
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 0651 - Campbell Drive Elementary School

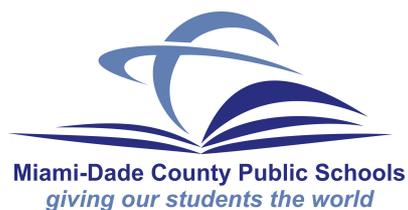
FeederPattern: Homestead Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Ana Othon

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Campbell Drive Elementary School

In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Campbell Drive Elementary is instituting a quality instructional program with a strong focus on literacy from Kindergarten through Fifth grade. Common instructional reading materials with demonstrated success will be employed at the school as well as supplemental materials and literacy interventions across grade levels. A structured curriculum will be delivered through data driven instruction. A strong emphasis is placed on continuous assessment which monitors student achievement using a variety of weekly, monthly, and interim assessments which will yield student performance data to carefully analyze and used to target instruction accordingly. In order to maximize learning opportunities for students Campbell Drive Elementary provides an after school and Saturday tutoring program. Additionally, students who are below grade level in reading attend the Reading Lab. After school and night time parent/student workshops are held to promote community involvement. Monthly EESAC meetings are held to keep parents and business partners informed of the school's progress, concerns, and school related activities.

Given instruction using the Sunshine State Standards, 60% of students in grades three through five will reach the state required mastery of a level 3 or higher as documented by the scores on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 51% of students with disabilities will reach the state required mastery level of three or higher as documented by the scores on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 56 percent of students in grades three through five will reach the state required mastery level of a level three or higher as documented by scores of the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 56 percent of African-American students in grades three through five will achieve the state required mastery level of level three or above as documented by scores of the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 56 percent of economically disadvantaged students in grades three through five will reach the state required mastery level of a level three or higher as documented by scores of the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 56 percent of students with disabilities in grades three through five will reach the state required mastery level of a level three or higher as documented by scores of the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 56 percent of Hispanic students in grades three through five will reach the state required mastery level of a level three or higher as documented by scores of the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, fifty percent of the lowest twenty-five percent in

grades three through five will demonstrate learning gains as documented by scores of the 2007 FCAT Mathematics Test.

Given instruction using Sunshine State Standards, 92 percent of students in grade four will achieve the state required mastery level of 3.5 or higher as documented by the scores of the 2007 FCAT Writing assessment.

Given instruction using the Sunshine State Standards, 50 percent of students in grade five will achieve the state required mastery level of a level three or above as documented by the 2007 FCAT Science Test.

Given increased attention to communication with all Stake Holders, parental involvement is increasing, as evidenced by a 10 percent increase in attendance in school site activities during the 2006-2007 school years compared to 2005-2006 school year.

Given an emphasis on safe and orderly environment, there will be a 10 percent decrease in the number of student referrals from the previous year.

Through in-service workshops which will be held to exhibit, demonstrate, and explain new equipment or programs that have been integrated into the school, students and staff members will be given increased knowledge of technology. Professional development will be provided based on the fall 2006, Teacher/Paraprofessional Staff Development Survey. In addition, eighty, new Dell computers will be ordered through Title I funds, so that displaced teachers will have access to technology.

Given instruction in physical fitness using the FITNESSGRAM, 50 percent of students in grades two through five will receive a gold or silver award on the 2006-2007 FITNESSGRAM.

The Great Books shared inquiry-based language arts program will improve students' achievement in reading, thinking, and communicating, and provide the essential elements students need to meet and surpass the goals of the Sunshine State Standards.

Campbell Drive Elementary School is improving its ranking on the State of Florida ROI index publication from the 24 percentile in 2003 to the 30 percentile on the next publication of the index.

Campbell Drive Elementary recognizes that good instruction is the foundation that fosters learning. To address this priority, high caliber professional development for teachers and administrators occurs periodically. Collaboration with the Curriculum Support Specialist and the Department of Reading and Language Arts will ensure that teachers' professional development experiences are based on current, effective research that targets students' academic needs. Additionally, site-based professional development will be delivered by Lead Teachers to ensure effective

implementation of the professional activities into classroom instruction. School site administrators, as the instructional leaders of the schools, will be involved in the professional development activities in order to effectively monitor instruction. To address the two lowest areas on the Organizational Performance Self Assessment Survey, financial disclosure, and barriers to school progress, both in the Performance Results category, Campbell Drive Elementary will remove barriers that hinder the progress of the school (i.e., inadequate computers, lack of paraprofessionals, etc.) Furthermore, financial disclosures will be made regularly to all faculty and staff to better inform them of the restraints that may limit the purchasing of additional resources.

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.

Campbell Drive Elementary School

VISION

Campbell Drive Elementary School enriches the community through: the conveyance of the multicultural heritage of our school population in providing the best possible educational experiences for our students and the surrounding community. We extend the services of the school to encompass the needs of the whole individual and to provide a center for a safe and nurturing environment.

MISSION

The mission of Campbell Drive Elementary School is to improve academic achievement for all learners at all grade levels through a shared responsibility of students, teachers, staff, parents and community agencies.

CORE VALUES

Campbell Drive 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. We also believe that our responsibility is to students, employees, and the community and society we serve.

School Demographics

School Location/Characteristics:

Campbell Drive Elementary is located at 15790 SW 307 Street in Leisure City, Florida. The thirty year-old campus is built on eleven acres in South Miami-Dade County. The school is comprised of seven buildings. The school has been updated with Internet and Intranet access to 95 percent of the classrooms, with an average of four computers in each classroom. In addition, there is a stand-alone computer lab in the Media Center, which is accessible to all grade levels. A modular, with twelve classrooms has been added to accommodate the growing number of students attending the school. The Media Center is equipped with a modernized television studio. There is a modern art/music suite, and an enclosed patio assembly area for a variety of school-wide programs.

Student Membership/Demographics/Ethnicity:

The school serves 1,163 students in grades kindergarten (K) through fifth, as well as 36 students in pre-kindergarten (Pre-K). Most students come from diverse, bilingual, and disadvantaged homes: thirty-two nationalities represented; 30 percent Limited English Proficient (LEP) students; 11 percent Exceptional Student Education (ESE) students (including two Educable Mentally Handicapped (EMH) units, three Varying Exceptionalities (VE)/Resource and inclusion units, one VE/Self-Contained unit, and three Emotionally Handicapped (EH)/Self Contained units); 94 percent minority (59 percent Hispanic, 27 percent African American, eight percent Asian/Other, and six percent White). Campbell Drive has 93 percent of the students qualifying for free/reduced lunch. Twenty-eight percent of our students have been retained, with 19 percent multiple retentions. The average daily attendance rate is 96 percent.

Teacher Demographic:

Campbell Drive Elementary School employs a total of 102 full-time and 26 part-time staff members, with an ethnic breakdown of 29% White Non-Hispanic, 32% Black Non-Hispanic, 36% Hispanic, and three percent Asian/American Indian. The faculty is comprised of two administrators, forty-two regular classroom teachers, four academic resource teachers, one media specialist, eleven ESE teachers, one Behavior Management Teacher (BMT), seven ESOL/Spanish/Creole teachers, two counselors, seven special area teachers, one technology support staff, one full-time pool substitute teacher, four part-time itinerant(speech, social worker, psychologist, placement specialist), seven full-time and three part-time custodians, two full-time and six part-time cafeteria staff, seven full-time and ten part-time paraprofessionals, one part-time zone mechanic and two part-time security monitors.

Unique Features:

Campbell Drive Elementary provides a secure learning environment with many unique assets to offer students, parents and the community at large. Students are afforded the opportunity to participate in several educational field trips to enhance classroom learning with real-life experiences. In addition, Kindergarten, First and Second grade students may choose to participate in the Extended Foreign Language Program, which promotes bilingualism and bi-literacy. With the increase of the inclusion program from 20 percent to 43 percent, the school has increased the percentage of ESE students who spend 80 percent or more of their school day in the general education classroom. To provide reading interventions to students who are reading below grade level the school offers a full-time intensive care unit. The Big Five, Come Alive Reading Project offers an opportunity for students in grades Pre-K - 5 to increase their knowledge of the Big 5 Reading components. A fully equipped state-of-the-art television studio provides an avenue for students to enhance technology applications. The Title 1 Family Learning Center serves as a liaison between the school and the community. Educational workshops and materials are offered to parents as a tool to enhance the students' learning outcomes.

School Foundation

Leadership:

Data from the Organizational Performance Self Assessment survey indicates that the staff is satisfied with the school's leadership, as indicated by 89% scoring 4.0 and above. The lowest scoring category was, "My organization asks me what I think". Therefore, more opportunities will be made available for employees at Campbell Drive Elementary to share opinions, suggestions and comments. To address this issue, a suggestion/concern box will be made available to the staff in the main office, and all suggestions or concerns will be discussed at Monday's Grade Chair meetings (bi-weekly).

District Strategic Planning Alignment:

Results from the Organizational Performance Self Assessment Survey indicate that employees approve of the planning taking place at Campbell Drive Elementary, with a category score of 4.1. The exception was a low score of 4.0 for "As it plans for the future, my organization asks for my ideas." Therefore, employees will be asked to participate more in the overall goals and objectives for the school. The administrators will sit in on weekly grade group meetings, as well as Monday's Grade Chair meetings (bi-weekly), to address faculty ideas or concerns.

Stakeholder Engagement:

Based on the Organizational Performance Self Assessment Survey, stakeholders at Campbell Drive feel they are active stakeholders, with a category score of 4.2; although the item addressing, "I am recognized for my work", earned a lower score of 4.1. Therefore, stakeholders will continue to be given opportunities to state their satisfaction, or lack thereof, and their needs. Administration will make a greater effort to voice their appreciation, and satisfaction for a job well done.

Faculty & Staff:

The Organizational Performance Self Assessment Survey revealed a need for more recognition of work and/or tasks at Campbell Drive, with a score of 4.0.

This lack of recognition will be brought to the attention of the administration, who will take the initiative to address this need through both verbal and written acknowledgments.

Data/Information/Knowledge Management:

A more efficient method to disseminate financial information at Campbell Drive must be made due to a low score of 3.5 in that category on the Organizational Performance Self Assessment. Information will be shared by the administrators with Grade Chairs and Lead Teachers at Grade Chair meetings held Monday afternoon. The Grade Chairs will then disseminate this information to their grade level groups, and conducting a follow up meeting with administrators if needed.

Education Design:

As indicated by a score of 4.0 on the Organizational Performance Self Assessment, Campbell Drive requires more resources in order to fulfill the function of the school. Administration will work with community partners and

EESAC members to get the means to acquire additional resources.

Performance Results:

The Organizational Performance Self Assessment score of 3.5 in this category, showed that a more effective method can be put in place at Campbell Drive to share the financial status of the school. Administration will share the financial status of the school through P.T.A. meetings, newsletters, and monthly EESAC meetings.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Campbell Drive Elementary is staffed with highly qualified educators who have met all the requirements of state law and the Florida State Board of Education Rules, which documents the demonstration of professional competence in the subject area(s) taught. All teachers who will be involved in the instruction of reading during the 2006-2007 school year are in-field. The teachers currently identified are: ALDRIDGE, PATRICIA (#102942), Grade 3, Elementary Education; ALVARADO, VANESSA, (#230118), Grade 3, Elementary Education; AVILES, LINDA (#172236), Kindergarten, Elementary Education; BARRETT-BLAKE, MARIA (#231877), Kindergarten, ESE, Exceptional Student Education; BETANCOURT, LISET (#175150), Reading Coach, Primary/Elementary Education; BRANDON, CHARLENE (#121907), Grade 1, Primary/Elementary Education and Sociology; CAMERON, TRACY (#270332), Grade 1, CLAPPER, DANIELLE (#234785), Kindergarten, Primary Education; CLARKE, ROSA, Kindergarten, Grade 1, Elementary Education; CASTRO, JESSICA (#265186), Grade 4, Elementary Education; CRAMER, SHELLI (#172390), Grade 2, Elementary Education; CROWLEY, JESSICA (#275712), Grade 5, Elementary Education; CURRY, AMY (#166776), Art; DAVIS, MARY (#231585), Grade 5, Elementary Education; DEANGELO, HELENE (#090309), Writing Lead Teacher, Elementary Education; DENKERT, SUSAN (#144060), ESE, Mentally Handicapped/Specific Learning Disabilities; DIAZ, MELANIE (#249623), Grade 2, Elementary Education; FASSBENDER, RITA (#136422), Media Specialist, English/Media Specialist/English; LARREA, MARIA, (#149259), Guidance and Counseling; FERRER, IVELICE (#223408), ESOL, Elementary Education; FIGUEROA, ROSA (#153633), Kindergarten, Early Childhood/Elementary Education; GALVEZ, CHRISTIAN (#263596), Grade 2, Elementary Education; GARCIA, CARLOS (#278396), Grade 1, Elementary Education/Primary Education, GLASS, ROSE (#182392), Grade 4, Elementary Education/Primary Education; GREENE, BARBARA, (#124165), Pre-Kindergarten, Early Childhood/Elementary Education; GUTHRIE, SUSAN (#275752), Grade 3, Elementary Education; GUTIERREZ, GRISEL (#248140), Spanish, Elementary Education; HARDEMON, NIKKI (#203183), Math/Science Leader, Elementary Education; HARVEY, ROSEMARIE (#225826), ESE, Emotionally Handicapped; IRIAS ADRIANA (#234323), Grade 1, Elementary Education; IVEY, LATRICE, (#250010), Grade 2, Elementary Education; JACKSON, BARBARA (#115891), Grade 1, Elementary Education; KATWAROO, DONNA (#262330), Kindergarten, Primary Education; KENDREW, KATHLEEN (#048707), Elementary Education KRIEGER, RUTH (#103070), Grade 1, Early Childhood/Elementary Education; LENNEN, ELIZABETH, (#183200), Grade 3, Elementary Education; LEROY, MARTA (#230614), ESE, Varying Exceptionalities; LEWIS, DEBBIE (#258690), Grade 5, Elementary Education; LOMBARD, EDUARDO (#164686), (K – 12); LUNA, DIANE (#151935), Grade 1, Spanish S/SL, Elementary Education; MARTINEZ, BELINDA (#174138), Elementary Education, Grade 4; MARTINEZ, MARIA (#268830), Grade 1, Spanish, Spanish S/SL, Elementary Education; MATOLCSY, MONICA (#150739), Grade 2, Elementary Education; ZOCCO, FRAN (#053107), Music; MERRICK, LISEA (#260403), ESE K – 12; MORENO, DIGNA (#154172), Grade 2, Elementary Education/Mathematics; MOSS, BARBARA (#269730), Grade 1, K-12 ESE- Varying Exceptionalities; MULLER, RACHEL (#136465), Kindergarten, Early Childhood/Elementary/Reading; NEAL, CRISTAL (#205928) ESE; NUHFER-GONZALEZ, JULIE (#197090), Reading Coach 4-5, Primary/Elementary Education; OSTENDARP, BARBARA (#275713), Varying Exceptionalities, ESE; PEARLMAN, BRENDA (#177949), 177949), Grade 1, Elementary Education; PEREZ, OLGA (#251936), Elementary Education, Foreign Languages; PINCKNEY, HELEN, (#147247), Varying Exceptionalities, ESE; SANCHEZ, CARMEN (#174760), Music; RABASSA, LUIS (#262542), Grade 5, Elementary Education; RAMIREZ, KATIA (#274066), Grade 3, Elementary Education; RODRIGUEZ, EGOR (#260999), Physical Education; RUBIN-SANTAMARIA, JILL (#147124), Grade 2, Elementary Education; SCOTT, KATHY (#215444), Grade 3, ESE, Specific Learning Disabilities, Elementary Education; SNYDER, AMY (#211831), Elementary Education, Early Childhood; SUMLER, WANDA (#093274), Grade 2, Early Childhood/Elementary Education/Specific Learning Disabilities; TORRES, DORIS (#207814), Grade 5, Elementary Education; TORRES, MADILEY (#196320), ESOL, Primary/Elementary Education; VILAIRE, PASCSALE (#264095), Creole, Exceptional Student Education; WALKER, RISE (#257869), V.E. K – 12; (WARING, PEGGY (#075101),

Physical Education; WATERHOUSE, MARYANN (#163478), Grade 4, Elementary Education; WIGGINS, CAROLINE, (#278396), Grade 1, Elementary Education/Primary Education, ZARET, JOAN (#122876), K-12 ESE-Varying Exceptionalities

• Highly Qualified, Certified Administrators:

Ana C. Othon is a highly-trained administrator with outstanding achievement in elementary schools and district-level leadership roles. Mrs. Othon has fourteen years of experience, this is her first year as Principal. Prior to this she served as an Assistant Principal for four years. During this time she worked with the implementation of the Comprehensive Reading Plan and Comprehensive Mathematics and Science plan, and the implementation and monitoring of the School Improvement Plan. At the district level Ms. Othon was assigned to work with low performing schools and assisted them with data analysis, curriculum development, classroom instruction and the development of professional development. Ms. Othon also worked as a fifth grade teacher and Spanish teacher. During her time as a teacher she took on a variety of leadership roles such as Safety Patrol sponsor, grade level chairperson and department chairperson. She also worked as a teacher trainer for the Eisenhower Title II program in the area of mathematics.

In addition, she has been a member of various committees such as: Region Center VI Professional Development Committee, Region Center VI Retirement Committee, and Teacher of the Year Committee. She also served on the Assistant Principal Liaison committee which assisted in the review of all Region VI School Improvement Plans and planned the professional development and meetings for all Region VI Assistant Principals. Mrs. Othon was selected to attend the Harvard's Principal Institute. Mrs. Othon is certified in educational leadership, elementary and Spanish education. She holds a BA in Spanish Education which she received from Florida International University and an MA in Elementary Education she received from Barry University.

The assistant principal, Claudia D. Brown, is a highly qualified administrator. During her 32 year tenure, 22 years as an administrator, Mrs. Brown has served in elementary schools serving students in a variety of academic and socio-economic levels. Specifically she had taught students in grades K-5 art education. She has served as a curriculum writer, teacher on special assignment coordinating art programs in 60 schools including elementary, middle, and senior high schools within the central area of the district. She has served as curriculum coordinator in the central and south areas of the district as well as facilitated trainings for art teachers and classroom teachers in the areas of art history, art media, elements of art, critical thinking and problem solving, student expression, observation and imagination, portfolio assessment and evaluation and application. Mrs. Brown has attended Art Education conferences in seven counties in Florida as well as art education tours in New Orleans and eight countries in Europe. She has exhibited her photographs in the permanent collection at the University of South Florida in Tampa and her paintings are displayed in the permanent collection of Miami-Dade College. Mrs. Brown has judged, hung and coordinated student art exhibits throughout the county in hospitals, malls, theaters, and the airport, district and area offices as well as numerous school exhibits and wall murals. Mrs. Brown has served on the materials testing committee for Stores and Distribution Center, Miami Dade County Public Schools, Youth Art Month chairperson, Museum Education chairperson, membership in Dade County Art Education Association and National Art Education Association. She has also served as a tour guide at the Miami Center for Fine Arts for the Retrospective History of Art through the Ages for Miami Dade County Public Schools groups and the public at the Downtown Miami Cultural Center. Mrs. Brown has participated in curriculum planning and has worked with the administrative team and staff to increase student achievement as evidenced by increased learning gains in reading, writing and mathematics. At this time Mrs. Brown serves as the Principal's designee and manages the master schedule, serves as Child Study Team chairperson, test chairperson, textbook chairperson, oversees lunch form audit procedures and documentation, and Title I audit documentation. She is certified in Art Education from the University of South Florida, a MA in Art Education from Florida International University and an Educational Leadership degree from Nova Southeastern University.

• Teacher Mentoring:

Campbell Drive Elementary strives to enhance the professional competencies of its teachers. Professional Growth Teams support

beginning teachers by providing guidance, lesson modeling, and monthly meetings to discuss strengths and areas for improvement. The four resource teachers work with beginning teachers by providing monthly meetings to address questions and concerns. Teachers seeking national Board certification are mentored by teachers who have received their National Board Certification.

• School Advisory Council:

The EESAC assisted in the preparation of the School Improvement Plan relative to the following areas:

Budget: The EESAC reviewed the operational and Title 1 budgets and recommended additional resources for mathematics, science, and technology integration to boost reading and mathematics achievement.

Training: The EESAC recommended continued staff development in literacy strategies to foster increased science and technology integration to boost reading and mathematics.

Instructional Materials: The EESAC recommended additional classroom materials to support reading and mathematics achievement, including: FCAT preparation materials, technology resources, reading and mathematics supplements (e.g., workbooks, manipulatives, games).

Technology: The EESAC recommended technology upgrades (e.g., hardware, software) to support reading and mathematics achievement through increased science and technology integration.

Staffing: Pending funding, the EESAC recommended additional staff to support reading and mathematics achievement: paraprofessionals for classroom and tutorial lessons, a Title I reading lead teacher, a Title I mathematics-science lead teacher, a writing lead teacher, and a literacy team (e.g., the lead teachers and the media specialist).

Student Support Services: The EESAC recommended that the duties of the counselors be divided equally to service the needs of the primary and intermediate students.

School Safety and Discipline: Pending funding, the EESAC recommended additional school security and facility upgrades. School security would include: classroom phones, increased number of security personnel, before/after school coverage by security personnel. Increased facility safety, especially in inclement weather includes: covered walkways to portables and enclosed stairwells.

Other Matters of Resource Allocation: The EESAC recommended funding for additional paraprofessionals, substitutes for staff development, and supplemental classroom resources.

Benchmarking: The EESAC recommended increased science and technology integration.

Communication with Parents:

On-going communication: Campbell Drive Elementary strives to promote a “user-friendly” environment to all parents, by providing a bilingual faculty and staff. To foster increased parental communication, certain initiatives will be implemented through various contact methods (e.g., multilingual correspondence, marquee, home visits, calls, conferences, school website, monthly calendars, student progress reports and report cards).

Major Event/Activities: The Title I Family Learning Center will provide monthly parent education meetings at varied times, with child care provided. Topics will include parenting, test-taking, home learning tips, community resources, and parent literacy skills acquisition. Parents are invited several times during the school year to participate in activities such as: Open House, FCAT training in Reading, Writing and Mathematics, Science family nights, ESE parent educational forums, and community fairs. Parents are encouraged to volunteer to support on-going school events and activities which promote student achievement.

• Extended Learning Opportunities

To foster extended learning opportunities, Campbell Drive Elementary offers after school tutoring and Saturday school tutoring, The Authors' Corner Program, Academic Excellence Program, Future Educators of America, The Computer Club, Chess Club, and the BIG FIVE, COME ALIVE reading program, for Kindergarten through Fifth grade students. In order to expand the students' academic, cultural, and social experiences, the school has coordinated field trips to Fairchild Tropical Gardens, and the Biscayne Nature Center. In addition, through the Metro Zoo and Carnival Zoological Foundation, the fourth grade students will be able to go on field trips to Metro Zoo.

• School Wide Improvement Model

In addition to the The Continuous Improvement Model,(C.I.M.) Campbell Drive Elementary will incorporate the Plan, Do, Study, Act (PDSA) cycle. The PDSA Model will involve a four-step process that is a systematic process for making improvements in services. The cycle will include: 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.

To address the specific needs of the lowest 25% in Reading, the students will be provided the services of the Reading Lab, and be involved in both after school and Saturday tutoring. The lowest 25% in Mathematics will be assisted through Math Lab, small group classroom tutoring, as well as after school and Saturday tutoring.

To continue to meet the needs of our level 3-5 students, we will continue to implement the Houghton-Mifflin, research-based core program, provide an after school Academic Excellence Program, and implement differentiated instruction throughout the curriculum.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

All students at Campbell Drive Elementary will be proficient in reading.

Needs Assessment

The results attained from the School Performance Accountability Report indicate that 54 percent of students in grade three, 42 percent of students in grade four, and 53 percent of fifth grade students achieved high standards in Reading.

The scores reflect a fourteen point increase in students achieving high standards in third grade, and a five point decrease in students achieving high standards in grade four, and a 32 point gain in students achieving high standards in fifth grade. Carefully analyzing the data in third through fifth grade shows evidence that increased focused instruction is needed in various benchmarks. It is apparent that students in grades three and four will benefit from an instructional focus being placed on Reference/Research as well as Compare/Contrast. Students in grade five will benefit from instruction focused on Words/Phrases. This instructional focus should result in an overall increase in student achievement. The inclusion model has been put in place in grades three through five to service students' with disabilities, who had 30% of students scoring at or above grade level in Reading, an increase of 7% over the previous year, when students with disabilities had 23% of students scoring at or above grade level.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, 60% of students in grades three through five will reach the state required mastery of a level 3 or higher as documented by the scores on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 51% of students with disabilities will reach the state required mastery level of three or higher as documented by the scores on the 2007 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize FCAT prep materials that support reading instruction through technology (e.g. FCAT Explorer, Renaissance Place (RP), Accelerated Reader (AR), STAR Reading RP, STAR Math RP, Earobics, and Voyager Passport).	Reading Coaches Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Identify students in all subgroups scoring at levels 1 and 2 of the FCAT Reading test and high risk students on DIBELS, as delineated in AYP disaggregated data, and implement the Intensive Care Unit tutorial program to address the reading deficiencies of students.	Reading Coaches	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Provide differentiated instruction through intensive focus in guided reading as documented in teacher's daily lesson plans.	Teacher, Principal, Reading Coaches	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Implement school-wide motivational and enrichment reading activities (e.g., contests, Author's Corner, Big Five, Come Alive Reading Program.	Teachers, Media Specialist, Reading Coaches, Principal	8/14/06	5/30/07	Continuous Improvement Model	\$4000.00
Disaggregate and analyze data from Reading Interim Assessments and Achieve to identify strengths and weaknesses in student benchmark performance to develop instructional focus.	Teachers, Reading Coaches	9/6/06	05/30/07	Continuous Improvement Model	\$0.00
Conduct on-going staff development in reading strategies, programs and assessments (Earobics, Voyager Passport, DIBELS, DAR, and Achieve.	Reading Coaches, Division of Language Arts/Reading	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Group third grade students homogeneously during the two-hour Language Arts Block.	Principal Teachers Lead Team	8/14/06	5/30/07	Continuous Improvement Model	\$0.00

Provide after school tutoring, two times a week, from September through May, as well as a three and a half hour Saturday Academy, from January through March, for FCAT Levels 1 and 2 students in grades 3 - 5, to improve their reading comprehension.	Teachers, Reading Coaches, Principal	9/11/06	5/30/07	Continuous Improvement Model	\$10000.00
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Research-Based Programs

Houghton-Mifflin Reading Program, (Core program).
 Scott Foresman, Invitation to Literacy (Grade 3, Tier 2 and 3 students)
 Voyager Passport (K,3,4,5)
 Early Success (Grade 1)
 Soar to Success (Grade 2)
 Steck-Vaughn, Elements of Reading Vocabulary (K-3)

Professional Development

Professional development for all teachers will include training in the 5 Elements of Reading, (phonemic awareness, phonics, fluency, vocabulary, and comprehension), three types of classroom assessments (screening, progress monitoring, and diagnostic), and how to implement data driven instruction. All aforementioned trainings will be conducted on an on-going basis. Additionally, training will be provided to teachers grades K – 3, on Steck-Vaughn, Elements of Reading. Additional professional development opportunities such as Project D.R.A.W., O.W.L., B.E.A.R. and Right Beginnings will be made available based on teacher surveys and will be provided by the Division of Language Arts/Reading.

Evaluation

Various assessments will be administered to monitor student progress and redirect learning activities. These assessments include: DIBELS, ACHIEVE, Star Reading Inventory and District provided Reading Interim Assessments. Student progress will be based on the 2007 FCAT Reading Assessment. Students involved in the tutoring program will be assessed using the Miami-Dade County Public Schools FCAT Reading Pretest, Practice Test, and Post Test.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

All students at Campbell Drive Elementary School will be proficient in mathematics.

Needs Assessment

According to data in the School Performance Accountability Results, 46 percent of the students in grade three, 43 percent of students in grade four, and 38 percent of fifth grade students achieved high standards in mathematics. Although grade three demonstrated a twenty-two point gain from the previous year, grade four showed a two point loss, and grade five demonstrated a five point loss. The required level of performance was not met. The 2007 school performance in mathematics will need to show increased gains in the percent of students achieving high standards. The data revealed that students in grades three performed lowest in the areas of geometry, algebraic thinking and data analysis; while students in fourth grade scored the lowest in the area of algebraic thinking. Furthermore, students in grade five were least successful in the area of number sense and algebraic thinking. Disaggregated data showed thirty-eight percent of African American students, forty-four percent of Hispanics students, forty-one percent of economically disadvantaged students, thirty-seven percent of Limited English Proficiency students and twenty-eight percent of Students with Disabilities scored at or above grade level. Therefore, these students require additional support. However, increased and continuous instruction for all students is needed in the five mathematical strands (number sense, measurement, geometry, algebraic thinking and data analysis/probability.)

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, 56 percent of students in grades three through five will reach the state required mastery level of a level three or higher as documented by scores of the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 56 percent of African-American students in grades three through five will achieve the state required mastery level of level three or above as documented by scores of the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 56 percent of economically disadvantaged students in grades three through five will reach the state required mastery level of a level three or higher as documented by scores of the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 56 percent of students with disabilities in grades three through five will reach the state required mastery level of a level three or higher as documented by scores of the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 56 percent of Hispanic students in grades three through five will reach the state required mastery level of a level three or higher as documented by scores of the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, fifty percent of the lowest twenty-five percent in grades three through five will demonstrate learning gains as documented by scores of the 2007 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide alternate instruction in Mathematics, through a co-teaching inclusion model for students with disabilities.	General Education Teacher, Exceptional Education Teacher	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Disaggregate and analyze data from Achieve and Interim Test to identify strengths and weaknesses in student performance.	Mathematics Lead Teacher, Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Conduct parent workshops to enhance mathematical skills.	Mathematics Lead Teacher, Teachers, Principal	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Utilize suggested mathematics Pacing Guide for kindergarten thru fifth grade.	Mathematics Lead Teacher Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Administer weekly, monthly, and/or interim	Mathematics Lead Teacher	08/14/06	05/30/07	District Strategic	\$0.00

tests to monitor student progress in this area.				Plan	
Utilize FCAT prep materials and support mathematics instruction through technology (e.g. FCAT Explorer and Riverdeep in all third through fifth grade classes.	Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement small group tutoring of Level 1 and Level 2 students, to specifically target the needs of AYP students, at least four times a week during school, as well as 2 times a week after school.	Mathematics Lead Teacher	08/14/06	05/30/07	District Strategic Plan	\$10000.00

Research-Based Programs

Harcourt Brace is the core mathematics program.

Riverdeep, Voyager V-Math, Houghton Mifflin Knowing Mathematics, Everyday Calendar Math are used as supplemental programs.

Professional Development

In order to successfully achieve this objective, ongoing meetings will be held to discuss data and develop a strategic plan. Additionally, trainings for teachers will be provided, to address strategies to be used to enhance in instruction of tested benchmarks.

Evaluation

Weekly, monthly, and/or interim tests will be administered to monitor student progress in this area. Progress will be assessed as evidenced by the 2007 FCAT Mathematics Test. Students involved in the tutoring program will be assessed using Voyager V-Math, Houghton Mifflin Knowing Mathematics and/or Miami-Dade County Public Schools FCAT Mathematics Pretest and PostTest.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

All students at Campbell Drive Elementary will be proficient in writing.

Needs Assessment

The results from the School Performance Accountability Results indicate that 74 percent of students in fourth grade met the state standard of 3.5 or above in combined expository/narrative writing, with 69 percent scoring 3.5 or above in narrative writing, and 79 percent of students meeting the state requirement in expository writing. Of the 149 tested fourth grade students, 84% improved their writing performance by at least 1%. This data reveals that improvement is needed especially in narrative writing. However, with continued, intensive instruction in both narrative and expository writing, the percentage of students improving their writing performance by at least 1% will increase from 84% to 100%.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using Sunshine State Standards, 92 percent of students in grade four will achieve the state required mastery level of 3.5 or higher as documented by the scores of the 2007 FCAT Writing assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide and implement daily writing plans for grades K - 5.	Writing Lead	8/14/06	5/30/07	District Strategic Plan	\$0.00
Maintain writing folders, in grades k through five, which contain evidence of pre-writing strategies and multiple drafts of narrative and expository writing.	Classroom Teachers Writing Lead	08-14-06	05-30-07	District Strategic Plan	\$0.00
Implement "Writing to Think" across the curriculum, to students in grades k through five, to develop ideas and present new understanding of the various writing components.	Writing Lead Teacher Classroom Teachers	8/14/06	05/26/07	District Strategic Plan	\$0.00
Model writing lessons to students in grades k through five, and conduct professional development to faculty and staff.	Writing Lead Teacher	08-14-06	05-30-07	District Strategic Plan	\$0.00
Provide monthly school wide narrative and expository prompts, to students in grades k through five, to develop different writing styles.	Writing Lead Teacher Classroom Teachers	08-14-06	05-30-07	District Strategic Plan	\$0.00
Implement lessons from Sanron Teach Me Writing Program, to students in grades k through five, to increase effective writing while focusing on: ideas, organization, voice, word choice, sentence fluency, conventions and presentation.	Writing Lead Teacher Classroom Teachers	08-14-06	05-30-07	District Strategic Plan	\$0.00
Train and assist faculty and staff in holistic scoring procedures for grades K - 5.	Writing Lead Teacher	8/14/06	5/30/07	Continuous Improvement Model	\$0.00

Research-Based Programs

Houghton-Mifflin Writer's Workshop
Houghton-Mifflin Writing Component

Professional Development

Teachers will be provided with training in Holistic scoring (during first grading period); Sanron Teach Me Writing Program; and modeled classroom lessons by Writing Lead Teacher.

Evaluation

District directed narrative and expository pre-and post-tests. Monthly writing assessments will be used to monitor the writing objective. Assessment will be based on the 2007 FCAT Writing Test.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

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

GOAL 4 STATEMENT:

All Campbell Drive Elementary students will be proficient in science.

Needs Assessment

Scores on the 2006 FCAT Science test indicate 23 percent of students in grade five achieved level three and/or above, Physical and Chemical and Scientific Thinking appeared to be the strengths. However, intensive instruction in all the clusters is needed to assist all students.

Measurable Objective

Given instruction using the Sunshine State Standards, 50 percent of students in grade five will achieve the state required mastery level of a level three or above as documented by the 2007 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize suggested science Pacing Guide for first through fifth grade.	Science Lead Teacher Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Integrate the study of science with reading through the use of Reading First Through Science, a supplemental FCAT resource book for grades second through fifth.	Teacher, Science Lead Teacher	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Provide students with the opportunity to gain further understanding of scientific concepts through local and state field trips, for example Biscayne Nature Center and Fairchild Tropical Gardens.	Teachers, Science Lead Teacher	8/14/06	5/30/07	Community Partnerships	\$0.00
Provide parent workshops to increase awareness of the scientific inquiry at home in real life situations.	Science Lead Teacher, Teachers, Parents, Community Partners.	8/14/06	5/30/07	Community Partnerships	\$0.00
Implement a school-wide science lab, in which students participate in hands-on inquiry based investigations. Kindergarten through first grade will participate bi-weekly for a half hour; second grade bi-weekly for 45 minutes; third grade, bi-weekly for an hour, and fourth and fifth grade weekly for an hour.	Teacher, Science Lead Teacher	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Disaggregate and analyze data from site-authored assessments to identify strengths and weaknesses in student performance.	Teachers Science Leader	8/14/06	5/20/07	Continuous Improvement Model	\$0.00
Increase student participation in the school, as well as district sponsored Science Fair and Invention Convention.	Teacher, Parents, Science Lead Teacher	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Develop partnerships with experts in various fields of science (DERM, Carnival Kids, Zoological Society, and NOAA).	Science Lead Teacher Principal, Community Partners.	8/14/06	5/30/07	Community Partnerships	\$0.00

Research-Based Programs

McGraw-Hill is the core science program.

FOSS science kits serves as a supplemental resource.

Professional Development

Professional development for teachers, that will impact student achievement include: Understanding FCAT Science and the use of hands-on and inquiry based activities. Additional professional development opportunities will be scheduled based on data driven analysis and/or District/Regional center initiatives.

Evaluation

To monitor the fifth grade students' progress in science site-authored assessments will be used to analyze students' scientific knowledge. In addition, achievement will be considered when students demonstrate improvement in science based on the 2007 FCAT Science administration.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

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

GOAL 5 STATEMENT:

The school will provide increased opportunities for parents to be involved in their children's education, so that they may be involved in assuring their child's academic success.

Needs Assessment

Based on the Title I Administration Parental Involvement Monthly School Report, the level of parental involvement in 2005-2006 was 40 percent. To increase parental involvement to 50 percent, efforts with parents and community business partners need to be focused and well-planned to maximize the efforts and generate increased participation and support, thus leading to greater student academic achievement. Although there was a decrease in parental involvement last year, an increase in this area is expected as an influx of new students have enrolled at our school, possibly due to the increase in school letter grade status from "C" to "B" and to the addition of many middle-class housing developments.

Measurable Objective

Given increased attention to communication with all Stake Holders, parental involvement is increasing, as evidenced by a 10 percent increase in attendance in school site activities during the 2006-2007 school years compared to 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide and maintain a Parent Resource Center with instructional materials available for check-out and use at home.	Community Involvement Specialist	8/14/06	5/30/07	Community Partnerships	\$0.00
Offer Parent Academy mini-courses to provide parents with effective parenting strategies that can strengthen the connection between school and the home.	Community Involvement Specialist	08/14/06	05/30/07	Community Partnerships	\$0.00
Highlight recommendations given by the U.S.Department of Education in "100 Tips for Parents: Parent Information and Resource Centers" in monthly calendar sent home with the students.	Community Involvement Specialist	8/14/06	5/30/07	Community Partnerships	\$0.00
Employ the assistance of Student Services Personnel to assist in home communication and to provide parents with information regarding student academic and behavioral progress.	Community Involvement Specialist	08/14/06	05/30/07	Community Partnerships	\$0.00
Plan and facilitate family involvement nights which will provide best tips and practices in reading, mathematics, writing, and science.	Teachers, Principal, Academic Leads	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Monitor the participation of parents and community business partners in PTA and EESAC by maintaining sign-in sheets.	Principal,EESAC Chair PTA President	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Maintain an on-going line of communication between the home and the school in the students' home language through student progress reports, report cards, letters, flyers, parent/teacher conferences and home visits.	Community Resource Personnel, Principal, Teachers, Community Involvement Specialist	8/14/07	5/30/07	Community Partnerships	\$0.00

Research-Based Programs

National Standards for PTA

Professional Development

Parents will be encouraged to actively participate in all school activities and workshops in order to become learning facilitators and be able to meet the educational needs of their children. Some of the workshops that will be provided at Campbell Drive Elementary are: Open House and Resource Fair, Children with ADD and ADHD, FCAT Writing, ESE Third Grade Retentions, Children Struggling with Emotional Needs, Family Math Night Workshop, Overview of ESE Programs, Public Library Workshop, WLRN Ready To Learn, Big Brothers and Big Sisters Mentoring Program, FDLRS-Florida Diagnostic and Learning Resource System and Make and Take Writing Workshop.

Evaluation

To increase parental involvement by 10%, parental and community involvement will be monitored through activity and workshop sign-in sheets as documented by the Community Involvement Specialist's monthly Title I reports.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

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

GOAL 6 STATEMENT:

Campbell Drive Elementary will provide a safe and disciplined environment for all students.

Needs Assessment

Analysis of data indicates that one of the greatest needs is to improve student behavior. This is evident through the executive summary report of Student Case management. The 2005-2006 report shows that 122 students were referred for general disruptive conduct. An analysis of this report indicates a need for a decrease in the behaviors indicated above. A 10 percent decrease in the negative behavior will help to create a safe and orderly environment.

Measurable Objective

Given an emphasis on safe and orderly environment, there will be a 10 percent decrease in the number of student referrals from the previous year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide monthly workshops with parents on parenting and alternative discipline strategies.	Community Involvement Specialist	8/14/06	05/30/07	Community Partnerships	\$0.00
Improve student behavior in the cafeteria, Cami Cash will be awarded to classes on a daily basis. The class with the most Cami Cash will win on a weekly basis.	Principal Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Serving after school detentions will be consequences for students who do not conform to the school wide rules.	Teachers	08-08-05	05-24-06	District Strategic Plan	\$0.00
Continue to utilize the school-wide discipline plan.	Counselor Assistant Principal Principal Teachers	8/14/06	05/30/07	District Strategic Plan	\$0.00
Implement a supervision plan to promote student safety before school.	Principal Assistant Principal Counselors Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Select students to participate in the Safety Patrol Program in order to have a safe and orderly school environment.	Teacher Sponsor	8/14/06	5/30/07	District Strategic Plan	\$0.00
Promote membership to the Dragon Club program for students who demonstrate improvement in the areas of academics and behavior.	Counselors	8/14/06	5/30/07	District Strategic Plan	\$0.00
Implement character education strategies throughout the year.	Counselors	8/14/06	5/30/07	District Strategic Plan	\$0.00
Coordinate student participation in the Youth Crime Watch and Project DARE programs	Counselors	8/14/06	05/30/07	District Strategic Plan	\$0.00
Select students to be recognized for exemplary achievements through the Do the Right Thing Program.	Counselors Teachers	9/4/2006	5/21/2007	Mentoring Opportunities	\$0.00

Research-Based Programs

Not Applicable.

Professional Development

Professional development opportunities will be provided during faculty meetings, to teachers in grades kindergarten through five in school-wide discipline procedures and classroom management tips that promote student self-discipline. Workshops will be provided for teachers of emotionally handicapped students to provide intervention skills for dealing with potentially violent students.

Evaluation

Student case management reports and the final evaluation will be based on a 10% decrease in the number of student referrals for the 2006-2007 school year.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

GOAL 7 STATEMENT:

Campbell Drive Elementary School will integrate technology in all curricular areas and promote equitable and universal access to technology.

Needs Assessment

Due to the displacement of twelve of the instructional staff and the school's physical inventory, indicate the need for more technology: technology upgrades (e.g., replacement of old computers and outdated software); increased technology integration (e.g., less traditional teaching methodology); more technology accessibility to teachers, students and families.

Measurable Objective

Through in-service workshops which will be held to exhibit, demonstrate, and explain new equipment or programs that have been integrated into the school, students and staff members will be given increased knowledge of technology. Professional development will be provided based on the fall 2006, Teacher/Paraprofessional Staff Development Survey. In addition, eighty, new Dell computers will be ordered through Title I funds, so that displaced teachers will have access to technology.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide ten laptops available for checkout by interested teachers, staff and parents.	Principal Assistant Principal School Computer Technician	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide teachers with the necessary equipment (Universal Serial Bus) to further incorporate technology into lessons.	Principal School Computer Technician Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Install one computer lab(library) that will be available for all kindergarten through fifth grade classes.	Principal School Community Technician	08/14/06	05/30/07	District Strategic Plan	\$0.00
Train teachers on the available technology currently at the school (Electronic Gradebook, Riverdeep, FCAT Explorer, Renaissance Place, etc.)	Principal Lead Team School Computer Technician Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Extend the library hours to include an hour after school to provide opportunities for use of computers.	Principal Media Specialist School Computer Technician Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Riverdeep, Read 180

Professional Development

Professional development for all teachers will include: Renaissance Place (STAR Reading/Math), Teachscape, P.M.R.N. and additional websites.

Evaluation

This technology objective will be monitored on a quarterly basis, participation in technology resources (STAR Reading/Math, Riverdeep, FCAT Explorer, etc.), lap top check out records, after-school attendance in the media center. The main assessment for measuring these gains in technology will be the 2007 STAR School Profile.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

GOAL 8 STATEMENT:

The goal of Campbell Drive Elementary is to improve student health and physical fitness.

Needs Assessment

Based on the results of the 2005-2006 FITNESSGRAM, 44.2 percent of all fourth and fifth grade students had passing scores. These results indicate that a 3 percent increase is needed for fourth and fifth grade students to become more physically active and health conscious.

Measurable Objective

Given instruction in physical fitness using the FITNESSGRAM, 50 percent of students in grades two through five will receive a gold or silver award on the 2006-2007 FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Promote the attainment of knowledge in food and nutrition to raise health consciousness.	Physical Education Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Physical Education Teachers Principal Assistant Principal	8/14/06	5/30/07	District Strategic Plan	\$0.00
Direct and oversee student participation in the following activities in order to prepare for the FITNESSGRAM.	Physical Education Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide activities that promote the attainment of knowledge in hygiene and cleanliness to raise health consciousness.	Physical Education Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

FITNESSGRAM

Professional Development

Professional development will include: FITNESSGRAM Workshop, Tri-County Conference, Jeckel Island Workshop, State Physical Education Convention, Monthly Physical Education Workshops, and Monthly special events-competitions.

Evaluation

FITNESSGRAM Pre-test (September 2006)

Weekly timed fitness tests to show the students' ability to run, perform pushups and sit ups.

FITNESSGRAM Post-test (May 2007)

The results will be monitored through the FITNESSGRAM Pre/Post test and weekly timed fitness test.

The final assessment will be the 2007 FITNESSGRAM.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 9 STATEMENT:

High achieving students in grades three through five will be given the opportunity to participate in the Academic Excellence Program.

Needs Assessment

Based on the results of the 2006 FCAT Reading assessment, even our highest scoring students need assistance effectively using the reading process. The Junior Great Books program asks students to test their ideas for clarity and coherence, support their ideas with examples from the text, construct meaning, recognize multiple interpretations, adapt reading strategies, and revise and synthesize ideas.

Measurable Objective

The Great Books shared inquiry-based language arts program will improve students' achievement in reading, thinking, and communicating, and provide the essential elements students need to meet and surpass the goals of the Sunshine State Standards.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Discuss issues encountered in the text.	A.E.P. Teacher	9-11-06	5-4-07	District Strategic Plan	\$500.00
Take notes, raise questions, and build on personal reactions in order to analyze characters and incidents.	A.E.P. Teacher	9-11-06	5-4-07	District Strategic Plan	\$500.00
Interpret significant words and respond in a text-based interpretive discussion and in creative, personal, and persuasive writing.	A.E.P. Teacher	9-11-06	5-4-07	District Strategic Plan	\$500.00

Research-Based Programs

The Great Books Foundation

Professional Development

The Shared Inquiry Leader Workshop offers concrete, step-by-step instruction in how to use the shared inquiry method with Great Books materials. Teachers learn practical strategies to help students focus on interpreting what they read, develop personal insights into a story's meaning with evidence from the text, challenge and contribute to one another's ideas, and become a cooperative community of learners and thinkers.

Evaluation

Students who participate in the Academic Excellence Junior Great Book program tend to score higher on state standardized tests than those students who receive basic Reading instruction.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 10 STATEMENT:

Campbell Drive Elementary will rank at or about the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicates that on the 2003 ROI index publication Campbell Drive Elementary ranked in the 24 percentile on the State of Florida ROI index. Campbell Drive Elementary will conduct a schoolwide inventory on our existing resources. To increase our school's ROI percentile, we will reexamine our existing expenditures, working together with faculty, administration, community partners, and EESAC. We will reevaluate, and possibly expand our current tutoring programs, to offer a wider range of assistance to a greater number of students. There is a need to take advantage of a broader resource base, utilizing private foundations, volunteer networks, and community agencies.

Measurable Objective

Campbell Drive Elementary School is improving its ranking on the State of Florida ROI index publication from the 24 percentile in 2003 to the 30 percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Collaborate with the district on resource allocation.	Principal	08-14-06	05-30-07	District Strategic Plan	\$0.00
Conduct a school-wide inventory on existing resources and consider reconfiguration of these resources.	Assistant Principal	08-14-06	05-30-07	District Strategic Plan	\$0.00
Partner with community agencies in order to provide supplementary resources	Community Involvement Specialist, Principal	08-14-06	05-30-07	District Strategic Plan	\$0.00
Ensure staff collaboration by sharing financial resources and uses in relation to school programs on a regular basis.	Principal Assistant Principal	08/14-06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable.

Evaluation

On the next State of Florida ROI index publication, Campbell Drive will show progress toward reaching the 30 percentile. Monthly review of the school's expenditures will be reviewed by the Leadership Team.

EESAC Compliance

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

Budget:

The EESAC reviewed the operational and Title 1 budgets and make recommendations for additional resources for mathematics, science, to boost reading and mathematics achievement.

Training:

The EESAC recommended continued staff development in literacy strategies to foster increased science and technology integration to boost reading and mathematics.

Instructional Materials:

Instructional Materials: The EESAC recommended additional classroom materials to support reading and mathematics achievement, including: FCAT preparation materials, technology resources, reading and mathematics supplements (e.g., workbooks, manipulatives, games).

Technology:

The EESAC recommended technology upgrades (e.g., hardware, software) to support reading and mathematics achievement through increased science and technology integration.

Staffing:

Staffing: Pending funding, the EESAC recommended additional staff to support reading and mathematics achievement: paraprofessionals for classroom and tutorial lessons, a Title I reading lead teacher, a Title I mathematics-science lead teacher, a writing lead teacher, and a literacy team (e.g., the lead teachers and the media specialist).

Student Support Services:

The EESAC recommended that the duties of the counselors be divided equally to service the needs of the primary and intermediate students.

Other Matters of Resource Allocation:

Other Matters of Resource Allocation: The EESAC recommended funding for additional paraprofessionals, substitutes for staff development, and supplemental classroom resources.

Communication with Parents:

On-going communication: Campbell Drive Elementary strives to promote a “user-friendly” environment to all parents, by providing a bilingual faculty and staff. To foster increased parental communication, certain initiatives will be implemented through various contact methods (e.g., multilingual correspondence, marquee, home visits, calls, conferences, school website, monthly calendars, student progress reports and report cards).

Major Event/Activities: The Title I Family Learning Center will provide monthly parent education meetings at varied times, with child care provided. Topics will include parenting, test-taking, home learning tips, community resources, and parent literacy skills acquisition. Parents are invited several times during the school year to participate in activities such as: Open House, FCAT training in Reading, Writing and Mathematics, Science family nights, ESE parent educational forums, and community fairs. Parents are encouraged to volunteer to support on-going school events and activities which promote student achievement.

Benchmarking:

The EESAC recommended increased science and technology integration.

School Safety & Discipline:

Pending funding, the EESAC recommended additional school security and facility upgrades. School security would include: classroom phones, increased number of security personnel, before/after coverage by security personnel. Increased facility safety, especially in inclement weather includes: covered walkways to portables and enclosed stairwells.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$14,000.00
Goal 2: Mathematics	\$10,000.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$1,500.00
Goal 10: Return On Investment	\$0.00
<hr/>	
Total:	\$25,500.00

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent