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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*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

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### *Calusa Elementary School*

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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 817 students from the surrounding neighborhood, including 434 standard curriculum students, 51 ESE students, 170 ESOL students and 162 gifted students. There are approximately 21 percent Limited English Proficient (LEP) students. Calusa Elementary School serves a tri-ethnic population. The ethnic/racial makeup of the student population is 24 percent White Non-Hispanic, 63.5 percent Hispanic, 5.4 percent African-American and 7.1 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 2006 – 2007 school year:

Given instruction based on the Sunshine State Standards, 93 percent of students in grades three through five will score a Level 3 or higher, as documented by scores of the 2007 FCAT Reading Test.

Given instruction based on the Sunshine State Standards, 88 percent of students in grades three through five will score a Level 3 or higher, as documented by scores of the 2007 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 88 percent of students in grade four will score a Level 3.5 or higher, as documented by scores of the 2007 FCAT Writing Plus Assessment.

Given instruction based on the Sunshine State Standards, 50 percent of students in grade five will score at a Level 3 or higher, as documented by scores of the 2007 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 participation logs.

Given school-wide attention to discipline and safety issues, 70 percent of parents will agree that adequate disciplinary measures are used to deal with disruptive behavior according to the 2006-2007 School Climate Survey.

Given instruction in the use of technology, the number of students accessing technology will increase by five percent.

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 87 to 89 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 28 to 30 percent.

Calusa Elementary School will improve its ranking on the State of Florida ROI index publication, from the 76th percentile in 2005 to the 80th percentile, based upon publication of the next statement.

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*

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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 817 students from the surrounding neighborhood, including 434 standard curriculum students, 51 ESE students, 170 ESOL students and 162 gifted students. There are approximately 21 percent Limited English Proficient (LEP) students. Calusa Elementary School serves a tri-ethnic population. The ethnic/racial makeup of the student population is 24 percent White Non-Hispanic, 64 percent Hispanic, five percent African-American and seven 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. Although our daily attendance averages 96 percent, 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 34 certified classroom teachers, eight ESE teachers, one elementary guidance counselor, one speech therapist, one media specialist, 12 special area teachers, one full-time tutoring paraprofessional, four full-time ESE paraprofessionals, seven clerical staff and six 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, six second grades, five third grades, five fourth grades, and six fifth grades. The Exceptional Student Education (ESE) curriculum offers a resource pull out program to service children in grades kindergarten through second and inclusion classes in grades three through five. In addition, gifted students are resourced into four classes.

The faculty and staff at Calusa Elementary School are as diverse as the student body. The ethnic make-up of the staff is 38 percent Caucasian, 16 percent Black, and 47 percent Hispanic. Thirty-eight percent of the faculty have Bachelor's degrees, 62 percent have Master's degrees or above. Four teachers have National Board Certification. The average length of teaching experience in Florida is 18 years. This year, Calusa has one beginning teacher.

# *School Foundation*

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## ***Leadership:***

The standing of our school in the area of Leadership, according to the Organizational Performance Self Assessment Survey, states that our school scored a 4.1 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. However, our school will provide additional opportunities for the sharing of ideas.

## ***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 scored a 4.0 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 scored 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 scored a 4.1 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.

## ***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 scored 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 2006, third graders who scored in the lowest quartile on the second grade SAT-10 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 2006-2007 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.

***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 checked="" 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 indicate that 80 percent of students tested made learning gains and 92 percent of students achieved high standards in Reading. An analysis of data across the grade levels indicates that 76 percent of Students with Disabilities met the state required mastery level on the FCAT Reading subtest. Additionally, 88 percent of Limited English Proficient students and 91 percent of Economically Disadvantaged students met 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 checked="" 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, 93 percent of students in grades three through five will score a Level 3 or higher, as documented by scores of the 2007 FCAT Reading Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Meet with fourth and fifth grade teachers to analyze 2006 FCAT Reading Test data pertaining to their individual students, allowing for differentiation of instruction.	Principal, Assistant Principal, Grade Level Chairs, and Reading Facilitator	8/14/2006	9/19/2006	Continuous Improvement Model	\$0.00
2. Develop a scope and sequence to implement an instructional focus calendar that aligns with Sunshine State Standards and includes District interim assessments.	Principal, Assistant Principal, and Reading Facilitator	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
3. Maintain and enrich students who scored Levels 3 through 5 on the 2006 FCAT Reading Test by offering differentiated activities during the Reading/Language Arts block.	Principal, Assistant Principal, and Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
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	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
5. Continue the daily intensive intervention program that addresses student reading deficiencies, as identified by diagnostic assessments, for students in all grades.	Principal, Assistant Principal, and Reading Facilitator	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
6. Provide and monitor additional tutorial services during and after school for students, in all AYP subgroups, who scored at Level 1 on the 2006 FCAT Reading Test.	Reading Facilitator, Principal, and Assistant Principal	8/14/2006	5/30/2007	District-wide literacy plan	\$2020.00

### Research-Based Programs

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

## **Professional Development**

The Reading Facilitator will provide professional development, on teacher workdays, regarding the Houghton Mifflin Reading series and FCAT Reading Strategies aligned with the Comprehensive Research-based Reading Plan. In addition, the Media Specialist will provide professional development on Accelerated Reader during faculty meetings. The computer teacher will also provide training on Tumblebooks, Brainpop and Brainpop Jr. during grade level planning blocks.

## **Evaluation**

Based on the results of the 2007 FCAT Reading Test, 93 percent of students will attain state required mastery. 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 checked="" 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 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 indicate that 70 percent of students tested made learning gains and 87 percent of students achieved high standards in Math. An analysis of data across the grade levels indicates that 80 percent of Students with Disabilities met the state required mastery level on the FCAT Mathematics subtest. Additionally, 88 percent of Limited English Proficient students and 83 percent of Economically Disadvantaged students met 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 checked="" 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, 88 percent of students in grades three through five will score a Level 3 or higher, as documented by scores of the 2007 FCAT Mathematics Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Meet with fourth and fifth grade teachers to analyze 2006 FCAT Mathematics Test data pertaining to their individual students, allowing for differentiation of instruction.	Principal, Assistant Principal, Grade Level Chairs, and Teachers	8/14/2006	9/19/2006	Continuous Improvement Model	\$0.00
2. Develop a scope and sequence to 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	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
3. Maintain and enrich students who scored Levels 3 through 5 on the 2006 FCAT Mathematics Test by offering differentiated activities during the Mathematics block.	Principal, Assistant Principal, and Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
4. Utilize and monitor computer-assisted programs to enrich and remediate the mathematical skills and performance of all students.	Principal, Assistant Principal, Grade Level Chairs, and Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
5. Provide and monitor additional tutorial services during and after school for students, in all AYP subgroups, who scored at Level 1 on the 2006 FCAT Mathematics Test.	Principal, Assistant Principal, and Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$3870.00

## Research-Based Programs

Scott Foresman Mathematics Series and Riverdeep

## **Professional Development**

The Math Facilitator will provide professional development, on teacher workdays, regarding the Scott Foresman Mathematics Series and FCAT math strategies. During grade level planning blocks, the computer teacher will provide professional development on Brainpop, Brainpop Jr., Successnet, FCAT Explorer, Riverdeep and data analysis.

## **Evaluation**

Based on the results of the 2007 FCAT Mathematics Test, 88 percent of students will attain state required mastery. 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 checked="" 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 87 percent of fourth grade students achieved high standards in Writing. The Narrative Writing Test mean scores remained constant at 4.1, while the Expository Writing Test mean scores increased by four tenths from 3.9 to 4.3.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" 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, 88 percent of students in grade four will score a Level 3.5 or higher, as documented by scores of the 2007 FCAT Writing Plus Assessment.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Administer District Pre- and Post-Tests, in grades K through 5, to determine proficiency levels and modify instruction.	Principal, Assistant Principal, and Reading Facilitator	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
2. Implement monthly writing prompts to assess the skills that were addressed during instruction.	Principal, Assistant Principal, and Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
3. Utilize a six point rubric to assess student writing and provide feedback for further skill enhancement.	Principal, Assistant Principal, and Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
4. Encourage student participation in school-wide, District, and national writing competitions.	Principal, Assistant Principal, and Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
5. Increase writing opportunities in special area subjects, such as Physical Education, Music, Art, Spanish, and Guidance.	Principal, Assistant Principal, and Special Area Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

### Research-Based Programs

Houghton Mifflin Reading Series

### Professional Development

The Reading Facilitator will provide model lessons to classroom teachers to enhance K through 5 students' writing skills; i.e. focus, organization, support and conventions.

### Evaluation

Based on the results of the 2007 FCAT Writing Plus Assessment, 88 percent of students will attain state required mastery. 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 checked="" 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 4 STATEMENT:**

Increase scientific knowledge of all students.

### ***Needs Assessment***

The results of the 2006 FCAT Science Test indicate that 37 percent of fifth grade students achieved high standards in Science. In addition, the scores indicate that students require additional support in the Earth and Space strand.



## Measurable Objective

Given instruction based on the Sunshine State Standards, 50 percent of students in grade five will score at a Level 3 or higher, as documented by scores of the 2007 FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Meet with fifth grade teachers to analyze 2006 FCAT Science Test data pertaining to their individual students, allowing for differentiation of instruction.	Principal, Assistant Principal, and Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
3. The Science Coordinator will provide staff development, during teacher workdays, for all teachers on instructional strategies in science.	Principal, Assistant Principal, School-site Science Coordinator and School-site Science Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	2/1/2007	5/30/2007	District Strategic Plan	\$30.00

### Research-Based Programs

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

### Professional Development

Professional development will be provided by the Science Coordinator on the effective use of the Full Option Science System (FOSS) kits. Lead Science teachers in grades 3 through 5 will attend the Science Content Strategies and Assessment Workshop provided by Regional VI Center. These teachers will disseminate the information among their grade level colleagues. In addition, the computer teacher will provide professional development in Brainpop and Brainpop, Jr. during grade level planning blocks.

## **Evaluation**

Based on the results of the 2007 FCAT Science Test, 50 percent of students will attain state required mastery. 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.)

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 type="checkbox"/>	<input 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 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**

The 2005-2006 parent attendance logs show that 50 percent of our parents participated in Calusa's activities.

## 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 participation logs.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Increase PTA membership by offering incentives, i.e. nutritional treats, to classrooms with 100 percent participation.	PTA Executive Board members, Principal, Assistant Principal, and Teachers	8/14/2006	5/30/2007	Community Partnerships	\$0.00
2. Encourage attendance at curricular presentations, such as Open House and Parent FCAT Information Nights through the school marquee, flyers, Step Ahead Newsletter, school website and Connect-Ed.	PTA Board members, Principal, Assistant Principal, and Teachers	9/13/2006	5/30/2007	Community Partnerships	\$0.00
3. Encourage parents to participate in District's Parent Academy Initiative.	PTA Board members, Principal, Assistant Principal, and Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
4. Promote use of school-site Parent Resource Room.	PTA Board members, Principal, Assistant Principal, Media Specialist, and Teachers	8/14/2006	5/30/2007	Career Development Programs	\$0.00
5. Implement a weekly reading program to encourage parents/volunteers to read to groups of children during school hours.	PTA Board members and Teachers	8/14/2006	5/30/2007	Small Learning Communities	\$0.00
6. Maintain communication with the Calusa community through Calusa's website and monthly "Step Ahead News".	PTA Board members, Principal, Webmaster, and Teachers	8/14/2006	5/30/2007	Community Partnerships	\$0.00
7. Offer parent opportunities to volunteer in school-wide activities, such as vision and hearing screening, pictures days and field trips.	PTA Board members, Principal, Assistant Principal, and Teachers	8/14/2006	5/30/2007	Community Partnerships	\$0.00
8. 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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## **Research-Based Programs**

National PTA and Educational Excellence School Advisory Council (EESAC)

## **Professional Development**

The Assistant Principal will conduct a workshop for all teachers, at a faculty meeting, on assisting parents with accessing the Parent Academy seminars and classes. Training will include strategies for implementing and maintaining parental and community involvement.

## **Evaluation**

Parent participation will increase by five percent as measured by the parent participation 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.)

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 type="checkbox"/>	<input 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 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 2005-2006 School Climate Survey, 63 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, 70 percent of parents will agree that adequate disciplinary measures are used to deal with disruptive behavior according to the 2006-2007 School Climate Survey.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Reward "Students of the Month" with appearances on WEXL morning broadcasts and certificates of recognition.	Principal, Assistant Principal, and Teachers	10/16/2006	5/14/2007	Continuous Improvement Model	\$0.00
2. Conduct weekly guidance lessons in Character Education, such as responsibility and self-discipline.	School Counselor and Teachers	9/18/2006	5/14/2007	District Strategic Plan	\$0.00
3. Raise school-wide awareness in the areas of bullying and respect for self and others through classroom guidance and faculty and parent presentations.	Principal, Assistant Principal, Media Specialist, School Counselor, Safe Schools Specialist and Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
4. Recognize students for positive behavior through "Do the Right Thing" program.	Principal, Assistant Principal, School Counselor, and Teachers	8/14/2006	5/30/2007	Community Partnerships	\$0.00
5. Maintain policy which requires students to walk with a buddy whenever leaving the classroom.	All School Faculty and Staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
6. Require all persons visiting school property to sign in at the main office and secure a visitor's pass.	All School Faculty and Staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

### Research-Based Programs

N/A

### Professional Development

The Safe Schools Specialist will provide parents and faculty with bullying awareness information and strategies. The counselor will attend a Violence Prevention workshop through M-DCPS, as well as various seminars offered at the Florida Counseling Association annual conference.

## **Evaluation**

Based on the results of the 2006-2007 School Climate Survey, 70 percent of parents will agree that adequate disciplinary measures were used to deal with disruptive behavior.



## 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*

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<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 into all curricular areas.

### ***Needs Assessment***

According to data compiled from EasyTech reports, 75 percent of students are using technology. In addition, technology needs to be integrated into other curricular areas in order to increase students' technological awareness and computer skills.

## Measurable Objective

Given instruction in the use of technology, the number of students accessing technology will increase by five percent.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
1. Instruct students in grades two through five on how to use technology proficiently.	Teachers and Computer Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
3. Promote the use of online data bases to locate information for research projects.	Teachers, Media Specialist, and Computer Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
4. Encourage the use of Riverdeep Destination Math and Destination Reading to improve student achievement and enhance computer literacy.	Teachers and Computer Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
5. Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	Teachers and Computer Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
6. Use Inspiration and Kidspiration concept mapping software to enhance computer skills.	Teachers and Computer Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

EasyTech and Riverdeep

## Professional Development

The computer teacher will provide training in the electronic gradebook, Brainpop, Brainpop, Jr., Successnet, FCAT Explorer, Riverdeep, and Inspiration. The computer teacher will attend the Florida Educational Technology Conference in order to increase awareness of innovative uses of technology. After the conference, the computer teacher will disseminate information to the teachers at a faculty meeting.

## **Evaluation**

Based on the 2006-2007 EasyTech reports, 80 percent of students will use technology. The increase of technology usage will be monitored quarterly by AR reports, FCAT Explorer reports, EasyTech reports, and Riverdeep reports.

## 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"/>

### *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 8 STATEMENT:**

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

### **Needs Assessment**

Based on the FITNESSGRAM results from 2005-2006, 87 percent of students received awards for 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 87 to 89 percent, as measured by the FITNESSGRAM.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
2. Provide wholesome meals to students for breakfast and lunch and nutrition information for making healthy food choices.	Food Service Manager and Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
3. Implement the strategies from the 2006 Elementary Physical Education FCAT Manual.	Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
4. Offer activities which promote physical fitness through the After School Care program.	After School Care Managers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
5. Engage students in school-wide Field Day activities.	Physical Education Teachers	4/9/2007	4/13/2007	District Strategic Plan	\$499.16

## Research-Based Programs

Moving Into the Future – National Standards for Physical Fitness

## Professional Development

Physical Education teachers will receive M-DCPS training on the FITNESSGRAM and the 2006 Elementary Physical Education FCAT Manual.

## **Evaluation**

Based on the 2006-2007 FITNESSGRAM, 89 percent of students will receive awards.

## 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.)

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 9 STATEMENT:**

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

**Needs Assessment**

Based on student involvement in special area and extracurricular activities during the 2005-2006 school year, 28 percent of eligible students participated in available programs.

## Measurable Objective

Given the opportunity for students to become involved in special area and extracurricular activities, student participation will increase from 28 to 30 percent.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		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	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
2. Encourage faculty, staff, and students to participate in monthly celebrations, such as Hispanic Heritage, Red Ribbon, Black History, and Careers.	Faculty and Staff	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
3. Offer Advanced Education Program (AEP) after school opportunities to fourth and fifth grade students in the area of chess and all grade levels in the area of drama.	Principal, Assistant Principal, Chess Coach and Drama Coaches	9/11/2006	5/3/2007	Small Learning Communities	\$9720.00
4. Provide special interest after school clubs for children to explore the areas of art and music.	Principal, Assistant Principal, Art Teacher and Music Teacher	9/27/2006	5/24/2007	Small Learning Communities	\$1280.00
5. Engage students in the performing arts by offering classes in strings during the school day.	Music Teacher	9/27/2006	5/24/2007	Expanding arts opportunities	\$0.00
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	8/14/2006	5/30/2007	Community Partnerships	\$0.00

### Research-Based Programs

N/A

### Professional Development

Advanced Education Program coaches will attend chess and drama/public speaking workshops. Staff members and club sponsors will attend trainings, as needed.



## **Evaluation**

Based on attendance logs, 30 percent of students will participate in extracurricular activities.

## 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"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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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 indicated that in 2005, Calusa Elementary School ranked at the 76th percentile on the State of Florida ROI index.

## Measurable Objective

Calusa Elementary School will improve its ranking on the State of Florida ROI index publication, from the 76th percentile in 2005 to the 80th percentile, based upon publication of the next statement.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
2. Collaborate with the District on resource allocation.	Principal and Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
4. Consider shared use of facilities, partnering with community agencies.	Principal and Assistant Principal	8/14/2006	5/30/2007	Community Partnerships	\$0.00
5. Offer opportunities for school personnel to be trained in fiscal management.	Principal and Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

### 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

Based on the State of Florida ROI index, Calusa Elementary School will show progress towards reaching the 80th percentile.

## *EESAC Compliance*

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YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><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></p>

### ***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, as taught by the counselor, 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.

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$2,020.00
Goal 2: Mathematics	\$3,870.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$30.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$499.16
Goal 9: Electives & Special Areas	\$11,000.00
Goal 10: Return On Investment	\$0.00
<b>Total:</b>	<b>\$17,419.16</b>

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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*