOSS)Kits

Professional Development

Professional development will be provided by school site faculty on the effective use of the Full Option Science System (FOSS) kits. In addition, professional development will be provided by the computer teacher on the Learning Series by Edusoft Exam View Science software.

Evaluation

Achievement of the objective will be accomplished when students demonstrate increased proficiency, as evidenced by attaining the mean scale score of 313 on 2006 FCAT. Progress monitoring for students will be conducted through school-site measurements and teacher developed evaluations.

GOAL 5: PARENTAL INVOLVEMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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Miami-Dade County Public Schools

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<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 5 STATEMENT:

The school will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

Needs Assessment

Based upon the analysis of parent attendance logs for school-wide educational activities during the 2004-2005 school year, an increase of five percent in parent participation at curricular presentations is needed.

Measurable Objective

Given the opportunity for parents to participate more frequently in the school community, parent attendance at educational workshops, curricular presentations, and Parent Teacher Association (PTA) sponsored activities shall increase from 50 to 55 percent, based on parent attendance logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Increase PTA membership by offering incentives to classrooms with 100 percent participation.	PTA Executive Board members, Principal, Assistant Principal, and Teachers	08/08/05	05/24/06
2. Encourage attendance at curricular presentations, such as Open House and Parent FCAT Information Nights.	PTA Board members, Principal, Assistant Principal, and Teachers	09/14/05	05/24/06
3. Encourage parents to participate in District's Parent Academy Initiative.	PTA Board members, Principal, Assistant Principal, and Teachers	08/08/05	05/24/06
4. Promote use of school-site Parent Resource Room.	PTA Board members, Principal, Assistant Principal, Media Specialist, and Teachers	08/08/05	05/24/06
5. Implement a weekly reading program to encourage parents/volunteers to read to groups of children during school hours.	PTA Board members, Media Specialist, and Teachers	08/08/05	05/24/06
6. Maintain communication with the Calusa community through Calusa's website and monthly "Step Ahead News".	PTA Board members, Principal, Webmaster, and Teachers	08/08/05	05/24/06
7. Offer opportunities for parents to meet and interact with administrators and faculty at school-related functions during non-school hours.	PTA Board members, Principal, Assistant Principal, and Teachers	08/08/05	05/24/06

Research-Based Programs

National PTA and Educational Excellence School Advisory Council (EESAC)

Professional Development

All teachers and staff will be provided needs-based professional development. Training will include strategies for implementing and maintaining parental and community involvement.

Evaluation

Achievement of the objective will be accomplished when a five percent increase in parental participation is attained, based on parent attendance logs.

GOAL 6: DISCIPLINE & SAFETY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 6 STATEMENT:

The school will promote programs and practices that facilitate a safe and disciplined environment for students.

Needs Assessment

According to the 2004-2005 School Climate Survey, 74 percent of parents felt that adequate disciplinary measures are used to deal with disruptive behavior.

Measurable Objective

Given school-wide attention to discipline and safety issues, 80 percent of parents will agree that adequate disciplinary measures are used to deal with disruptive behavior according to the 2005-2006 School Climate Survey.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Reward "Students of the Month" with appearances on WEXL morning broadcasts and certificates of recognition.	Principal, Assistant Principal, and Teachers	10/17//05	05/08/06
2. Conduct weekly guidance lessons in Character Education, such as responsibility and self-discipline.	School Counselor and Teachers	08/08/05	05/24/06
3. Raise school-wide awareness in the areas of bullying and respect for self and others.	Principal, Assistant Principal, Media Specialist, School Counselor, and Teachers	08/08/05	05/24/06
4. Continue District "Walk Safe Program" for Kindergarten through Fifth Grade.	Principal, Assistant Principal, Physical Education Teachers, and Classroom Teachers	10/20/05	05/24/06
5. Recognize students for positive behavior through "Do the Right Thing" program.	Principal, Assistant Principal, School Counselor, and Teachers	08/08/05	05/24/06
6. Maintain policy which requires students to walk with a buddy whenever leaving the classroom.	All School Faculty and Staff	08/08/05	05/24/06
7. Require all persons visiting school property to sign in at the main office and secure a visitor's pass.	All School Faculty and Staff	08/08/05	05/24/06

Research-Based Programs

N/A

Professional Development

The School Counselor will be trained in conflict resolution, peer mediation, and bully-free techniques.

Evaluation

Achievement of the objective will be accomplished when 80 percent of parents agree that adequate disciplinary measures were used to deal with disruptive behavior as measured by the 2005-2006 School Climate Survey.

GOAL 7: TECHNOLOGY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 7 STATEMENT:

The school will integrate technology in all curricular areas.

Needs Assessment

According to the 2004 STaR School Profile student use of technology is at a beginning intermediate level of 2.0.

Measurable Objective

Given instruction in the use of technology, students in Kindergarten through Fifth grade will enhance their technology skills as evidenced by attaining a level of 2.5 on the 2005 STaR School Profile.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Instruct students in grades two through five on how to use technology proficiently.	Teachers and Computer Teacher	08/08/05	05/24/06
2. Utilize EasyTech in order to enhance computer literacy skills and to prepare students for federally mandated initiative on computer literacy.	Teachers and Computer Teacher	09/06/05	05/24/06
3. Promote the use of online data bases to locate information for research projects.	Teachers, Media Specialist, and Computer Teacher	08/08/05	05/24/06
4. Encourage the use of Riverdeep Destination Math and Destination Reading to improve student achievement and enhance computer literacy.	Teachers and Computer Teacher	08/08/05	05/24/06
5. Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	Teachers and Computer Teacher	08/08/05	05/24/06

Research-Based Programs

EasyTech and Riverdeep

Professional Development

Teachers will be trained in technology skills, as needed.

Evaluation

Achievement of the objective will be accomplished when students attain a level of 2.5 on the 2005 STaR School Profile.

GOAL 8: HEALTH & PHYSICAL FITNESS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 8 STATEMENT:

The school will promote the overall health and fitness of the school community.

Needs Assessment

Based on increasing rates of obesity in elementary age children, students need to be educated in good health, nutrition, and physical fitness.

Measurable Objective

Given instruction based on the Sunshine State Standards for Physical Fitness, the number of students in grades two through five receiving awards will increase from 95 to 97 percent, as measured by the FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis, with emphasis on improving cardiovascular, flexibility, and muscular strength and endurance.	Physical Education Teachers	8/8/05	5/24/06
2. Provide wholesome meals to students for breakfast and lunch and nutrition information for making healthy food choices.	Food Service Manager and Teachers	08/08/05	5/24/06
3. Implement the strategies from the 2005 Elementary Physical Education FCAT Manual.	Physical Education Teachers	9/14/05	5/24/06
4. Participate in the "Jump Rope for Heart" program in aid of The American Heart Association.	Physical Education Teachers	2/06/06	2/06/06
5. Engage students in school-wide Field Day activities.	Physical Education Teachers	3/20/06	3/27/06

Research-Based Programs

Moving Into the Future – National Standards for Physical Fitness

Professional Development

FITNESSGRAM Workshops and training in the 2005 Elementary Physical Education FCAT Manual

Evaluation

Achievement of the objective will be attained when the number of students in grades two through five receiving awards increases from 95 to 97 percent, as measured by the FITNESSGRAM.

GOAL 9: ELECTIVES & SPECIAL AREAS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 9 STATEMENT:

Students will be given the opportunity to pursue areas of interest and special talents.

Needs Assessment

Student achievement in math and reading can be enhanced by exposure to and participation in the arts.

Measurable Objective

Given the opportunity for students to become involved in special area and extracurricular activities, student participation will increase from 25 to 28 percent.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Expose students to Art, Music, Physical Education, Spanish, and Guidance in regularly scheduled classes throughout the school week.	Principal, Assistant Principal, and Special Area Teachers	08/08/05	05/24/06
2. Encourage faculty, staff, and students to participate in monthly celebrations, such as Hispanic Heritage, Red Ribbon, Black History, and Careers.	Faculty and Staff	08/08/05	05/24/06
3. Offer Advanced Education Program (AEP) after school opportunities to fourth and fifth grade students in the areas of art and chess.	Principal, Assistant Principal, Art Teacher, and Chess Coach	9/12/05	5/11/06
4. Provide special interest after school clubs for children to explore the areas of art, science, and mathematics.	Principal, Assistant Principal, Art Teacher, Science Chair, and Mathematics Chair	09/12/05	05/17/06
5. Engage students in the performing arts by offering classes in chorus and strings.	Music Teacher	09/12/05	05/17/06
6. Promote school and community awareness and responsibility through United Way, Safety Patrols, DARE, Future Educators of America, and Student Council programs.	Faculty and Staff	08/08/05	05/24/06

Research-Based Programs

N/A

Professional Development

Staff members and club sponsors will attend trainings, as needed.

Evaluation

Achievement of the objective will be accomplished when a three percent increase in student participation in extracurricular activities, from 25 to 28 percent, is attained, as evidenced by attendance logs.

GOAL 10: RETURN ON INVESTMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 10 STATEMENT:

Calusa Elementary School will rank at or above the 80th percentile statewide in the Return on Investment (ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Calusa Elementary School ranked at the 72nd percentile on the State of Florida Return on Investment (ROI) index.

Measurable Objective

Calusa Elementary School will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 72nd percentile in 2003 to the 80th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal, Media Specialist, Teachers, EESAC, and PTA Executive Board members	08/08/05	05/24/06
2. Collaborate with the District on resource allocation.	Principal and Assistant Principal	08/08/05	05/24/06
3. Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks, corporate philanthropies, matching funds, and educational grants.	Principal, Assistant Principal, Media Specialist, Teachers, EESAC, and PTA Executive Board members	08/08/05	05/24/06
4. Consider shared use of facilities, partnering with community agencies.	Principal and Assistant Principal	08/08/05	05/24/06
5. Offer opportunities for school personnel to be trained in fiscal management.	Principal and Assistant Principal	08/08/05	05/24/06

Research-Based Programs

N/A

Professional Development

Faculty and staff will participate in financial workshops and seminars, as needed. Topics may include fiscal management, allocation of resources, and grant writing.

Evaluation

Achievement of the objective will be accomplished when Calusa Elementary School shows progress toward reaching the 80th percentile on the next State of Florida Return on Investment (ROI) index publication.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i>

Budget:

The EESAC recommended committing part of the budget for materials needed to fully implement the curriculum.

Training:

The EESAC recommended specific staff development across the curriculum.

Instructional Materials:

The EESAC recommended the purchase of appropriate classroom materials to support the instructional program.

Technology:

The EESAC recommended allocation of funds to provide software and hardware for classroom computers.

Staffing:

The EESAC recommended that all allocated faculty and staff positions be filled.

Student Support Services:

The EESAC recommended continued developmental classroom guidance for all grade levels.

Other Matters of Resource Allocation:

The EESAC recommended utilizing matching funds to increase purchasing power for the Media Center.

Benchmarking:

The EESAC recommended continued use of a focus calendar for Language Arts and Mathematics.

School Safety & Discipline:

The EESAC recommended continued child safety programs.

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

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent