

Calusa Elementary School



2016-17 Schoolwide Improvement Plan

Calusa Elementary School

9580 W CALUSA CLUB DR, Miami, FL 33186

<http://calusa.dadeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	55%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	19
Appendix 1: Implementation Timeline	22
Appendix 2: Professional Development and Technical Assistance Outlines	23
Professional Development Opportunities	23
Technical Assistance Items	24
Appendix 3: Budget to Support Goals	24

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Calusa Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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 interdisciplinary approach to instruction. A meaningful learning environment will be provided to instill a feeling of mutual respect among teachers, students, and parents. This process will develop students to their highest potential.

b. Provide the school's vision statement.

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.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Calusa Elementary administrators, faculty, and staff recognize and emphasize the importance of home and school relationships. Family involvement opportunities create an inclusive atmosphere and appreciation for the diverse cultures, languages, traditions, and living situations of our students. The Educational Excellence School Advisory Council consists of school, parent, and community/business representatives. Classroom and special area teachers welcome parents and grandparents as volunteers. The Parent Teacher Association (PTA) includes all interested members. School-wide events, such as Fright Night, Movie Nights, Blood Drives, Career Day, Science Fairs, Art and Music Performances, and Book Fairs provide many opportunities for students and their families to interact with school personnel in a relaxed non-academic atmosphere. Hispanic Heritage and Black History, as well as the contributions made by other cultures, are shared and celebrated throughout the school year.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Security and safety are two of our greatest concerns at Calusa Elementary. Morning and after care are provided for students through our Morning/After School Care Program. In addition, staff members are strategically positioned around the school to welcome students in the morning and to make sure they are safely dismissed in the afternoons. Safety Patrols are also utilized to assist with arrival and dismissal.

Teaching students to respect themselves and others is one of the components of our mission and vision, as we engage in the district initiative of "Values Matter Miami." We do this by focusing attention to the districts nine core values, not only modeling character for our students but by demanding it as well. Students are rewarded for positive behavior through our "Good Behavior is MARVEL-ous!" campaign. Students earn "Power Pay" and weekly raffles motivate them to personally excel, as well as to treat others with kindness.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Calusa faculty and staff are active participants in the school-wide positive behavior system. Our 2016-2017 behavior theme is "Good Behavior is MARVEL-ous!" which ties into the Accelerated Reader theme of "Reading Gives Us Super Powers!" Students earn "Power Pay" as rewards for individual accomplishments that range from achieving 100% on an Accelerated Reader test to improving attendance to walking quietly in the hall to tying a classmate's shoelaces. Classes earn Cafeteria Coupons for displaying appropriate behavior during lunch. We hold weekly "Power Pay" raffles for prizes and Cafeteria Coupons are counted to determine which classes have earned Popsicles or other treats. This behavior management system has been embedded into our school culture over the last several years, and new personnel receive training from the counselor and grade group, as needed.

Administration and the counselor work closely together to provide appropriate disciplinary interventions for the students who do not consistently respond to the positive behavior system. Consequences are based on the Code of Student Conduct, taking into effect our knowledge of students' home situations, family needs, and diverse cultures.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

A full-time school counselor works to meet the personal/social needs of our pre-kindergarten through fifth grade students by coordinating the positive behavior management system and by providing individual, small group, and classroom guidance and counseling services. She collaborates with parents, teachers, administrators, region and district personnel, and community agencies to ensure students' emotional, behavioral, and academic needs are being met. School-wide initiatives, such as Red Ribbon Week and Career Day, and presentations from community-based resources, provide information and assistance to students and their families. Our school's Student Services team includes a school psychologist, school social worker, and staffing specialist who work together to meet the needs of fragile students.

In addition, our school-site is fortunate to have trained Listeners who provide identified students with 30 minutes of individual attention on a weekly basis.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Attendance is being monitored to identify students with five or more absences. Identified students are being referred to the school guidance councilor, administrator, and/or school social worker.

Teachers constantly monitor students behavior. Students who demonstrate continuous disruptive behavior are referred to the school councilor or administrator. In addition, fourth and fifth grade students sign a conduct pledge which delineates behavioral expectations and is enforced by the teachers and administration.

Retained students are sectioned strategically in order to facilitate intensive instruction by interventionists in the areas of reading and math.

Students scores based on the I-Ready Diagnostic Test, teacher input and retention lists are strategically sectioned and receive intensive interventions for reading during the school day and after school for both reading and math.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	2	0	0	0	1	1	0	0	0	0	0	0	0	4
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Targeted students that scored in the lowest 25 percentile are receiving intensive instruction during the school day.

Targeted students that are not meeting grade level expectations and mastery levels are receiving before school, during school and/or after school tutoring.

ELL students that are not meeting grade level expectations and mastery levels are receiving after school tutoring.

Additionally, first and second grade ELL students have the opportunity to participate in the Young Readers Program.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

The school will target the number of school-sponsored events by offering a number of evening events to accommodate working parents. In addition, the school will provide online academic resources through the school website. Fidelity and effectiveness will be monitored through frequent review of sign in sheets in order to determine the number of parents attending school-related functions.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The school builds partnerships with the community through the Parent/Teacher Association. The PTA reaches out to local businesses in order to secure resources for the school. We utilize our Career Day in order to network with parents who, as stakeholders, help our school gain the support of local businesses. Additionally, we partner with local high schools in order to gain sponsorship and support for school based clubs. These partnerships help us gain resources that impact student achievement. In addition, Calusa Elementary participates in "Dads Take your Child to School Day", as well as "Fathers in Action & Advocacy Week."

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Barreiro, Leslie	Teacher, K-12
Bovo, Eduardo	Assistant Principal
Carrillo, Susan	Teacher, K-12
Hernandez, Suzet	Principal
Gonzalez, Yvonne	Teacher, K-12
Bauerlein, Nancy	School Counselor
Montoya, Maria	Teacher, K-12
Salazar, Magda	Teacher, ESE
Crumpler, Melissa	Other
Diaz, Ana	Instructional Media
Naranjo-Vargas, Marcella	Teacher, K-12
Larson, David	Psychologist

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

- Ms. Carmen B. Fuentes, Principal /Mr. Eduardo Bovo Assistant Principal: Provide a common mission for the use of data-driven instruction and planning. Also, ensure that the school-based leadership team is implementing MTSS /Rtl effectively. In addition, supervise the implementation of MTSS /Rtl documentation and interventions. Last, oversee that professional development is delivered to support Rtl implementation and maintains communication with parents regarding school-based MTSS /Rtl plans and activities.
- Ms. Maria Montoya, Technology Facilitator: Delivers information regarding the content standards and benchmarks, assists with the implementation and development of the school instructional focus calendars, assessments and interventions through the use of technology. Analyzes data to determine students' progress and needs.
- Ms. Yvonne Gonzalez, Reading/Writing Facilitator: Delivers information regarding the content standards and benchmarks, assists with the implementation and development of the school instructional focus calendars, assessments and interventions. Analyzes data to determine students' progress and needs.
- Ms. Leslie Barreiro, Mathematics Facilitator: Delivers information regarding the content standards

and benchmarks, assists with the implementation and development of the school instructional focus calendars, assessments and interventions. Analyzes data to determine students' progress and needs.

- Ms. Susan Carrillo, Science Facilitator: Delivers information regarding the content standards and benchmarks, assists with the implementation and development of the school instructional focus calendars, assessments and interventions. Analyzes data to determine students' progress and needs.
- Ms. Marcella Naranjo-Vargas, Social Studies Facilitator: Delivers information regarding the content standards and benchmarks, assists with the implementation and development of the school instructional focus calendars, assessments and interventions. Analyzes data to determine students' progress and needs.
- Dr. David Larson, School Psychologist: Collects and analyzes data to develop student intervention plans. Meets with teachers and parents to provide information and support. Evaluates students for possible placement for either gifted or SWD programs. Reevaluates students for possible dismissal of previous placement programs.
- Ms. Nancy Bauerlein, Student Services Personnel:(School Guidance Counselor): Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students Analyzes data to determine students' progress and needs.
- Ms. Melissa Crumpler, Speech and Language Pathologist: Provides in-house individualized speech and language therapy to meet the needs of students on Individualized Educational Plans (IEP). Assesses students for possible placement and dismissal of services in the speech and language program.
- Ms. Magda Salazar, Special Ed. Personnel: Provides support for the general education teacher in order to implement individual instructional strategies to meet the unique needs of struggling students.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The leadership team first meets over the summer to desegregate student achievement data in order to best align resources to maximize desired student outcomes. A tiered team that is comprised of Curriculum Chairpersons and Grade Level Chairpersons are responsible for monitoring and implementing MTSS and SIP structures within the school which includes but is not limited to curriculum planning and professional development. The designated Grade Level Chairs are responsible for the two-way communication between the individual grade level instructional staff and the leadership team. Grade levels meet monthly to discuss how effectively resources are being utilized and how student achievement is being impacted as a result. The goal for both groups is to meet the needs of both students and teachers within the school.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Carmen Fuentes	Principal
Janice McAskill	Teacher
Nancy Bauerlein	Teacher
Maria Montoya	Teacher
Ana M. Diaz	Teacher
Magda Salazar	Teacher
Tere Munio	Teacher
Irving Zamora	Parent
Lisette Fuentes	Parent
Gonzalo Del Rio	Business/Community
Bonnie Gelman	Teacher
Guylaine Dodard	Education Support Employee
Scott Crumpler	Parent
Renee Williams	Parent
Monica Gomez	Parent
Javid Mortazavi	Business/Community
Marisol Gomez-Decena	Parent
Melissa Talavera-Amigo	Parent
Maria Marcelo	Education Support Employee
Joshua Paganacci	Student
Alexandra Rodriguez	Student
Pamela Alarcon	Parent
Eduardo Bovo	Principal

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

EESAC reviewed the School Improvement Plan at every meeting. EESAC discussed the goals and strategies used to increase student achievement. Both the staff and EESAC met to discuss the end of the year review of goals and strategies in order to make recommendations for the 2016-2017 School Improvement Plan.

b. Development of this school improvement plan

EESAC met to review the issues relative to core academic areas, parental involvement, attendance, budget, and professional development training opportunities. In addition, EESAC reviewed the needs for instructional materials, staffing, and student support services.

c. Preparation of the school's annual budget and plan

The administrative team presented the budget during the spring and fall EESAC meetings. Recommendations and suggestions were made by EESAC members. The EESAC voted to allocate funds for the purpose of assisting in the implementation of the SIP through the funding of the schools

interventionist. Funds were also allocated for the purchase of resources for interventions as well as the classrooms.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

The projected use of the school improvement funds will include the funding of the school's interventionist and classroom resources. \$4,182.00 were allocated for this purpose.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Hernandez, Suzet	Principal
Bovo, Eduardo	Assistant Principal
Montoya, Maria	Teacher, K-12
Gonzalez, Yvonne	Teacher, K-12
Barreiro, Leslie	Teacher, K-12
Carrillo, Susan	Teacher, K-12
Bauerlein, Nancy	School Counselor
Diaz, Ana	Instructional Media
Naranjo-Vargas, Marcella	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team promotes literacy within the school in many ways through the implementation of Accelerated Reader program and it's rewards and incentives. Digital researched based literacy programs such as iReady are also utilized. Additionally, the Wonder Works program is used for literacy intervention to target those students who are in the Rtl process or who fall within the lowest 25%.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Administration created schedules that allotted common planning time for teachers within the same grade level as well as content areas. Teachers therefore, have the opportunity to plan together and collaborate across subject areas. In addition, professional learning communities are in place to allow for teachers to

share best practices and collaborate across grade levels in order to create more active learning environments and increase student achievement.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

The school maintains a high-level of professionalism and respect. Ms. Carmen B. Fuentes, Principal, encourages communication and integrity among the teachers and staff. Ms. Fuentes ensures that teachers receive ample opportunities for continuing professional development and coordinates school events that promote collaboration among the community, parents, students and school staff.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

The school has designated a mentor teacher who has instructional expertise and clinical supervision experience. The planned activities include: peer observations, bi-weekly meetings, and professional development.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Core Instructional materials are provided by the district and are aligned to the most recent standards. Core Instructional programs utilize the district provided materials and augment instruction through web based resources. In addition, resource materials have been purchased that are directly aligned to the Florida State Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Data driven instruction is the guiding principle at Calusa Elementary. Administrators and teachers gather and analyze data with the purpose of providing differentiated instruction for all students. The results of the i-Ready assessment test will be carefully analyzed with the purpose of determining the lowest 25%, the performance of ELL and ESE students and the percent of students maintaining high standards. This information is then utilized to create tutorial groups that focus on student deficiencies. Before and after school tutorial classes are strategically initiated in order to meet the diverse needs of the students that fall specifically into the ELL and high standards subgroups. The tutorial classes are offered in reading to students in 1st - 5th grade and in math to students in 3rd - 5th grade. In addition, a STEM club is offered to the highest performing students in science. Lastly, interventionists are hired to serve students in the RtI process for reading throughout the school day. The extra interventionists allow for smaller intervention groups and more focused instruction. Florida State Assessment data will be utilized to determine which students will be added to the intervention groups.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 4,800

The school will implement before and after school tutorial programs to focus on remediation and enrichment of ELL students.

Strategy Rationale

The rationale is that ELL students make up one of our subgroups. Providing remediation to ELL students that are struggling and enrichment to those that are scoring at levels 3 and above insures that that we are addressing specific students needs.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Bovo, Eduardo , embovo@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected via i-Ready, district and teacher-based assessments. The data is analyzed after each assessment.

Strategy: Extended School Day

Minutes added to school year: 360

Teachers sign-up for monthly professional development sessions related to 21st Century Learning Principles, specifically how to incorporate the 4 C's (communication, collaboration, creativity and critical thinking) into their instruction withy the purpose of creating a positive class culture, increasing their digital fluency and utilizing applied data to drive instruction.

Strategy Rationale

District emphasis on creating 21st Century schools requires teachers to create a positive class culture, utilize the 4 C's, gain digital fluency and drive instruction through applied data. Through participation in specific professional development teachers gain the necessary knowledge and skill required in a 21st Century classroom.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Hernandez, Suzet, pr0671@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The assistant principal and the professional development committee perform a needs assessment for professional development, schedule session, monitor attendance through sign-in sheets, and monitor effectiveness through follow-up activities and reflections.

Strategy: Extended School Day

Minutes added to school year: 2,400

The school will implement a before school, computer based math tutorial program, that focuses on the remediation and enrichment of students.

Strategy Rationale

Students are strategically selected to report to school half an hour before school starts with the purpose of improving their basic math skills in addition, subtraction, multiplication and division. The acquisition of these basic skills is one of the biggest factors why some students struggle in math. Strengthening these basic skills we allow students to solve math problems with greater speed and accuracy.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bovo, Eduardo , embovo@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected via Gateway to Data (G2D) reports and teacher-based assessment reports. The data is analyzed after each assessment.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

The school encourages the preschool classroom to participate in school-based activities such as: Open House and PTA-sponsored events. The Future Educators of America partners students in older grades to the preschool classroom to help the teacher which in turns develops a mentoring relationship. In addition, the school also provides a kindergarten orientation for parents the week prior to the beginning of the school year. In addition, our fifth grade students are introduced to neighboring middles schools, magnet programs and their requirements and expectations. Articulation for 5th grade ESE students is conducted at the end of the school year in order to properly place students in 6th grade courses.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. To increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. To increase student achievement by improving core instruction in all content areas. 1a

G088035

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	
AMO Math - African American	
AMO Math - ELL	
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - White	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - ED	
FCAT 2.0 Science Proficiency	81.0

Targeted Barriers to Achieving the Goal 3

- Lack of emphasis on the 4 C's as it pertains to instructional planning and delivery.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Targeted PD on the 4 C's, Promethean Boards in all classrooms, Mobile Laptop Labs, Document Cameras, Mobis, built in collaborative planning, the leadership team, peer support.

Plan to Monitor Progress Toward G1. 8

Data from the baseline assessment, I-Ready Diagnostic results, student grades, FCAT 2.0 Science, and the Florida Standards Assessment will be desegregated in order to monitor student achievement.

Person Responsible

Suzet Hernandez

Schedule

Quarterly, from 11/2/2016 to 6/2/2017

Evidence of Completion

Results of data collected from assessments, i-ready and FSA.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal

B =
Barrier


S = Strategy

 = Problem Solving Step  S123456 = Quick Key


G1. To increase student achievement by improving core instruction in all content areas. 1

 G088035

G1.B1 Lack of emphasis on the 4 C's as it pertains to instructional planning and delivery. 2

 B234057

G1.B1.S1 Expose teachers into the 4 C's and how to incorporate them into their instructional planning and delivery. 4

 S246858

Strategy Rationale

With knowledge and understanding of how to keep the 4 C's as an integral part of instructional planning and delivery, teachers will be able to better prepare students for the 21st century and improve core instruction in all content areas as evidenced by an increase in student achievement.

Action Step 1 5

Provide teachers with Professional Development regarding the 4 C's with purpose of incorporating them into instructional planning and delivery

Person Responsible

Suzet Hernandez

Schedule

Monthly, from 11/30/2016 to 5/31/2017

Evidence of Completion

sign-in sheets, agendas, reflections, handouts

Action Step 2 5

Collaborative planning sessions.

Person Responsible

Suzet Hernandez

Schedule

Monthly, from 11/30/2016 to 5/31/2017

Evidence of Completion

sign-in sheets, agendas, reflections, handouts

Action Step 3 5

Administrative Walkthroughs

Person Responsible

Suzet Hernandez

Schedule

Biweekly, from 11/30/2016 to 5/31/2017

Evidence of Completion

administrative observations

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration will monitor for active engagement during professional development and reflections (3-2-1) after professional development.

Person Responsible

Suzet Hernandez

Schedule

Monthly, from 11/30/2016 to 5/31/2017

Evidence of Completion

Sign-in Sheets, agendas, reflections, and hand-outs

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Administrators will meet with teachers during collaborative planning sessions to monitor implementation and utilization of the 4 C's throughout instructional delivery and planning.

Person Responsible

Suzet Hernandez







Schedule

Monthly, from 11/30/2016 to 5/31/2017

Evidence of Completion

Collaborative planning logs, sign-in sheets, hand-outs

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA1  M334044	Administrators will meet with teachers during collaborative planning sessions to monitor...	Hernandez, Suzet	11/30/2016	Collaborative planning logs, sign-in sheets, hand-outs	5/31/2017 monthly
G1.B1.S1.MA1  M334045	Administration will monitor for active engagement during professional development and reflections...	Hernandez, Suzet	11/30/2016	Sign-in Sheets, agendas, reflections, and hand-outs	5/31/2017 monthly
G1.B1.S1.A1  A320807	Provide teachers with Professional Development regarding the 4 C's with purpose of incorporating...	Hernandez, Suzet	11/30/2016	sign-in sheets, agendas, reflections, handouts	5/31/2017 monthly
G1.B1.S1.A2  A320808	Collaborative planning sessions.	Hernandez, Suzet	11/30/2016	sign-in sheets, agendas, reflections, handouts	5/31/2017 monthly
G1.B1.S1.A3  A320809	Administrative Walkthroughs	Hernandez, Suzet	11/30/2016	administrative observations	5/31/2017 biweekly
G1.MA1  M334048	Data from the baseline assessment, I-Ready Diagnostic results, student grades, FCAT 2.0 Science,...	Hernandez, Suzet	11/2/2016	Results of data collected from assessments, i-ready and FSA.	6/2/2017 quarterly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Lack of emphasis on the 4 C's as it pertains to instructional planning and delivery.

G1.B1.S1 Expose teachers into the 4 C's and how to incorporate them into their instructional planning and delivery.

PD Opportunity 1

Provide teachers with Professional Development regarding the 4 C's with purpose of incorporating them into instructional planning and delivery

Facilitator

Eduardo Bovo

Participants

Instructional Staff

Schedule

Monthly, from 11/30/2016 to 5/31/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Provide teachers with Professional Development regarding the 4 C's with purpose of incorporating them into instructional planning and delivery				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3610	500-Materials and Supplies	0671 - Calusa Elementary School	General Fund	834.0	\$500.00
2	G1.B1.S1.A2	Collaborative planning sessions.				\$0.00
3	G1.B1.S1.A3	Administrative Walkthroughs				\$0.00
Total:						\$500.00