

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## Colonial Drive Elementary School (0861)

Feeder Pattern - Miami Killian Senior

Regional Center V

District 13 - Miami-Dade

Principal - Henry Fernandez

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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Colonial Drive Elementary is a neighborhood school located between the Richmond Heights and Perrine Communities. The location of the school allows the majority of the student population the ability to walk to and from school. Colonial Drive Elementary has a total enrollment of 343 students ranging from grades PreKindergarten through Fifth Grade. The current school population reflects the following ethnic representation: 4.0 percent white/non-hispanic; 60.7 percent black; 30.3 percent Hispanic; 5 percent other. Seventy-four percent of the students receive free/reduced price meals based upon family income. Colonial Drive Elementary was designated as a school to receive Title I funding in the 1998-1999 school year and continues to receive Title I funding. The students receive instruction in Language Arts/Reading, Mathematics, Science, Social Studies, Art, Music, Physical Education and Spanish. Colonial Drive Elementary does offer a curriculum for students have met the criteria for placement into the Gifted program which sponsored by the Division of Advanced Academics. We offer Violin classes with the Fine Arts Program as an academic enrichment for student achievement. Through the student services department, we offer a variety of small group counseling to reduce conflicts through Peer Mediation and Conflict Resolution. In an effort to improve attendance, an after school Sports Program was established last school year. Students that have been identified needing additional support receive tutoring before and/or after school. Students who have received a level 3 or above on the 2007 FCAT SSS are enrolled in the school's Saturday Academy in an effort to increase or maintain their skill level.

Given instruction using the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by 69% of students scoring at a Level 3 or higher on the 2008 administration of the FCAT SSS Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will increase their mathematical skills as evidenced by 62% of students reaching the state required mastery of Level 3 or higher, as documented by the scores of the 2008 FCAT SSS Mathematics test.

Given instruction using the Sunshine State Standards and Grade-Level Expectations, students in fourth grade will maintain their writing skills as evidenced by 90% of students scoring at a 4.0 on the Florida Comprehensive Assessment Test (FCAT) - Writing Plus.

Given instruction using Sunshine State Standards, students in grade five will increase their science skills as evidenced by 45% of the students scoring at a level 3 or higher on the 2008 FCAT Science SSS test.

Given the need to establish a strong link between the school, home and community to support the efforts of improving academic achievement, Title I parental and community involvement will increase to 55% as evidenced by Title I Parent signature logs from parental, school and community activities.

Given an emphasis on the learning environment, there will be a two percent decrease in the number of student referrals for general misconduct during the 2007 - 2008 academic year when compared to the 2006 - 2007 academic year using the Executive Summary.

Given emphasis on the use of educational technology, all teachers will attend a minimum of three technology-centered workshops and sign-in logs will document participation.

Given instruction using the Sunshine State Standards, 54% of students participating in the FITNESSGRAM will achieve gold or silver awards for the 2008 FITNESSGRAM.

Given instruction using the Sunshine State Standards, the Fine Arts Program will have 10 performances and exhibits in 2007 - 2008 as documented by event programs and exhibit displays.

Colonial Drive Elementary School will improve its ranking on the State of Florida ROI index publication from the eighth percentile in 2004-2005 to the fifteenth percentile on the next publication of the index.

Based upon the most recent 2007 Organizational Performance Improvement Snapshot self-assessment survey tool, the areas recommended for improvement are strategic planning and process management. These areas ranked lowest on the assessment tool. Additionally, the survey indicates that the leadership of the building is having a positive impact within the areas of Measure, Analysis and Knowledge Management, Customer Markets Focus and Leadership categories of the OPIS. The areas of strategic planning and process management can be improved by having ongoing workshops through EESAC, faculty, grade-level and departmental meetings with a focus on at least one question per meeting.



# School Improvement Plan 2007-2008



## MIAMI-DADE COUNTY PUBLIC SCHOOLS

### VISION

We are committed to provide educational excellence for all.

### MISSION

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

### CORE VALUES

#### *Excellence*

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

#### *Integrity*

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

#### *Equity*

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

#### *Citizenship*

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

## 0861 - COLONIAL DRIVE ELEMENTARY SCHOOL

### VISION

Our vision at Colonial Drive Elementary School is that each student will develop his or her own individual level of personal growth and achievement.

### MISSION

Our mission at Colonial Drive Elementary School is to develop each child's academic potential, social and cultural awareness, sense of self-worth and physical abilities in a positive, supportive environment, which promotes lifelong learning and good citizenship in our diverse society.

### CORE VALUES

At Colonial Drive Elementary, we pursue the highest standards in academic and organizational performance.

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### ***School Demographics***

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Colonial Drive Elementary is located between the Richmond Heights and Perrine Communities. The school has a total enrollment of 343 students ranging from grades Pre-Kindergarten through Fifth Grade. The current school population reflects the following ethnic representation: 4.0 percent white/non-hispanic; 60.7 percent black; 30.3 percent Hispanic; 5 percent other. Approximately 244 of the students enrolled at Colonial Drive Elementary receive free and/or reduced priced meals based upon family income, qualifying Colonial Drive Elementary to be classified as a Title I School. The Students with Disabilities (SWD) population consists of 22 students and the English Language Learners (ELL) population consists of 31 students. The class size average for grades Kindergarten through third is 18.3. The class size average for grades four through five is 18.6.

Two administrators, a principal and assistant principal, serve as instructional leaders of the school. There are 19 certified teachers, 2 Teachers of Student with Disabilities, 1 Teacher of the Gifted, 1 Elementary Guidance Counselor, 1 Speech Therapist, 1 Media Specialist, 1 ESOL Teacher, 1 Spanish Teacher, 1 Physical Education, 2 Fine Arts Teachers, 2 Reading Coaches, 2 Full-Time Paraprofessionals, 4 Part-Time Paraprofessionals, 1 Community Involvement Specialist, a shared support team which includes 1 School Psychologist, 1 Staffing Specialist, 1 Social Worker and 1 MicroSystem Technician.

There are 12 teachers with a Bachelor of Arts or Bachelor of Science degree; 19 teachers with a Master of Science degree; and 2 teachers with an Educational Specialist degree.

The ethnic makeup of the certified staff is as follows:

White/Non-Hispanic 46.9%; Black/Non-Hispanic 34.4%; Hispanic 15.6%, other 3.1%. The certified staff consists of 22 females and 8 males.

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## ***School Foundation***

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### **Leadership:**

The results of the Organizational Performance Improvement Snapshot self-assessment by instructional and non-instructional staff suggest that the leadership team of Colonial Drive Elementary is working to address the needs of school site personnel.

### **District Strategic Planning Alignment:**

The goals for Colonial Drive Elementary are based on the continued development and achievement of our students. The information provided through state, district and school based assessments enable the Plan-Do-Study-Act model of the Continuous Improvement Model to be effectively implemented. The constant review and adjusting make goal development an on-going project.

### **Stakeholder Engagement:**

The results of the Organizational Performance Improvement Snapshot (OPIS) self-assessment by instructional and non-instructional staff suggest the instructional leaders of the school need to address the areas of strategic planning and process management.

### **Faculty & Staff:**

All teachers new to the profession and/or school system, will be involved in the beginning-teacher orientations provided by the district. The assistant principal meets with new teachers regularly, offering support where it is needed. Two of our veteran teachers have been trained for the MINT mentoring program in order to assist beginning teachers as well. The school site administration shares district communications, such as NEST newsletters, with beginning teachers. The school will provide new teachers with a Professional Growth Team (PGT) to help with planning, setting goals and effective classroom management strategies by pairing veteran teachers with new teachers. Along with a school site PGT, beginning teachers are given the opportunity to visit other classrooms either within Colonial Drive Elementary or at other locations deemed appropriate by administration. This school year, beginning teachers at Colonial Drive are also receiving professional development assistance from a district-sponsored teacher on special assignment (tsa). The tsa will meet with beginning teachers at least once a week.

### **Data/Information/Knowledge Management:**

Data for Colonial Drive Elementary is acquired through a variety of assessments. This information is then shared with teachers, paraprofessionals, parents and tutors in an on-going manner utilizing Ready Schools' strategies. The student assessments serve as an indicator of how well their support services are working. Through the EESAC, faculty, grade-level and departmental meetings, staff has an insight as to how well Colonial Drive is performing. The parents, as stakeholders, have an opportunity to attend EESAC, PTA meetings and Parent Workshops which also serve as indicators as to how well Colonial Drive is performing as a school.

### **Education Design:**

Data for Colonial Drive Elementary is acquired through a variety of assessments. This information is then shared with teachers, paraprofessionals, parents and tutors in an ongoing manner utilizing Ready Schools' strategies. The student assessments serve as an indicator of how well their support services are working. Through the EESAC, faculty, grade-level and departmental meetings, staff has an insight as to how well Colonial Drive is functioning. The parents have an opportunity to attend PTA meetings and Parent Workshops which also serve as indicators as to how well Colonial Drive is performing as a school.

### **Performance Results:**

The attendance rate has continued to improve with an average daily attendance of 96.31%. The overall suspension rate for the school is two percent of its student population. The administration takes great effort to include a variety of interventions that help reduce the suspension rate. The district supports the concept of Inclusion of Students with Disabilities. Currently, we are able to support Inclusion models in grades one through five. Employee attendance is good as is employee morale. The retention rate is on the decline for all grades.

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## ***Schools Graded 'C' or Below***

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### **Professional Development:**

#### CRP #3. Professional Development

The Reading Coach will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically based reading research in reading instruction. These will include modeling effective strategies for teachers, designing and delivering professional development, monitoring progress and analyzing student data. Reading Coaches and mentor teachers will be instrumental in providing professional development that aligns diagnostic and assessment data with curriculum and instruction, thereby ensuring that the resulting professional development addresses aligned instructional strategies and practices.

The District has an effective plan for clarifying and communicating the proper role for the Reading Coach to school administration, teachers, and Reading Coaches. The Reading Coach will be used for all functions necessary for implementing and maintaining the school's reading program. These would include modeling effective strategies for teachers, designing and developing professional development, differentiated instruction, monitoring progress, and analyzing student data among others. The Reading Coach will not serve as an administrator, substitute or resource teacher and will work with small groups of students only when modeling strategies for teachers. However, the Reading Coach will work to ensure high-fidelity implementation of reading instruction. This communication is assured throughout the entire school year.

The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement. Mentor level teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators, Reading Coaches, and mentor level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff.

### **Disaggregated Data :**

Miami-Dade County Public Schools has aligned curriculum, instruction, assessment and intervention to create explicit, systematic instruction that is seamless and consistent across all grade levels. A single core reading program in grades K-5 provides a common scope and sequence for all reading instruction and provides uniformity in instruction for all level 1 and 2 students. Additionally, level 1 and 2 students in elementary schools are provided an additional 30-60 minutes of immediate intensive intervention addressing a student's diagnosed need (phonemic awareness, phonics, fluency, vocabulary and/or comprehension). Assessments have been streamlined and progress monitoring regularly scheduled. Staff at each school site will review progress monitoring data through the Progress Monitoring and Reporting Network (PMRN) and make instructional decisions to continue increasing the academic achievement of Level 1 and 2 students. Staff will analyze the data from the progress monitoring assessment for each subgroup and target the students' individual needs.

The faculty and staff plan for instruction utilizing specific FCAT and SAT data in June and August (the end of the school term and the beginning of the next). The planning meetings are held weekly during the school year to determine points of progress from instruments such as Interim progress test, benchmark assessments, and teacher assessments. Quarterly meetings are held to discuss Interim assessment data for individual classrooms.

During the Leadership Team and grade level meetings, the data is reviewed and discussed to determine new strategies, methods, instructional focus and the effectiveness of the instructional strategies.

### **Informal and Formal Assessments:**

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) - August-October, January-February, April-May

Diagnostic Assessment of Reading (DAR) - Given on an as-needed basis

District Writing Pre-Test - August-September; District Writing Post-Test - April

Interim Assessment - Reading, Mathematics and Science - November, January-February, April

Grade 3 Reading Portfolio - January-May

FCAT Writing Plus Test - February

FCAT Test - March

Classroom Assessments - Weekly, bi-weekly, monthly

### **Alternative Instructional Delivery Methods :**



# School Improvement Plan 2007-2008



- Before/after school tutoring
- Saturday Academy Enrichment Program
- Utilize Supplemental Educational Services (SES)
- Small group instruction
- Quick reads for fluency
- Peer/buddy reading
- Whole group practice, small group practice, individual practice
- Cooperative learning groups
- Utilize a flexible teaching approach (multimodality instructional activities)
- Utilize hands-on activities
- Provide performance-based activities
- Academic Excellence Program (AEP)



School Improvement Plan  
2007-2008



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***Schools Offering Primarily Grades 6 through 12***

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



### Reading Goal

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

#### **Florida Education Priorities**

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

#### **Reading Statement**

Kindergarten through grade five students will master phonemic awareness, phonics, vocabulary, fluency and reading comprehension skills mandated by the Sunshine State Standards and Grade-Level Expectations.

#### **Needs Assessment**

Data from the 2007 Florida Comprehensive Assessment Test (FCAT) SSS indicates that 65% of grade three through five students scored above achievement Level 3 on the Reading test, while 60% of the students made a year's worth of progress in the area of Reading.

Data from the 2007 FCAT SSS Reading test produced the following content cluster information by grade level: third grade students had the greatest success in the area of Reference/Research (RR) 75%, Words/Phrases with 71%, Main Idea/Purpose producing 64%, and Comparisons had 58% of students scoring correctly.

Fourth grade scored as follows: Word/Phrases 60%, Main Idea/Purpose 60%, Comparisons 59% and Reference/Research 75% students scoring correctly.

Fifth grade students scored as follows: Comparisons 67%, Reference/Research 50%, Main Idea/Purpose 52% and Word/Phrases 44%

#### **NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by 69% of students scoring at a Level 3 or higher on the 2008 administration of the FCAT SSS Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify Level 1 and 2 students from the 2007 FCAT SSS Reading subtest and provide small group tutoring intervention using Voyager Passport, Early Success, Soar to Success and SuccessMaker during and/or after the school day.	Administration Literacy Team	08/20/2007	06/05/2008	District-wide Literacy Plan	17000
Utilize CRISS strategies to enhance the delivery of instruction and promote student ownership of the educational process.	Classroom Teachers Reading Coaches	08/20/2007	06/05/2008	District-wide Literacy Plan	1000
Utilize technology to access the FCAT Explorer, Accelerated Reader, Reading Plus, SuccessMaker and other skill enhancement programs for students.	Classroom Teachers Media Specialist	08/20/2007	06/05/2008	District-wide Literacy Plan	500
Identify Special Education and 2007 FCAT SSS Reading Level 1 and 2 students and provide Reading remediation during the after-school component of the tutorial program using site-authored materials to improve reading achievement which will be monitored on a bi-monthly basis.	Administration	08/20/2007	06/05/2008	District-wide Literacy Plan	40000
Analyze data to support instruction using the 2007 FCAT SSS Reading results and District Interim Assessments to best provide differentiated instruction and tutorial activities.	Literacy Team	08/20/2007	06/05/2008	Continuous Improvement Model	1000
Conduct parent orientations and trainings, using available resources i.e. Title I, that correspond with the Sunshine State Standards for reading.	Community Involvement Specialist Reading Coaches Classroom Teachers	08/20/2007	06/05/2008	Exchange Meaningful Information	500
Utilize the Accelerated Reader computer program as the anchor for a motivational incentive program designed to increase reading comprehension skills of participating students.	Classroom Teachers Media Specialist	08/20/2007	06/05/2008	District-wide Literacy Plan	500
Enhance student vocabulary by showing the "Word of the Day" with the part of speech through the closed circuit TV and have students participate by using the daily word in sentences and distribute incentives for one winner per grade level everyday. This program will be rotated on a weekly basis between science and mathematics vocabulary words.	Reading Coach Media Specialist	08/20/2007	06/05/2008	District-wide Literacy Plan	100
Identify Level 3 – 5 students based on 2007 FCAT SSS Reading test and provide small group tutoring skill enhancement through the Saturday Academy (Tutorial) Program using research-based materials in order to maintain or increase reading achievement. This will be monitored bi-monthly.	Administration Literacy Team	08/20/2007	06/05/2008	Continuous Improvement Model	5000
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Administration Literacy Team Classroom Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	250

### Research-Based Programs

Houghton-Mifflin (Core Program)  
 Voyager Passport, Early Success, Soar to Success (Supplemental Research-Based Programs)  
 Comprehensive Research-Based Reading Plan

### Professional Development

Professional development for all teachers will include training on the Continuous Improvement Model (CIM), Creating Independence through Student-owned Strategies (CRISS), Reading Plus & SuccessMaker upgrades, and others provided through the district.

### Evaluation



# School Improvement Plan 2007-2008



Evaluation will be achieved from the data collected from the Miami-Dade County Public Schools Interim Assessments, 2008 FCAT Reading SSS test, tutorial program pre and post assessments and Accelerated Reader and STAR Reading comprehension levels.

### Mathematics Goal

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

#### **Florida Education Priorities**

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

### Mathematics Statement

Students in Kindergarten through Fifth Grade will master mathematical application, computation and word analysis problems mandated by the Sunshine State Standards and Grade-Level Expectations.

### Needs Assessment

Data from the 2007 Florida Comprehensive Assessment Test (FCAT) indicate that 58% of grade three through five students scored at achievement level 3 or higher, while 50% of the students made a year's worth of progress in the area of Mathematics.

Content cluster analysis for the mathematical strands yielded the following grade level information: third grade students Algebraic Thinking 50%, Measurement 63%, Number Sense 58%, Geometry 71% and Data Analysis 57% of the students scoring correctly.

Fourth grade students had Data Analysis 57%, Geometry 71%, Measurement 63%, Number Sense 55% and Algebraic Thinking 43% of students scoring correctly.

Fifth grade students had Geometry 46%, Data Analysis 42%, Number Sense 31%, Algebraic Thinking 36% and Measurements 36% of students scoring correctly.

### NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will increase their mathematical skills as evidenced by 62% of students reaching the state required mastery of Level 3 or higher, as documented by the scores of the 2008 FCAT SSS Mathematics test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct parent orientations and trainings that correspond to the Sunshine State Standards for mathematics, using various available resources i. e. Title I.	Community Involvement Specialist Classroom Teachers	08/20/2007	06/05/2008	Exchange Meaningful Information	300
Utilize technology to access STAR Math, FCAT Explorer, and SuccessMaker and other skill enhancement programs.	Classroom Teachers Media Specialist	08/20/2007	06/05/2008	District-wide Literacy Plan	100
Identify Level 1 and 2 students based on the 2007 FCAT SSS Mathematics test and provide small group tutoring through the after-school tutorial program using FCAT Explorer, SuccessMaker and other skill enhancement programs. This will be monitored on a bi-monthly basis.	Administration Literacy Team	08/20/2007	06/05/2008	District-wide Literacy Plan	8000
Utilize SuccessMaker schoolwide daily to address students' individual educational needs.	Classroom Teachers MicroSystems Technician Administration	08/20/2007	06/05/2008	District-wide Literacy Plan	1000
Analyze data to support instruction using 2007 FCAT SSS Mathematics and district Interim assessment results to best provide differentiated instruction and tutorial activities supporting the content clusters of Algebraic Thinking, Data Analysis, Geometry, Measurement and Number Sense. The pacing guides outlined by the Division of Mathematics and Science will also assist in aligning instructional needs and timelines.	Administration Literacy Team	08/20/2007	06/05/2008	Continuous Improvement Model	1000
Enhance student vocabulary by showing the "Word of the Day" through our closed circuit TV and have students participate by using a mathematics vocabulary word in a sentence and distribute incentives for one winner per grade level everyday. This program will be rotated on a weekly basis between mathematics and science vocabulary words.	Media Specialist Reading Coaches	08/20/2007	06/05/2008	District-wide Literacy Plan	100
Identify Level 3 – 5 students based on 2007 FCAT Mathematics subtest and provide small group skill enhancement and support through the Saturday Academy Tutorial Program using research-based materials in order to maintain or improve mathematics achievement. This will be monitored on a bi-monthly basis.	Literacy Team	08/20/2007	06/05/2008	District-wide Literacy Plan	5000
Implement the district-designed pacing guide to provide consistency and purpose within the delivery of the content.	Administration Classroom Teachers	08/20/2007	06/05/2008	Seamless PreK-12 Curriculum	500
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Classroom Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	500

### Research-Based Programs

Harcourt Mathematics Florida Edition (Core Program)

### Professional Development

Professional development will include computer programs/technology (FCAT Explorer, Accelerated/STAR Math and SuccessMaker) and district recommended professional development opportunities.

### Evaluation

Evaluation will be achieved from the data collected from the Miami-Dade County Public School district's Interim assessments, Accelerated/STAR Math, SuccessMaker, tutorial pre and post assessments and the 2008 FCAT SSS Mathematics subtest.

## Writing Goal

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

#### **Florida Education Priorities**

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

### **Writing Statement**

Students in grades Kindergarten through Fourth Grade will master the elements of the writing process for expository and narrative writing mandated by the Sunshine State Standards and Grade-Level Expectations.

### **Needs Assessment**

Data from the 2007 Florida Comprehensive Assessment Test - (FCAT) Writes Plus indicates that 96% of grade four students reached the writing score of 3.5 or above. Fourth grade students had either a narrative or expository writing prompt. The students writing to an expository writing prompt had a mean essay score of 4.1, with 96% scoring greater than 3.5. Students receiving the narrative writing prompt had a mean essay score of 3.5, with 86% scoring greater than 3.5.

### **NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Measurable Objective

Given instruction using the Sunshine State Standards and Grade-Level Expectations, students in fourth grade will maintain their writing skills as evidenced by 90% of students scoring at a 4.0 on the Florida Comprehensive Assessment Test (FCAT) - Writing Plus.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide Professional development training for teachers which will include techniques to improve the delivery of instruction, how to maximize the opportunities for learning, the art of teaching writing, scoring of student writing samples using the rubric, pre-writing skills, vocabulary development and editing.	Reading Coaches	08/20/2007	06/05/2008	District-wide Literacy Plan	300
Provide struggling students with tutoring through the after-school tutorial program. Students' progress will be reviewed on a bi-monthly basis with the tutorial coordinator, tutors, classroom teachers and students.	Administration	08/20/2007	06/05/2008	District-wide Literacy Plan	100
Analyze the data from the Miami-Dade County Public Schools Pre-Test and monthly assessment prompts to form ability group instruction.	Classroom Teachers Reading Coaches	08/20/2007	06/05/2008	Continuous Improvement Model	100
Provide parental training on the expectations for students on the FCAT Writing plus and how they may assist them at home, using all available resources i.e. Title I funds.	Reading Coaches Community Involvement Specialist Classroom Teachers	08/20/2007	06/05/2008	Exchange Meaningful Information	200
Train and assist teachers in holistic scoring, in an effort to have consistent writing instruction throughout the building.	Reading Coaches	08/20/2007	06/05/2008	District-wide Literacy Plan	500
Model writing instructional lessons to incorporate the writing components.	Literacy Team	08/20/2007	06/05/2008	District-wide Literacy Plan	250
Identify students consistently scoring 3.0 or above using FCAT Writing plus simulated rubrics and provide small group tutoring through the Saturday Academy Tutorial Program using research-based materials in order to improve writing achievement. This will be monitored on a bi-monthly basis.	Literacy Team	08/20/2007	06/05/2008	Continuous Improvement Model	5000
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Classroom Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	500

### Research-Based Programs

Houghton Mifflin (Core Program)

### Professional Development

Professional development training for teachers will include techniques to improve the delivery of instruction, how to maximize the opportunities for learning, the art of teaching writing, scoring of student writing samples using the rubric, pre-writing skills, vocabulary development and editing.

### Evaluation

The district narrative and expository pre- and post- assessments, monthly writing prompts focusing on either a narrative or expository FCAT style prompt, tutorial pre and post assessments and the results of the 2008 FCAT Writing Plus test.

## Science Goal

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

#### **Florida Education Priorities**

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

### **Science Statement**

Students in Kindergarten through Fifth Grade will master the physical, chemical and environmental components mandated by the Sunshine State Standards and Grade-Level Expectations.

### **Needs Assessment**

Data from the 2007 Florida Comprehensive Assessment Test (FCAT) Science SSS test reflects 20% of the students scored Level 3 or higher.

Content cluster analysis reflects that grade five students scored Physical/Chemical 50%, Scientific Thinking 42%, Life/Environment 50% and Earth/Space 47% correctly.



### Measurable Objective

Given instruction using Sunshine State Standards, students in grade five will increase their science skills as evidenced by 45% of the students scoring at a level 3 or higher on the 2008 FCAT Science SSS test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement district-designed pacing guide to provide consistency and purpose within the delivery of the content.	Administration Classroom Teachers	08/20/2007	06/05/2008	Seamless PreK-12 Curriculum	500
Utilize Scott Foresman's Equipment Kits, which incorporate hands-on science activities, during instruction and monitor daily lesson plans which are aligned with the Sunshine State Standards addressing physical/chemical, earth/space, life/environment, and scientific thinking strands.	Administration	08/20/2007	06/05/2008	Seamless PreK-12 Curriculum	500
Analyze data from the Science Pre-Test to drive instruction.	Literacy Team	08/20/2007	06/05/2008	Continuous Improvement Model	100
Enhance student vocabulary by showing the "Word of the Day" through our closed circuit TV and have students participate by using a science vocabulary word in a sentence and distribute incentives for one winner per grade level everyday. This program will be rotated on a weekly basis between science and mathematics vocabulary words.	Classroom Teachers Administration	08/20/2007	06/05/2008	District-wide Literacy Plan	100
Utilize the science component of SuccessMaker for all 5th grade classes to increase science achievement.	Fifth Grade Classroom Teachers	08/20/2007	06/05/2008	District-wide Literacy Plan	100
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Literacy Team Classroom Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	250
Conduct classroom walk throughs in order to monitor the implementation of pacing guides, Scott Foresmans Science series. Use the information to provide feedback to teachers through the school year.	Administration	08/20/07	06/05/08	Continuous Improvement Model	250

### Research-Based Programs

Scott Foresman Science  
Full Option Science System (FOSS)Kits

### Professional Development

Professional development training will include workshops which focus on the Eight Strands of Science, use of hands-on activities, managing and guiding cooperative groups, and strategies to maximize learning opportunities. Workshops will provide proper instruction implementing the Comprehensive Science Plan and District's Pacing Guides; as well as, show how to use the scientific method effectively in the classroom and how to implement the Scott Foresman's Kits thereby allowing students to have a hands-on approach to learning.

### Evaluation

Evaluation will be achieved from data collected from school site generated pre and post assessments and the 2008 FCAT Science SSS test.

## Parental Involvement Goal

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

#### *Florida Education Priorities*

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

### **Parental Involvement Statement**

The percent of parents attending parental involvement activities will increase.

### **Needs Assessment**

The data reflected on the 2007 annual survey of Title I Parental Involvement Log indicates that 50% of parents attended parental involvement in school-based activities. The level of involvement of the parents and community based organizations will need to be highly-focused and well-planned to increase participation and support in an effort the increase student achievement in academics and social awareness activities.

### Measurable Objective

Given the need to establish a strong link between the school, home and community to support the efforts of improving academic achievement, Title I parental and community involvement will increase to 55% as evidenced by Title I Parent signature logs from parental, school and community activities.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Survey parents' needs, prioritize their areas of greatest need and concern and plan activities to address the parents' needs. PTA Standard II	Community Involvement Specialist	08/20/2007	06/05/2008	Exchange Meaningful Information	100
Conduct a technology workshop to enable parents in helping their children with FCAT Explorer and how to navigate Colonial Drive Elementary's web page. PTA Standard III	Media Specialist Technology Team Community Involvement Specialist	08/20/2007	06/05/2008	Continuous Improvement Model	100
Provide and maintain a Parent Resource Center with assistance materials and informational brochures. PTA Standard I and VI	Community Involvement Specialist	08/20/2007	06/05/2008	Business Process Redesign	100
Invite Title I parents to participate in school-wide activities such as Career Day, Honor Roll Assemblies, Sports and Field Events, Pajama Night, Curriculum and Science Fairs, Winter and Spring Concerts, Family Fun Day, Character Book Parade, Community Meetings, Guest Reader Day, Parent-Teacher Association, District Advisory Council (DAC) and EESAC. PTA Standard I, V and IV	Administration	08/20/2007	06/05/2008	Exchange Meaningful Information	500

### Research-Based Programs

National Standards for Parents/Family Involvement Program

### Professional Development

Miami-Dade County Public Schools' Ethics Initiative  
District Advisory Council (DAC) Meetings

### Evaluation

Title I parental and community involvement will show an increase to 55% participation as reflected by the data collected from the Title I parent signature logs for the 2007 - 2008 academic year.

## Discipline & Safety Goal

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

#### *Florida Education Priorities*

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

### **Discipline & Safety Statement**

We will create and maintain a safe environment.

### **Needs Assessment**

Based upon school site analysis of Student Case Management Referral Forms, the number of students referred to school sit administration for general misconduct can be reduced.

### Measurable Objective

Given an emphasis on the learning environment, there will be a two percent decrease in the number of student referrals for general misconduct during the 2007 - 2008 academic year when compared to the 2006 - 2007 academic year using the Executive Summary.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Establish a Discipline and Safety Committee comprised of administrators, teachers, custodians, and stakeholders to ensure the best safety practices at the school.	Administration	08/20/2007	06/05/2008	Exchange Meaningful Information	100
Recognize students for positive behaviors utilizing an incentive system including but not limited to: certificates, and the "Do the Right Thing" program.	Counselor Classroom Teachers Administration	08/20/2007	06/05/2008	Other/ Not Applicable	300
Utilize the school counselor to form focus groups and peer mediation activities to reinforce positive behaviors. Involvement in focus groups will be monitored through logs maintained by the counselor.	Counselor	08/20/2007	06/05/2008	Exchange Meaningful Information	200
Identify students with behavior concerns through a teacher to counselor needs assessment. Coordinate the implementation of the Character Education Program which will be monitored by counselor logs.	Counselor	08/20/2007	06/05/2008	Continuous Improvement Model	200
Continue to implementation a school wide Discipline Plan.	Administration Classroom Teachers	08/20/2007	06/05/2008	Other/ Not Applicable	300

### Research-Based Programs

Not Applicable

### Professional Development

Professional development will be provided through the district and school-site regarding effective classroom management strategies.

### Evaluation

The Executive Summary report indicating the number of students referred for general misconduct during the 2007 - 2008 academic year compared to the number of students referred for general misconduct for the 2006 - 2007 academic year.

## Technology Goal

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

#### **Florida Education Priorities**

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

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

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

### **Technology Statement**

We will increase teacher usage of technology.

### **Needs Assessment**

With the district's focus on technology, i.e. Edusoft, district-wide implementation of an electronic gradebook, as well as programs implemented by the school, instructional and non-instructional staff members need to become skillful in navigating software programs that assist in the completion of professional responsibilities. Through an informal staff survey, assistance is needed for the majority of staff to access electronic mail, properly utilize district recommended programs like FCAT Explorer and Riverdeep, as well as various software program reports.

### Measurable Objective

Given emphasis on the use of educational technology, all teachers will attend a minimum of three technology-centered workshops and sign-in logs will document participation.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Supply each teacher with instructional materials (pacing guides, Sunshine State Standards, etc.) and school policies on individual flash drives in an effort to reduce paper consumption.	Administration	08/20/2007	06/05/2008	Business Process Redesign	400
Emphasize the use of instructional technology throughout the curriculum such as Accelerated Reader, Accelerated Math, SuccessMaker, FCAT Explorer, Reading Plus, Soliloquy and other skill enhancement programs.	Administration	08/20/2007	06/05/2008	District-wide Literacy Plan	500
Utilize technology to retrieve, evaluate and use information related to monitoring and assessing student progress.	Literacy Team	08/20/2007	06/05/2008	Continuous Improvement Model	200
Provide technical assistance with programs within the school through mentoring and peer tutoring.	Media Specialist MicroSystems Technician	08/20/2007	06/05/2008	Other/ Not Applicable	250
Monitor participation and usage in technology initiatives by a survey at mid-year and end-of-year.	Media Specialist Administration	08/20/2007	06/05/2008	Other/ Not Applicable	100

### Research-Based Programs

Not Applicable

### Professional Development

Professional development activities provided by the district and/or school-site.

### Evaluation

Evaluation will be determined through specific data to be retrieved from various software programs, web-based applications and sign-in logs.

## Health & Physical Fitness Goal

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

#### *Florida Education Priorities*

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

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

### **Health & Physical Fitness Statement**

Improve student performance by developing a connection between health and physical fitness.

### ***Needs Assessment***

Data collected from the 2007 FITNESSGRAM indicate that 50% of the students taking the test achieved the desired level of achievement of silver and gold awards. These results indicate a need for improved physical activity and an increase in knowledge regarding health needs.



### Measurable Objective

Given instruction using the Sunshine State Standards, 54% of students participating in the FITNESSGRAM will achieve gold or silver awards for the 2008 FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilizing the FITNESSGRAM, administer a pre-test to determine baseline measures.	Physical Education Teacher	08/20/2007	10/25/2008	Student Wellness	300
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis.	Administration Physical Education Teacher	08/20/2007	06/05/2008	Student Wellness	500
Monitor the physical education program to ensure that teachers select activities specifically related to assessment and which would enhance specificity of training.	Administration	08/20/2007	06/05/2008	Student Wellness	50
Provide activities and instruction which promote a healthy lifestyle.	Physical Education Teacher	08/20/2007	06/05/2008	Student Wellness	100

### Research-Based Programs

FITNESSGRAM

### Professional Development

Professional development activities will include programs and activities provided by the district.

### Evaluation

Evaluation will be based upon the results of the 2007 FITNESSGRAM, health-related fitness test.

## Electives & Special Areas Goal

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

#### *Florida Education Priorities*

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

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

### **Electives & Special Areas Statement**

Expand student performance offerings.

### ***Needs Assessment***

Students need to be exposed to a variety of experiences to increase their knowledge base and allow for individual differences focusing on multiple intelligences. During the 2006-07 academic year, students participated in 7 various opportunities to showcase their talent with musical performances, which included a winter and spring showcase, curriculum nights, and holiday performances.

### Measurable Objective

Given instruction using the Sunshine State Standards, the Fine Arts Program will have 10 performances and exhibits in 2007 - 2008 as documented by event programs and exhibit displays.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Showcase musical talent at the school's Winter and Spring Concerts.	Music Teacher	08/20/2007	06/05/2008	Academic Enrichment Opportunities	200
Showcase art pieces at the school's Fine Art segment of Colonial Drive Elementary's Curriculum Fair and throughout the year.	Art Teacher	08/20/2007	06/05/2008	Academic Enrichment Opportunities	100
Display student art work throughout the school, community and with Dade-Partners/Local Businesses throughout the year.	Art Teacher	08/20/2007	06/05/2008	Academic Enrichment Opportunities	200
Incorporate Violin instruction within the music schedule to include FCAT level 1 and 2 students.	Administration	08/20/2007	06/05/2008	Academic Enrichment Opportunities	2000
Increase the number of Art samples submitted by students to the Miami-Dade County Fair and Exhibition.	Art Teacher	08/20/2007	06/05/2008	Academic Enrichment Opportunities	200

### Research-Based Programs

Not Applicable

### Professional Development

Professional development activities will be provided by the district.

### Evaluation

Evaluation will be based on the Fine Arts department student exhibition and performances for the community and school.

## Return On Investment Goal

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

#### *Florida Education Priorities*

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

### **Return On Investment Statement**

Colonial Drive Elementary School will rank at or above the 15th percentile statewide in the ROI index of value and cost effectiveness of its programs.

### **Needs Assessment**

The most recent data supplied from the FLDOE indicate that in 2005, Colonial Drive Elementary ranked at the eighth percentile on the State of Florida ROI index.

### Measurable Objective

Colonial Drive Elementary School will improve its ranking on the State of Florida ROI index publication from the eighth percentile in 2004-2005 to the fifteenth percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Analyze the usage of financial resources in relation to school programs.	Administration EESAC	08/20/2007	06/05/2008	Continuous Improvement Model	500
Use student data to target specific areas for improvement and make purchases that will impact student achievement.	Administration EESAC	08/20/2007	06/05/2008	Exchange Meaningful Information	200
Use student performance data to influence decision-making.	Administration EESAC	08/20/2007	06/05/2008	Continuous Improvement Model	200
Collaborate with district on resource allocation.	Administration	08/20/2007	06/05/2008	Exchange Meaningful Information	100
Evaluate the usage of current resources and widen our community benefactors.	Administration EESAC	08/20/2007	06/05/2008	Continuous Improvement Model	200

### Research-Based Programs

Not Applicable

### Professional Development

Not Applicable

### Evaluation

On the next State of Florida ROI index publication, Colonial Drive Elementary will show progress toward reaching the 15th percentile.

**EESAC Compliance**

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

**Budget:**

The EESAC recommends monies allocated by the state and has been utilized for materials, equipment and special projects that will enhance students' academic performance.

**Training:**

The EESAC recommends that Colonial Drive Elementary participate in as many professional development opportunities as possible.

**Instructional Materials:**

The EESAC recommends that Colonial Drive Elementary spend funds in a manner that best meets the needs of the instructional program.

**Technology:**

The EESAC recommends that Colonial Drive Elementary continue to support existing software/computer based programs in order to support the instructional program.

**Staffing:**

The EESAC recommends that Colonial Drive Elementary monitor class sizes and address the appropriate and/or required personnel adjustments.

**Student Support Services:**

The EESAC recommends that Colonial Drive Elementary implement programs and services that compliment and/or enhance student support services.

**Other Matters of Resource Allocation:**

The EESAC recommends that Colonial Drive Elementary continue to support incentives for the various programs operating with the school, i.e. attendance, academics, Accelerated Reader, Reading Plus, etc.

**Benchmarking:**

The EESAC recommends the continued implementation of a monitoring mechanism for reading, writing, mathematics and science to better assess students' needs and progress, in addition to the professional development needs of faculty and support staff.

**School Safety & Discipline:**



# School Improvement Plan 2007-2008



The EESAC recommends that Colonial Drive Elementary continue to implement the existing schoolwide discipline plan. It also recommends that the School Safety-to-Life Committee continue to monitor the building in order to keep all stakeholders safe.

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	65850
Mathematics	16500
Writing	6950
Science	1800
Parental Involvement	800
Discipline & Safety	1100
Technology	1450
Health & Physical Fitness	950
Electives & Special Areas	2700
Return On Investment	1200
Total	99300





# School Improvement Plan 2007-2008



Date of Review: \_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

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

*Required Signatures:*

\_\_\_\_\_  
*Principal*

\_\_\_\_\_  
*EESAC Chair*

\_\_\_\_\_  
*UTD Steward*

\_\_\_\_\_  
*EESAC Parent Representative*

\_\_\_\_\_  
*EESAC Business/Community Representative*

\_\_\_\_\_  
*EESAC Student Representative, as applicable*

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

\_\_\_\_\_  
*Region Superintendent*