

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Calusa Elementary School (0671)

Feeder Pattern - Miami Sunset Senior

Regional Center VI

District 13 - Miami-Dade

Principal - Carmen Fuentes

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Calusa Elementary School, built in 1981, is located on a 9.32-acre school-park site in southwest Miami-Dade County at 9580 W. Calusa Club Drive. The enrollment of 802 students, mostly from the surrounding neighborhood, are served in prekindergarten through grade five, including 407 standard curriculum students, 69 Special Education (SPED) students, 165 English Language Learners (ELL) and 161 gifted students. Calusa Elementary School serves a multi-ethnic population. The ethnic/racial makeup of the student population is 23 percent White, 64 percent Hispanic, six percent Black, and seven percent Asian/Indian/Multiracial. As a member of the Miami Sunset Senior High feeder pattern, the majority of students leaving Calusa at the end of fifth grade attend Arvida Middle School. Calusa's instructional staff is comprised of 64 teachers. The average general education class size is 20 students. The ratio of teacher to student is as follows: kindergarten, 1:18; grade one, 1:24; grade two, 1:21; grade three, 1:17; grade four, 1:20; and grade five, 1:19. The daily attendance average increased from 95.99 percent in 2005-2006 to 96.57 percent in 2006-2007. Based upon 2007 Florida Comprehensive Assessment Test (FCAT) results, seven percent of third graders, ten percent of fourth graders, and six percent of fifth graders performed at Levels 1 and 2 in reading. In mathematics, three percent of third graders, eight percent of fourth graders, and 16 percent of fifth graders did not score at Level 3 and above. Six percent of fourth grade students scored Level 1 or 2 on the writing assessment. The science scores showed six percent of fifth grade students scoring at Level 1 and 33 percent at Level 2. Two major advantages that impact student achievement are parental involvement and teacher retention. A decrease in neighborhood student population and an increase in students with complex special needs bring new concerns. Grants by Proctor and Gamble and Best Buy have provided much needed technology resources. Sports for Kids, Roadhouse Grill, and Starbucks at Suniland are Dade Partners whose generous donations directly benefit our students and staff.

Given instruction based on the Sunshine State Standards, students in grades three through five will demonstrate skilled proficiency in reading, as evidenced by 90 percent or more of students meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades three through five will demonstrate skilled proficiency in mathematics as evidenced by 90 percent or more of students meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by ten percent on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by ten percent on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of five percent in the number of parental and community contacts, as evidenced by comparing the hourly logs for the 2006-2007 to 2007-2008 school years.

Given an emphasis on a safe and orderly environment, that is conducive to learning, student attendance will improve as evidenced by a one percent increase in the average daily attendance rate during the 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on the use of technology in education, all students will augment their use of the Riverdeep Program, as evidenced by a five percent increase during the 2007-2008 school year as compared to the 2006-2007 school year.

Given instruction based on the M-DCPS mandated, FITNESSGRAM standards, the number of students in grades two through five qualifying to receive awards will increase from 89 to 90 percent, as measured by the 2008 FITNESSGRAM.

Given emphasis on the benefits of participating in special area and extracurricular activities, the number of students enrolled in these programs will increase by five percent during the 2007-2008 school year as compared to the 2006-2007 school year.

Calusa Elementary School Return on Investment (ROI) percentile ranking will increase by at least one percentage point from the 76th percentile in 2005 to the 77th percentile in 2007.

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.



School Improvement Plan 2007-2008



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.

0671 - 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, built in 1981, is located on a 9.32-acre school-park site in southwest Miami-Dade County at 9580 W. Calusa Club Drive. Five portable classrooms house Spanish and gifted classes and a concrete holds third grade classrooms. No renovations are currently planned. The enrollment of 802 students, mostly from the surrounding neighborhood, are served in prekindergarten through grade five, including 407 standard curriculum students, 69 Special Education (SPED) students, 165 English Language Learners (ELL) and 161 gifted students. Calusa Elementary School serves a multi-ethnic population. The ethnic/racial makeup of the student population is 23 percent White, 64 percent Hispanic, six percent Black, and seven percent Asian/Indian/Multiracial. The Voluntary Prekindergarten (VPK) program is offered, and parents may choose an additional fee-based full day option.

Historically, Calusa students have performed well on FCAT assessments. Based upon 2007 results, seven percent of third graders, ten percent of fourth graders, and six percent of fifth graders performed at Levels 1 and 2 in reading. In mathematics, three percent of third graders, eight percent of fourth graders, and 16 percent of fifth graders did not score at Level 3 and above. Six percent of fourth grade students scored Level 1 or 2 on the writing assessment. The science scores showed six percent of fifth grade students scoring at Level 1 and 33 percent at Level 2.

Parental involvement is one of the biggest advantages Calusa enjoys. The Parent Teacher Association (PTA) is an extremely active organization that is responsible for providing countless volunteer hours before, during, and after school. Teacher turnover is very low. Many faculty and staff members have worked at Calusa for 20 years or more. These advantages directly contribute to the continued success of our school.

Calusa Elementary School faces several concerns within 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 35 percent of our students, 273, qualify for free or reduced priced meal benefits. Compared to ten percent eligibility five years ago, this shift in demographics suggests challenges facing the families in our community. Additionally, although our daily attendance average increased from 95.99 percent in 2005-2006 to 96.57 percent in 2006-2007, attendance issues, specifically student tardies, remain a concern. Due to Calusa's high standards and academic achievements, many families from outside our official boundaries have chosen to become members of our school. This shift has resulted in a more diverse and widespread school community, as well as an increase in the proportion of children with complex special needs.

Two administrators serve as the instructional leaders of the school. There are 38 certified classroom teachers, nine SPED teachers, one elementary guidance counselor, one speech therapist, one media specialist, 12 special area teachers, one full-time tutoring paraprofessional, four full-time SPED paraprofessionals, seven clerical staff and six custodial service workers. The food service staff of seven is provided by Arvida Middle School.

The principal and assistant principal guide the Leadership Team. Members include the grade level chairpersons, media specialist, technology coordinator, reading coach, mathematics and science coach, and guidance counselor. Ninety-five percent of instructional staff is employed full time by Calusa. The speech therapist and two special area teachers are shared with other schools.

The faculty and staff at Calusa Elementary School are as diverse as the student body. Of 64 instructional personnel, the ethnic makeup of the teaching staff is 36 percent White, 14 percent Black, and 50 percent Hispanic. Thirty-six percent of the faculty have Bachelor's degrees, 64 percent have Master's degrees or above. Two teachers have National Board Certification (NBC) and six are candidates. The average length of teaching experience in Florida is 18 years. This year, Calusa has one beginning teacher. Many teachers choose to remain at Calusa throughout the years, including five from the original 19 who opened the school in 1981.

Classes are organized as follows: one prekindergarten, six kindergartens, five first grades, six second grades, seven third grades, five fourth grades, and six fifth grades. Overall, average general education class size is 20 students. The ratio of teacher to student is as follows: kindergarten, 1:18; grade one, 1:24; grade two, 1:21; grade three, 1:17; grade four, 1:20; and grade five, 1:19.

The SPED curriculum offers a resource pull out program, as well as inclusion classes to service children with special needs in all grades. The ratio of teacher to student in the SPED program varies from 1:6 in resource to 1:13 in inclusion classrooms. Gifted students in grades two through five receive daily instruction in reading, language arts, and social studies curriculum. One first grade class is devoted to self-contained gifted students. In addition, one class per grade level participates in the Extended Foreign Language (EFL) Program.

Retention rates for the past three years have seen an increase in the number of primary students repeating a grade. Utilizing a proactive philosophy in regard to mandatory retentions for low-achieving third graders and using site-based and national data as a guide, administrators have encouraged faculty and parents to identify at-risk students in kindergarten through second grade. Giving struggling learners the opportunity to close gaps earlier has allowed a marked decrease in mandatory third grade retentions.

As a member of the Miami Sunset Senior High feeder pattern, most students leaving Calusa at the end of fifth grade attend Arvida Middle School. The staff from Calusa works closely with Arvida on articulation issues to ensure that entering sixth graders are prepared to succeed in the middle school environment.



School Improvement Plan 2007-2008



There are a variety of special programs to meet the needs of Calusa students. Academic Excellence Program (AEP) opportunities exist in drama for all students and chess for fourth and fifth graders. These groups meet after school to offer enrichment activities to children who do not meet criteria for gifted placement. The six EFL classes pursue an accelerated program of study that infuses Spanish language into the reading and language arts curriculum. Calusa's gifted program continues to service students in first through fifth grades. During school hours, tutoring services utilizing Voyager Passport, Early Success, Soar to Success, Quick Reads, and Reading Plus intervention programs are offered to low-performing students in grades two through five.

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 free breakfast is provided for all students, regardless of need. Story-time is available from 2-3 P.M. every day for primary students who are dismissed earlier than their older siblings and after-school care is offered until 6 P.M.

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. PTA sponsored fall and spring celebrations (Fright Night in October and Family Fun Day in March) enhance the development of family and community connections. Blood drives are sponsored in October and April. Sports for Kids, Roadhouse Grill, and Starbucks at Suniland are Dade Partners whose generous donations directly benefit our students and staff. As a partner in education, Calusa enjoys a collaborative relationship with various local universities where Calusa's teachers provide supervision and mentoring to interns from those universities.

Funds secured through grants by Proctor and Gamble and Best Buy have provided much needed technology resources. Proctor and Gamble supplied ten computers and a computer projector to the media center. Best Buy endowed \$2500 to increase the usage of technology among students by funding specific items such as a laptop computer, computer projector, and jump drives.

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 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.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

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

Florida Education Priorities

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"/>

Reading 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 95 percent of students achieved high standards in reading. In accordance with No Child Left Behind, all subgroups achieved Annual Yearly Progress (AYP). Scores on the 2007 FCAT Reading Test indicate that five percent of third grade students, three percent of fourth grade students and three percent of fifth grade students scored at achievement Level 1. Furthermore, two percent of third grade students, seven percent of fourth grade students and three percent of fifth grade students scored at achievement Level 2. After reviewing the 2007 FCAT Reading strand results, third and fourth grade students demonstrate a need for improvement in the Reference and Research content cluster. Additionally, fifth grade students need to improve in the Main Idea content cluster.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will demonstrate skilled proficiency in reading, as evidenced by 90 percent or more of students meeting high standards on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Meet with third, fourth and fifth grade teachers to analyze 2007 FCAT Reading Test data in order to identify trends, allowing for differentiation of instruction.	Principal, Assistant Principal, Teachers, and Reading Coach	08/20/2007	9/28/2007	Continuous Improvement Model	0
2. Implement Region VI Instructional Focus Calendar that aligns with Sunshine State Standards and includes District Interim Assessments.	Principal, Assistant Principal, Teachers, and Reading Coach	8/20/2007	6/4/2008	Continuous Improvement Model	0
3. Offer enrichment activities during the Reading/Language Arts block in order to maintain and enhance student performance for achievement Levels 3 through 5 on the 2007 FCAT Reading Test.	Principal, Assistant Principal, Teachers, and Reading Coach	8/20/2007	6/4/2008	District-wide Literacy Plan	0
4. Utilize and monitor computer-assisted programs such as Accelerated Reader (AR), FCAT Explorer, Riverdeep and Reading Plus to enrich and remediate students' reading skills and monitor performance.	Principal, Assistant Principal, Teachers, Reading Coach, Media Specialist and Technology Coordinator	8/27/2007	6/4/2008	District-wide Literacy Plan	0
5. Provide intensive intervention programs such as Voyager Passport, Early Success and Soar to Success to address the needs of students who scored at achievement Levels 1 and 2 on the 2007 administration of the FCAT Reading Test.	Principal, Assistant Principal, Teachers, Paraprofessional and Reading Coach	8/27/2007	4/11/2008	Continuous Improvement Model	0
6. Infuse CRISS strategies in the implementation of all curriculum.	Principal, Assistant Principal, Teachers, and Reading Coach	8/20/2007	6/4/2008	District-wide Literacy Plan	0
7. Utilize both the Student Performance Indicators (SPI) and Edusoft software, to gather data, in order to provide differentiated instruction.	Principal, Assistant Principal, Teachers, Technology Coordinator and Reading Coach	8/20/2007	6/4/2008	Continuous Improvement Model	0
8. Focus on the clusters of Main Idea and Reference and Research when implementing the Instructional Focus Calendar in reading, as well as in all content areas.	Principal, Assistant Principal, Teachers, and Reading Coach	8/20/2007	6/4/2008	Continuous Improvement Model	0
9. Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal, Assistant Principal, Teachers, and Reading Coach	8/20/2007	6/4/2008	Continuous Improvement Model	0
10. Use the Regional Center Data Debriefing Protocols to conduct debriefing sessions.	Principal, Assistant Principal, Grade Level Chairpersons, and Reading Coach	8/20/2007	6/4/2008	Continuous Improvement Model	0

Research-Based Programs

Houghton Mifflin, Voyager Passport, Quick Reads, Riverdeep, Reading Plus, Early Success, AR and Soar to Success

Professional Development

The Reading Coach will provide professional development, on selected teacher workdays, in the Houghton Mifflin Reading series and FCAT reading strategies aligned with the Comprehensive Research-based Reading Plan (CRRP). In addition, the Media Specialist will provide professional development on Accelerated Reader, at selected faculty meetings. The Technology Coordinator will also provide training on Tumblebooks and Brainpop. Riverdeep will provide in-house training for all kindergarten through fifth grade teachers in reading.

Evaluation



School Improvement Plan 2007-2008



Achievement of the objective will be accomplished when students demonstrate skilled proficiency in reading, as evidenced by 90 percent or more of students reaching the state required mastery on the 2008 FCAT Reading Test. Progress monitoring for students will be conducted through diagnostic, formative and summative assessments such as state and District assessments, school-site measurements, and teacher-developed evaluations.

Mathematics Goal

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

Florida Education Priorities

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"/>

Mathematics Statement

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

Needs Assessment

Results from the School Performance Accountability Report indicate that 70 percent of students tested made learning gains and 94 percent of students achieved high standards in mathematics. In accordance with No Child Left Behind, all subgroups achieved AYP. Scores on the 2007 FCAT Mathematics Test indicate that one percent of third grade students, two percent of fourth grade students and one percent of fifth grade students scored at achievement Level 1. Furthermore, two percent of third grade students, six percent of fourth grade students and 15 percent of fifth grade students scored at achievement Level 2. After reviewing the 2007 FCAT Mathematics strand results, third, fourth and fifth grade students are in need of improvement in the Algebraic Thinking content cluster.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will demonstrate skilled proficiency in mathematics as evidenced by 90 percent or more of students meeting high standards on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Meet with third, fourth and fifth grade teachers to analyze 2007 FCAT Mathematics Test data in order to identify trends, allowing for differentiation of instruction.	Principal, Assistant Principal, Teachers, and Mathematics Coach	8/20/2007	9/28/2007	Continuous Improvement Model	0
2. Implement Region VI instructional focus calendar that aligns with Sunshine State Standards and includes District Interim Assessments.	Principal, Assistant Principal, Teachers, and Mathematics Coach	8/20/2007	6/4/2008	Continuous Improvement Model	0
3. Offer enrichment activities during the mathematics block in order to maintain and enhance student performance for achievement Levels 3 through 5 on the 2007 FCAT Mathematics Test.	Principal, Assistant Principal, Teachers, and Mathematics Coach	8/20/2007	6/4/2008	Continuous Improvement Model	0
4. Utilize and monitor computer-assisted programs such as FCAT Explorer and Riverdeep to enrich and remediate students' mathematics skills and monitor performance.	Principal, Assistant Principal, Teachers, Mathematics Coach, and Technology Coordinator	8/27/2007	6/4/2008	Continuous Improvement Model	0
5. Provide and monitor additional tutorial services for students who scored at achievement Level 1 on the 2007 FCAT Mathematics Test.	Principal, Assistant Principal, Teachers, and Mathematics Coach	9/24/2007	4/11/2008	Continuous Improvement Model	0
6. Offer small group instruction during the mathematics block in order to improve mathematics performance of students who scored at achievement Levels 1 and 2 on the 2007 FCAT Mathematics Test.	Principal, Assistant Principal, and Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
7. Utilize both SPI and Edusoft software, to gather data, in order to provide differentiated instruction.	Principal, Assistant Principal, Teachers, Technology Coordinator, and Mathematics Coach	8/20/2007	6/4/2008	Continuous Improvement Model	0
8. Focus on the Algebraic Thinking content cluster when implementing the Mathematics Instructional Focus Calendar.	Principal, Assistant Principal, Teachers, and Mathematics Coach	8/20/2007	6/4/2008	Continuous Improvement Model	0
9. Implement the CIM to monitor student achievement and the instructional program on an on-going basis.	Principal, Assistant Principal, Teachers, and Mathematics Coach	8/20/2007	6/4/2008	Continuous Improvement Model	0
10. Use the Regional Center Data Debriefing Protocols to conduct debriefing sessions.	Principal, Assistant Principal, Grade Level Chairpersons, and Mathematics Coach	8/20/2007	6/4/2008	Continuous Improvement Model	0

Research-Based Programs

Scott Foresman Mathematics Series and Riverdeep.

Professional Development

The Mathematics and Science Coach will provide professional development, on selected teacher workdays, regarding the Scott Foresman Mathematics Series and FCAT mathematics strategies. The Technology Coordinator will provide professional development on Brainpop, Successnet, FCAT Explorer, and data analysis. Riverdeep will provide in-house training for all kindergarten through fifth grade teachers in mathematics.



School Improvement Plan 2007-2008



Evaluation

Achievement of the objective will be accomplished when students demonstrate increased skill proficiency in mathematics, as evidenced by 90 percent or more of students reaching the state required mastery on the 2008 FCAT Mathematics Test. Progress monitoring for students will be conducted through formative and summative assessments such as District assessments, school-site measurements, and teacher-developed evaluations.

Writing Goal

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

Florida Education Priorities

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"/>

Writing Statement

Increase scientific knowledge of all students.

Needs Assessment

The results obtained from the 2007 FCAT Writing+ Test indicate that 94 percent of fourth grade students achieved high standards in writing. The combined mean score was 4.2. The Narrative Writing Test mean score increased from 4.1 to 4.2. The Expository Writing Test mean score decreased from 4.3 to 4.2.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by ten percent on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Provide coaching and mentoring with the implementation of the monthly prompts, multiple-choice items, interpretation of the U-6 Scoring Rubric, analysis of student papers, and specific strategies to guide instruction ensuring writing gains.	Principal, Assistant Principal, Teachers, and Reading Coach	8/20/2007	6/4/2008	District-wide Literacy Plan	0
2. Implement monthly writing prompts and multiple-choice items to assess the skills that were addressed during instruction.	Principal, Assistant Principal, Teachers, and Reading Coach	8/20/2007	6/4/2008	Continuous Improvement Model	0
3. Administer District Pre- and Post-Tests, in grades one through five, to determine proficiency levels and modify instruction.	Principal, Assistant Principal, Teachers, and Reading Coach	8/20/2007	6/4/2008	Continuous Improvement Model	0
4. Utilize a six point rubric to assess student writing and provide feedback for further skill enhancement.	Principal, Assistant Principal, and Special Area Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	0
5. Increase writing opportunities in special area subjects, such as Physical Education, Music, Art, Spanish, and Guidance by providing prompts to write across the curriculum.	Principal, Assistant Principal, Teachers, and Reading Coach	8/20/2007	6/4/2008	Continuous Improvement Model	0
6. Incorporate Writing Instructional Focus Calendar to target instruction and improve skills related to expository writing.	Principal, Assistant Principal, and Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0

Research-Based Programs

Houghton Mifflin Reading Series

Professional Development

Professional development will be provided by the Reading Coach to assist teachers in enhancing students' writing skills.

Evaluation

Achievement of the objective will be accomplished when fourth grade students demonstrate skilled proficiency in writing, as evidenced by 90 percent or more of students reaching the state required mastery on the 2008 FCAT Writing+ Test. Progress monitoring for students will be conducted through formative and summative assessments such as District assessments, school-site measurements, and teacher-developed evaluations.

Science Goal

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

Florida Education Priorities

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"/>

Science Statement

Increase scientific knowledge of all students.

Needs Assessment

The results from the School Performance Accountability Report indicate that 64 percent of students achieved high standards in Science. Scores on the 2007 FCAT Science Test signify that six percent of fifth grade students scored at achievement Level 1 and 33 percent of fifth grade students scored at achievement Level 2. After reviewing the FCAT Science strand results, fifth grade students are in need of improvement in the Scientific Thinking content cluster.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by ten percent on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Meet with fifth grade teachers to analyze 2007 FCAT Science Test data pertaining to their individual students, allowing for differentiation of instruction.	Principal, Assistant Principal, Teachers, and Mathematics and Science Coach	8/20/2007	9/28/2007	Continuous Improvement Model	0
2. Implement Region VI Instructional Focus Calendar that aligns with Sunshine State Standards and includes District Interim Assessments.	Principal, Assistant Principal, Teachers, and Mathematics and Science Coach	8/20/2007	6/4/2008	Continuous Improvement Model	0
3. Utilize the Scott Foresman Science assessments to analyze progress and redirect instruction.	Principal, Assistant Principal, and Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
4. Provide staff development, during selected teacher workdays, for all teachers on instructional strategies in science.	Principal, Assistant Principal, Teachers, and Mathematics and Science Coach	8/20/2007	6/4/2008	Continuous Improvement Model	0
5. Encourage fifth grade students' participation in the school-site and District Elementary Science and Mathematics Fair and Invention Convention.	Principal, Assistant Principal, Teachers, and Mathematics and Science Coach	8/20/2007	6/4/2008	Other/ Not Applicable	30
6. Implement the CIM to monitor student achievement and the instructional program on an on-going basis.	Principal, Assistant Principal, Teachers, and Mathematics and Science Coach	8/20/2007	6/4/2008	Continuous Improvement Model	0
7. Use the Regional Center Data Debriefing Protocols to conduct debriefing sessions.	Principal, Assistant Principal, Grade Level Chairpersons and Mathematics and Science Coach	8/20/2007	6/4/2008	Continuous Improvement Model	0

Research-Based Programs

Scott Foresman Science Series

Professional Development

Professional development will be provided by the Mathematics and Science Coach on selected teacher workdays to assist teachers with the new science series. In addition, the Technology Coordinator will provide professional development in Brainpop and FCAT Explorer. Riverdeep will provide in-house training for all kindergarten through second grade teachers in science.

Evaluation

Achievement of the objective will be accomplished when the number of students meeting high standards in grade five will increase by ten percent on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test. Progress monitoring for students will be conducted through formative and summative assessments such as District assessments, school-site measurements, and teacher-developed evaluations.

Parental Involvement Goal

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

Florida Education Priorities

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"/>

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

Parental Involvement Statement

The school will provide an environment that fosters a collaborative relationship between parents and educators to promote academic excellence.

Needs Assessment

The Parent Teacher Association (PTA) parent hourly logs show parents volunteered 12,000 hours during the 2006-2007 school year.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of five percent in the number of parental and community contacts, as evidenced by comparing the hourly logs for the 2006-2007 to 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Offer incentives in order to increase PTA membership, i.e. nutritional treats, to classrooms with 100 percent participation.	Principal, Assistant Principal, PTA Executive Board Members, and Teachers	8/20/2007	6/4/2008	Other/ Not Applicable	0
2. Advertise and disseminate information on curricular presentations, such as Open House and Parent FCAT Information Nights through the school marquee, flyers, Step Ahead Newsletter, school website and Connect-Ed.	Principal, Assistant Principal, PTA Executive Board Members, and Teachers	8/20/2007	6/4/2008	Improve Public Perception	0
3. Use Connect Ed to encourage parents to participate in the District's Parent Academy Initiative.	Principal, Assistant Principal, PTA Executive Board Members, and Teachers	8/20/2007	6/4/2008	Improve Public Perception	0
4. Conduct Volunteer Breakfast to encourage parents to volunteer, promoting parental participation.	Principal, Assistant Principal, PTA Executive Board Members, and Teachers	8/20/2007	9/6/2007	Improve Public Perception	0
5. Maintain communication with the Calusa community through Calusa's website and monthly "Step Ahead News".	Principal, Assistant Principal, PTA Executive Board Members, Technology Coordinator, and Teachers	8/20/2007	6/4/2008	Improve Public Perception	0
6. Offer opportunities for parents to volunteer in school-wide activities, such as vision and hearing screening, pictures days and field trips.	Principal, Assistant Principal, PTA Executive Board Members, and Teachers	8/20/2007	6/4/2008	Improve Public Perception	0
7. Offer opportunities for parents to meet and interact with administrators and faculty at school-related functions during non-school hours.	Principal, Assistant Principal, PTA Executive Board Members, and Teachers	8/20/2007	6/4/2008	Improve Public Perception	0

Research-Based Programs

National PTA Standards

Professional Development

The Assistant Principal will conduct training for all teachers, designed to assist parents on how to access the Parent Academy seminars and classes. Training will include strategies for implementing and maintaining parental and community involvement.

Evaluation

Achievement of the objective will be accomplished when parent participation increases by five percent, as evidenced by the parent hourly volunteer logs.

Discipline & Safety Goal

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

Florida Education Priorities

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"/>

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

Discipline & Safety Statement

The school will promote programs and practices that facilitate a safe and disciplined environment for students, which encourage perfect attendance.

Needs Assessment

According to the 2006-2007 Miami-Dade County Public Schools (M-DCPS) Percentage of Attendance Report the attendance rate increased from 95.99 percent in the 2005-2006 school year to 96.57 percent in the 2006-2007 school year.

Measurable Objective

Given an emphasis on a safe and orderly environment, that is conducive to learning, student attendance will improve as evidenced by a one percent increase in the average daily attendance rate during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Include the school's attendance policy in the Parent/Student Handbook, Calusa's website and stress with parents during Kindergarten Orientation and Open House.	Principal, Assistant Principal, All School Faculty, and Staff	8/20/2007	6/4/2008	Truancy Prevention	0
2. Highlight "Perfect Attendance" on morning announcements. Each day, classes with 100 percent attendance are recognized. At the end of the grading period, the winning class in each grade level is given an award.	Principal, Assistant Principal, Guidance Counselor, Media Specialist, and Teachers	8/27/2007	6/4/2008	Truancy Prevention	0
3. Encourage classes to complete "PERFECT ATTENDANCE" charts, earning one letter for each day every child is present, to promote perfect attendance.	Principal, Assistant Principal, Guidance Counselor, and Teachers	8/20/2007	6/4/2008	Truancy Prevention	0
4. Provide early morning supervision to encourage student attendance.	Principal, Assistant Principal, Physical Education Teacher, and Security Monitor	8/20/2007	6/4/2008	Truancy Prevention	3688

Research-Based Programs

N/A

Professional Development

Teachers will review and discuss the District's attendance policy and attendance record-keeping through the electronic gradebook.

Evaluation

Achievement of the objective will be accomplished when the average daily attendance for the 2007-2008 school year increases by one percent as evidenced by the 2007-2008 M-DCPS Percentage of Attendance Report.

Technology Goal

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

Florida Education Priorities

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"/>

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

Technology Statement

The school will integrate technology into all curricular areas.

Needs Assessment

According to data compiled from 2006-2007 Riverdeep reports, 50 percent of students are using Riverdeep programs to enhance academic and technology skills. In addition, technology needs to be integrated into other curricular areas in order to increase students' technological awareness and computer skills.

Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their use of the Riverdeep Program, as evidenced by a five percent increase during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Use a variety of educational programs to instruct students in grades two through five on how to use technology proficiently.	Principal, Assistant Principal, Technology Coordinator, and Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	0
2. Promote the use of online databases, to locate information for research projects, during weekly scheduled computer lab times.	Principal, Assistant Principal, Technology Coordinator, Media Specialist, and Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	0
3. Encourage the use of Riverdeep Destination Math and Destination Reading, to improve student achievement and enhance computer literacy, during weekly scheduled computer lab times.	Principal, Assistant Principal, Technology Coordinator, and Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
4. Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	Principal, Assistant Principal, Technology Coordinator, and Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	0
5. Utilize Inspiration and Kidspiration concept mapping software to enhance computer skills of third through fifth grade students.	Principal, Assistant Principal, Technology Coordinator, and Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	0
6. Encourage the use of FCAT Explorer to improve student achievement and enhance computer literacy during weekly scheduled computer lab times.	Principal, Assistant Principal, Technology Coordinator, and Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0

Research-Based Programs

Riverdeep

Professional Development

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

Evaluation

Achievement of the objective will be accomplished as evidenced by 55 percent of students using Riverdeep programs to enhance academic and technology skills during the 2007-2008 school year. The increase of technology usage will be monitored quarterly by Riverdeep reports.

Health & Physical Fitness Goal

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

Florida Education Priorities

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"/>

Health & Physical Fitness Statement

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

Needs Assessment

Based on the FITNESSGRAM results from 2006-2007, 89 percent of students qualified to receive awards for physical fitness.

Measurable Objective

Given instruction based on the M-DCPS mandated, FITNESSGRAM standards, the number of students in grades two through five qualifying to receive awards will increase from 89 to 90 percent, as measured by the 2008 FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Monitor 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 through scheduled physical education classes.	Principal, Assistant Principal, and Physical Education Teachers	8/20/2007	6/4/2008	Student Wellness	0
2. Provide wholesome meals to students for breakfast and lunch and nutrition information for making healthy food choices.	Principal, Assistant Principal, Food Service Manager, and Teachers	8/20/2007	6/4/2008	Healthcare & Healthy Choices	0
3. Implement the strategies from the 2007 Elementary Physical Education FCAT Manual.	Principal, Assistant Principal, and Physical Education Teachers	8/20/2007	6/4/2008	Student Wellness	0
4. Offer activities that promote physical fitness during the After School Care program.	Principal, Assistant Principal, and After School Care Managers	8/20/2007	6/4/2008	Healthcare & Healthy Choices	0
5. Engage students in school-wide Field Day activities.	Principal, Assistant Principal, and Physical Education Teachers	4/7/2008	5/2/2008	Student Wellness	500

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 2007 Elementary Physical Education FCAT Manual.

Evaluation

Achievement of the objective will be accomplished when the number of students in grades two through five receiving awards increases from 89 to 90 percent, as measured by the 2008 FITNESSGRAM.

Electives & Special Areas Goal

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

Florida Education Priorities

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"/>

Electives & Special Areas 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 2006-2007 school year, 30 percent of eligible students participated in available programs.

Measurable Objective

Given emphasis on the benefits of participating in special area and extracurricular activities, the number of students enrolled in these programs will increase by five percent during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Provide opportunities for faculty, staff, and students to participate in monthly celebrations, such as Hispanic Heritage, Red Ribbon, Black History, and Careers.	Principal, Assistant Principal, All Faculty and Staff	8/20/2007	6/4/2008	Academic Enrichment Opportunities	0
2. Offer Academic Excellence 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	8/20/2007	6/4/2008	Academic Enrichment Opportunities	8135
3. Provide special interest after school clubs for children to explore the areas of art and music.	Principal, Assistant Principal, Art Teacher, and Music Teacher	8/20/2007	6/4/2008	Academic Enrichment Opportunities	1320
4. Engage students in the performing arts by offering classes in strings during the school day.	Principal, Assistant Principal, and Music Teacher	8/20/2007	6/4/2008	Academic Enrichment Opportunities	0
5. Promote school and community awareness and responsibility through United Way, Safety Patrols, Drug Abuse Resistance Education (DARE), Future Educators of America, WEXL and Student Council programs.	Principal, Assistant Principal, All Faculty and Staff	8/20/2007	6/4/2008	Academic Enrichment Opportunities	2908

Research-Based Programs

N/A

Professional Development

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

Evaluation

Achievement of the objective will be accomplished when student participation increases by five percent, as evidenced by 2007-2008 attendance logs.

Return On Investment Goal

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

Florida Education Priorities

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"/>

Return On Investment Statement

Calusa Elementary School will rank at or above the 77th percentile statewide in the Return on Investment (ROI) index value and cost effectiveness of its program.

Needs Assessment

The most recent data supplied from the Florida Department of Education (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 Return on Investment (ROI) percentile ranking will increase by at least one percentage point from the 76th percentile in 2005 to the 77th percentile in 2007.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	8/20/2007	6/4/2008	Exchange Meaningful Information	0
2. Collaborate with the District on resource allocation.	Principal and Assistant Principal	8/20/2007	6/4/2008	Exchange Meaningful Information	0
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	8/20/2007	6/4/2008	Education Innovation	0
4. Consider shared use of facilities, partnering with community agencies.	Principal and Assistant Principal	8/20/2007	6/4/2008	Exchange Meaningful Information	0
5. Offer opportunities for school personnel to be trained in fiscal management.	Principal and Assistant Principal	8/20/2007	6/4/2008	Business Process Redesign	0

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 77th percentile, as identified on the next State of Florida ROI index publication.

EESAC Compliance

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 implementation of child safety programs.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	0
Mathematics	0
Writing	0
Science	30
Parental Involvement	0
Discipline & Safety	3688
Technology	0
Health & Physical Fitness	500
Electives & Special Areas	12363
Return On Investment	0
Total	16581



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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