
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 0651 - Campbell Drive Elementary School

FeederPattern: Homestead Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Patricia Asuncion

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 will institute 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 will be 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 a before and after school tutoring program. Additionally, students who are below grade level in reading attend the Reading Lab.

Given instruction using the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by 59 percent of students reaching the state required mastery as documented by the scores on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, all students with disabilities will increase their reading skills as evidenced by 44 percent of students reaching the state required mastery as documented by the scores on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given Instruction using the Sunshine State Standards, African-American students in grades three through five will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required master level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, economically disadvantaged students in grades three through five will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades three through five will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Hispanic Students in grades three through five will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Level 1 Students in grades three through five will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required

mastery level as documented by scores of the 2006 FCAT Mathematics Test

Given instruction using Sunshine State Standards, students in grade four will increase their writing skills as evidenced by 90 percent of students reaching the state required mastery level as documented by the scores of the 2006 FCAT Writing scores.

Given instruction using Sunshine State Standards, students in grade five will improve their science skills as evidenced by students scoring a mean scale score of 296 to meet the district mean scale score as documented by the 2006 FCAT Science Test.

Given increased attention to communication with all stake holders, parental involvement will increase as evidenced by a 10 percent increase in attendance in school site activities during the 2005-2006 school years compared to 2004-2005 school year.

Given an emphasis on safe and orderly environment, student behavior will improve as evidenced by a 10 percent decrease in the number of student referrals during the 2005-2006 school year.

Given increased technology access, students and teachers will meet or exceed Dade County Elementary schools' 2004 STAR School Profile of 2.1 percent, as evidenced on the 2006 STAR school profile.

Given instruction using the Sunshine State Standards students in grades four and five will improve their fitness as evidenced by 3 percent increase in the number of students passing the 2005-2006 FITNESSGRAM.

Given instruction in language proficiency and oral language development, students will show gains on the May 2006 administration of the Oral Language Proficiency Scale Revised.

Campbell Drive Elementary School will improve 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 will occur. 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 twenty-nine-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 are three stand-alone computer labs, accessible to all grade levels. A new 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 1,053 students in grades kindergarten (K) through fifth, as well as 44 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 94 full-time and 14 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, ten 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), eight full-time and three part-time custodians, two full-time and six part-time cafeteria staff, six full-time and eight part-time paraprofessionals, one part-time zone mechanic and three 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 in- and out-of-county educational field trips to enhance classroom learning with real-life experiences. In addition, kindergarten and first 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. Through the Adopt-a-Class Initiative the school has established a climate conducive to positive interactions between intermediate and primary grade students and teachers. A fully equipped state-of-the-art television studio provides an avenue for students to enhance technology applications. The Title I 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. 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 each Monday's Grade Chair meetings.

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. The exception was low score 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 each Monday's Grade Chair meetings, 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. Items addressing "What is needed and wanted" as well as "satisfaction or dissatisfaction with work" earned the lowest scores. Therefore, stakeholders will be given more opportunities to state their satisfaction, or lack thereof, and their needs.

Faculty & Staff:

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

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 information at Campbell Drive must be made due to data from the Organizational Performance Self Assessment. Information will be shared by the administrators with Grade Chairs and Lead Teachers at Grade Chair meetings held every 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 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 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 2005-2006 school year are in-field. The teachers currently identified are: ALDRIDGE, PATRICIA (#102942), Grade 3, Elementary Education; ALVARADO, VANESSA, (#230118), Elementary Education; ALVERANGA, NATACHA (#218437), Grade 3, Elementary Education; AVILES, LINDA (#172236), Kindergarten, Elementary Education; BARRETT, 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), CLAPPER, DANIELLE (#234785), Kindergarten, Primary Education; CLARKE, ROSA, Kindergarten, Grade 1, Elementary Education; CASTRO, JESSICA (#265186), Grade 4, Elementary Education; CRAIG, BURNELL (#035822), Kindergarten, Early Childhood/Elementary Education; CRAMER, SHELLI (#172390), Grade 2, Elementary Education; CROWLEY, JESSICA (#275712), Grade 5, Elementary Education; CURRY-ECHEVARRIA, 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; FENN, 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; GLASS, ROSE (#182392), Grade 2, Elementary Education/Primary Education; GREENE, BARBARA, (#124165), Pre-Kindergarten, Early Childhood/Elementary Education; GUTHRIE, SUSAN (#275752), Grade 2, Elementary Education; GUTIERREZ, CINDY (#248140), Educable Mentally Handicapped EMH; GUTIERREZ, GRISEL (#248140), Spanish, Elementary Education; HARDEMON, NIKKI (#203183), Math/Science Leader, Elementary Education; HARVEY, ROSEMARIE (#225826), ESE, Emotionally Handicapped; INTHANAM, VILA (#237807), Art; IRIAS ADRIANA (#234323), Grade 1, Elementary Education; IVEY, LATRICE, (# 250010), Grade 2, Elementary Education; JACKSON, BARBARA (#115891), Grade 1, Elementary Education; JARRO, CARLOS (#139446), Physical Education; KATWAROO, DONNA (#262330), Kindergarten, Primary 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; MACHADO, LORIE (#1617110), ESE, Varying Exceptionalities; MARTINEZ, BELINDA (#174138) Elementary Education, Grade 4; MARTINEZ, MARIA (#268830), Spanish, Spanish S/SL, Elementary Education; MATOLCSY, MONICA (#150739), Grade 4, Elementary Education; MELVIN, FRAN (#053107), Music; MERRICK, LISEA (#260403), ESE K – 12; MORALES, MONICA (#246072), Kindergarten, Primary Education; MORENO, DIGNA (#154172), Grade 1, Elementary Education/Mathematics; MULLER, RACHEL (#136465), Kindergarten, Early Childhood/Elementary/Reading; NEAL, CRISTAL (#205928)ESE; NELSON, TERESA (#126064), Pre-Kindergarten, Primary/Elementary Education; 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; PORTELA, 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, PASCASALE (#264095), Creole, Exceptional Student Education; WALKER, RISE (#257869), V.E. K – 12; (WARING,PEGGY (#075101), Physical Education; WATERHOUSE, MARYANN (#163478), Grade 4, Elementary Education;

• Highly Qualified, Certified Administrators:

Patricia Asuncion is a highly-trained administrator with outstanding achievement in varied settings, including elementary, middle, high school and district-level leadership roles. Ms. Asuncion has over 37 years of experience as a professional educator. As an elementary school principal, she has raised two schools to “A” as their annual accountability grade according to the governor’s A+ plan. She has also successfully written over \$500,000 in grants which have lead to the implementation of innovative programs such as: Service Learning Grants, Alateen in the Schools and Middle School Magnets. In addition, as an advocate for parental involvement, Ms. Asuncion has been instrumental in several schools attaining the Golden School Award and Five Star School Award for high volunteerism and partnerships. As a middle school administrator, she was a program innovator who started Alateen (a teacher incentive program), co-designed APPLE (a middle school magnet preparatory plan), and wrote SCOPE (a national manual for people with developmental disabilities). As a high school faculty member, Ms. Asuncion served as a guidance counselor who initiated such programs as: STOP-GAP (an alternative to suspension model), Choices for Able Learners (an academic resource guide), and Critical Thinking and Study Skills. While working as a district administrator, she produced district Community as School brochures and planed and implemented district staff development and technical assistance. During her fifteen year tenure as an administrator, Ms. Asuncion has been honored with the recognition of being named 2002 Principal of the Year, 2002 Arts Principal of the Year as well as 2001 and 2002 After School Principal of the Year. Patricia Asuncion’s vision is to create a community of learners supported by a community of compassionate, dedicated, and committed professional educators. She received a BA degree in History Major/Biology Minor from Illinois College (1968), a M.Ed in Guidance and Counseling from Florida Atlantic University (1978), and an Ed. S in Educational Leadership from Nova University (1988). She is certified in Educational Leadership, Gifted, Guidance and Counseling and History.

The assistant principal, Claudia D. Brown, is a highly qualified administrator. During her 31 year tenure, 21 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 before and after school tutoring, The Young Readers Program, Academic Excellence Program, Future Educators of America, The Computer Club, Chess Club, and the D.I.V.E.R.S. reading program, (Differentiated Instruction for Valuable Everyday Reading Strategies), for our second grade students. In order to expand the students’ academic, cultural, and social experiences, the school has coordinated out-of-county field trips to Sea World, and the Florida Keys, which go along with our school-wide Science theme of Water Exploration.

• School Wide Improvement Model

In addition to the C.I.M., the Continuous Improvement Model, 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.

GOAL 1: READING

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 1 STATEMENT:

Students at Campbell Drive Elementary will continue to improve their reading skills.

Needs Assessment

The results attained from the School Performance Accountability Report indicate that 44 percent of students in grades three through five achieved high standards in reading and 63 percent demonstrated acceptable levels of learning gains. The scores reflect a one percent decrease in students achieving high standards and a four percent increase in students achieving learning gains. Carefully analyzing the data in third through fifth grade shows evidence that increased focused instruction is needed in various benchmarks. It is apparent that grades third through fifth will benefit from an instructional focus being placed on words/phrases as well as main idea/author's purpose. In addition, grades three and four will benefit from increased instruction in the benchmark of comparison. This instructional focus should result in an overall increase in student achievement.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 59 percent of students reaching the state required mastery as documented by the scores on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, all students with disabilities will increase their reading skills as evidenced by 44 percent of students reaching the state required mastery as documented by the scores on the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify students in all subgroups scoring at Levels 1 and 2 of the FCAT Reading Test, as delineated in AYP disaggregated data and implement the Intensive Care Unit tutorial program to address the reading deficiencies of students.	Reading Coaches	8/08/05	5/24/06
Implement school-wide motivational and enrichment reading activities (e.g. contests, adopt-a-class, monthly Author's Corner, D.I.V.E.R.S.	Teachers, Media Specialist, Reading Coaches, Principal	8/8/05	5/24/06
Provide differentiated instruction through intensive focus in guided reading as documented in teacher's daily lesson plans.	Teacher, Principal, Reading Coaches	8/8/05	5/24/06
Disaggregate and analyze data from Reading Interim Assessments to identify strengths and weaknesses in student benchmark performance to develop instructional focus.	Teachers, Reading Coaches.	11/01/05	05/24/06
Conduct on-going staff development in reading strategies, programs and assessments (Earobics, Voyager Passport, DIBELS, and DAR.	Reading Coaches, Division of Language Arts/Reading.	8/8/05	5/24/06
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	8/8/05	5/24/06
Provide before and after school tutoring, three times a week, from September through May, as well as a three and a half hour Saturday Academy, from November through March, for FCAT Levels 1 and 2 students in grades 3 - 5, to improve their reading comprehension.	Teachers, Reading Coaches, Principal.	9/12/05	5/24/06
Implement small group leveled instruction, using	Exceptional Education Teachers	8/8/05	5/24/06

READ 180, to target specific skills, and to improve Reading comprehension of students with disabilities.	
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Research-Based Programs

Houghton-Mifflin Reading Program, (Core program).
Voyager Passport, Early to Success, Soar to Success, Read 180,
(Supplementary programs).

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, in October 2005, on the Earobics and Voyager Passport research-based programs. Other professional development opportunities such as Houghton-Mifflin trainings, Reading First Academy, and CRISS 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, Star Reading Inventory and Reading Interim Assessments. Student progress will be based on the 2006 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.)

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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:

Students at Campbell Drive Elementary School will demonstrate increased performance in mathematics.

Needs Assessment

According to data in the School Performance Accountability Results, 66 percent of the students tested in the area of mathematics made learning gains and 47 percent achieved high standards in mathematics, the required level of performance was not met. The 2005 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, while students in fourth grade scored the lowest in the area of data analysis. Furthermore, students in grade five were least successful in the area of number sense. However, increased and continuous instruction is needed in all 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	GRADUATION RATE
<input 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, students in grades three through five will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given Instruction using the Sunshine State Standards, African-American students in grades three through five will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required master level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, economically disadvantaged students in grades three through five will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades three through five will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Hispanic Students in grades three through five will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Level 1 Students in grades three through five will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize FCAT prep materials and support mathematics instruction through technology (e.g. FCAT Explorer, Riverdeep, Core Concepts in Mathematics and Science) in all third through fifth grade classes.	Teachers	08/08/05	05/24/06
Provide alternate instruction in Mathematics, through a co-teaching inclusion model for students with disabilities.	General Education Teacher, Exceptional Education Teacher	8/8/05	5/24/06
Provide school-wide motivational and enrichment mathematical activities (e.g. assemblies, contests, televised problem solving).	Mathematics Lead Teacher, Principal, Community Resources	8/8/05	5/24/06

Disaggregate and analyze data from Interim Test to identify strengths and weaknesses in student performance.	Mathematics Lead Teacher, Teachers	8/8/05	5/24/06
Conduct parent workshops to enhance mathematical skills.	Mathematics Lead Teacher, Teachers, Principal	8/8/05	5/24/06
Implement small group tutoring of Level 1 and Level 2 students, to specifically target the needs of AYP students, three times a week, before school.	Mathematics Lead Teacher	08/08/05	05/24/06
Utilize suggested mathematics scope and sequence for kindergarten thru fifth grade.	Mathematics Lead Teacher Teachers	08/08/05	05/24/06
Administer weekly, monthly, and/or interim tests to monitor student progress in this area.	Mathematics Lead Teacher	08/08/05	05/24/06
Implement the use of manipulatives to model and provide hands on learning opportunities for LEP students.	ESOL Teachers	8/8/05	5/24/06

Research-Based Programs

Harcourt Brace is the core mathematics program.

Riverdeep is used as a supplemental program.

Professional Development

In order to successfully achieve this objective, ongoing meetings with the District Curriculum Mathematics Specialist will be held to discuss data and develop a strategic plan. Additionally, trainings will be provided on: Cognitive Complexity, Closing the Gaps, Looking at Data Driven Decisions, and the Continuous Improvement Model, for teachers in grades three through five.

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 2006 FCAT Mathematics Test. Students involved in the tutoring program will be assessed using the Miami-Dade County Public Schools Mathematics Grade 4 FCAT Pre-Test, Practice Test, and Post Test.

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

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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 will be able to incorporate the following elements in their writing focus: organization, support, and conventions, and be able to communicate effectively through writing.

Needs Assessment

The results from the School Performance Accountability Results indicate that 77 percent of students in fourth grade met the state standard of 3.5 or above in writing. The score reflects a 3 percent increase when compared to the test results. Students will need to show a 13 percent gain on the 2006 Writing Test. Data from the 2005 FCAT Writing Test indicates that 74 percent of fourth grade students met the state standard of 3.5 or above in narrative writing, while 80 percent of students met the state requirement for expository writing. This data reveals that improvement is needed in narrative writing, however, continued instruction in expository writing will also lead to greater student achievement.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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, students in grade four will increase their writing skills as evidenced by 90 percent of students reaching the state required mastery level as documented by the scores of the 2006 FCAT Writing scores.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement "Writing to Think" across the curriculum, to students in grades k through five, to develop ideas and present new understandings.	Writing Lead Teacher Classroom Teachers	08-08-05	05/24/06
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	08-08-05	05-24-06
Model writing lessons to students in grades k through five, and conduct professional development to faculty and staff.	Writing Lead Teacher	08-08-05	05-24-06
Train and assist faculty and staff in holistic scoring procedures for grades K - 5.	Writing Lead.	8/8/05	5/24/06
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	08-08-05	05-24-06
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	08-08-05	05-24-06

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 (by the end of the first semester); and 6+1 Trait Writing (on an on-going basis)

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 2006 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 able to apply the scientific method.

Needs Assessment

Scores on the 2005 FCAT Science indicate students in grade five achieved a mean scale score of 272. This score indicates an increase of 39 mean points when compared to the 2004 administration of the test. While Physical and Chemical and Life and Environment appeared to be the strengths, intensive remediation in all the benchmarks would impact fifth graders achievement in the area of science.

Measurable Objective

Given instruction using Sunshine State Standards, students in grade five will improve their science skills as evidenced by students scoring a mean scale score of 296 to meet the district mean scale score as documented by the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase student participation in the school, as well as district sponsored Science Fair and Invention Convention.	Teacher, Parents, Science Lead	8/8/05	5/24/06
Develop partnerships with experts in various fields of science (Southern Cross Astronomical Society, DERM, Carnival Kids, Zoological Society, and NOAA).	Science Lead, Principal, Community Partners.	8/8/05	5/24/06
Offer a hands-on Science/Math AEP component for third - fifth grade students focusing on Earth and Space Science.	Science Lead Teacher, Principal, AEP Teachers.	9/12/05	5/24/06
Integrate the study of science with reading through the use of Reading First Through Science a supplemental FCAT resource book for grades first through fifth.	Teacher, Science Lead Teacher	8/8/05	5/24/06
Provide students with the opportunity to gain further understanding of scientific concepts through local and state field trips, for example Biscayne Nature Center and Miami Seaquarium.	Teachers, Science Lead Teacher	8/8/05	5/24/06
Implement a school-wide science lab, in which kindergarten and second grade will attend bi-weekly for a half hour, third grade, bi-weekly for an hour, and fourth and fifth grade weekly for an hour, to participate in hands-on inquiry based investigations.	Teacher, Science Lead Teacher	8/8/05	5/24/06
Provide parent workshops to increase awareness of the scientific inquiry at home in real life situations.	Science Lead Teacher, Teachers, Parents, Community Partners.	8/8/05	5/24/06
Integrate a school-wide science theme of Water Exploration throughout all curriculum areas.	Science Lead Teacher, Teachers, Principal.	8/8/05	5/24/06

Research-Based Programs

McGraw-Hill is the core science program.

Reading First Through Science as a supplemental resource.

Professional Development

Professional development that will impact student achievement include: training on the use of FOSS kits, integrating science with other subject areas and technology, and use of hands-on 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, district provided, as well as, 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 2006 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.

Needs Assessment

Based on the Title I Administration Parental Involvement Monthly School Report, the level of parental involvement in 2004/2005 was 60%. To increase parental involvement to 70%, 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.

Measurable Objective

Given increased attention to communication with all stake holders, parental involvement will increase as evidenced by a 10 percent increase in attendance in school site activities during the 2005-2006 school years compared to 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Plan and facilitate parent and family involvement nights which will provide best tips and best practices in reading, mathematics, writing, and science to reinforce classroom instruction and lead to increased student achievement.	Teachers, Principal, Academic Leads.	8/8/05	5/24/06
Expand initiatives by Title 1 Parent Outreach Center to increase parental involvement in PASSPORT to Success workshops, which will target the following modules, parent attitude, structuring the home environment, study skills, homework and learning experiences, note-taking skills, helping children prepare for tests, memory enhancement/developing thinking skills, and teaching reading skills.	Community Involvement Specialist	08-08-05	05-24-06
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	8/8/05	5/24/06
Provide and maintain a Parent Resource Center with instructional materials available for check-out and use at home.	Community Involvement Specialist	8/8/05	5/24/06
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 Personal, Principal, Teachers, Community Involvement Specialist	8/8/05	5/24/06
Monitor the participation of parents and community business partners in PTA and EESAC by maintaining sign-in sheets.	Principal,EESAC Chair	8/8/05	5/24/06
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	08/12/05	05/24/06

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 better be able to meet the educational needs of their children. Some of the activities/workshops that will be provided at Campbell Drive Elementary are: Open House, Keeping Children Drug Free (in both Creole and Spanish), Bilingual Program and Resource Workshop, ADD and ADHD, Reading is Key to Success - FCAT Bilingual, Public Library Workshop, Bilingual Health Medical Resource, Make and Take Writing Workshop, and Bilingual Discipline Workshop.

Evaluation

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

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

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 2004-2005 report shows that 385 students were referred for general disruptive conduct, 20 students were referred for disruptive behavior on the school bus, and 2 for use of provocative language. 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, student behavior will improve as evidenced by a 10 percent decrease in the number of student referrals during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Promote membership to the Dragon Club program for students who demonstrate improvement in the areas of academics and behavior	Counselor	08-08-05	05-24-06
Provide twice a month, workshops with parents on parenting and alternative discipline strategies.	Community Involvement Specialist	08-08-05	05-24-06
Select students to participate in the Safety Patrol Program in order to have a safe and orderly school environment.	Teacher Sponsor	08-08-05	05-24-06
Coordinate student participation in the Youth Crime Watch and Project DARE programs	Counselor	08-08-05	05-24-06
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
Implement a committee with the Counselor, the Assistant Principal, and EESAC members to work with our stakeholders in order to create a school wide discipline plan.	Counselor Assistant Principal	08-08-05	05-24-06
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 a monthly basis.	Discipline Committee	08-08-05	05-24-06
Implement character education strategies throughout the year.	Counselor	08-08-05	05-24-06

Research-Based Programs

Not Applicable.

Professional Development

Professional development opportunities will be provided to teachers in grades kindergarten through fifth in school-wide discipline procedures and the school Code of Conduct, classroom management tips that promote student self-discipline, counselor led workshops for teachers on conflict resolution, and workshops for teachers to provide intervention skills for dealing with potentially violent students.

Evaluation

The Discipline Committee will meet to evaluate individual cases as needed. Student case management reports and the final evaluation will be based on a 10% decrease in the number of student referrals for the 2005-2006 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.)

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

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

GOAL 7 STATEMENT:

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

Needs Assessment

The STAR report and 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

Given increased technology access, students and teachers will meet or exceed Dade County Elementary schools' 2004 STAR School Profile of 2.1 percent, as evidenced on the 2006 STAR school profile.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Extend the library hours to include an hour before school to provide opportunities for use of computers.	Principal Assistant Principal School Computer Technician Teachers	08/08/2005	03/24/2006
Install two computer labs (library and a stand alone) that will be available for all kindergarten through fifth grade classes.	Principal Assistant Principal School Community Technician	08/08/2005	05/24/2006
Provide ten laptops available for checkout by interested teachers, staff and parents.	Principal Assistant Principal School Computer Technician	08/08/2005	05/24/2006
Provide teachers with the necessary equipment (Universal Serial Bus) to further incorporate technology into lessons.	Principal Assistant Principal School Computer Technician Teachers	08/08/2005	03/24/2006
Train teachers on the available technology currently at the school (Earobics, Read 180, Riverdeep, FCAT Explorer, Renaissance Place, etc.)	Principal Assistant Principal School Computer Technician Teachers	8/8/05	5/24/06

Research-Based Programs

Riverdeep, Read 180

Professional Development

Professional development for all teachers will include: Earobics,(October 4, 2005), Edusoft (October 12, 2005), and READ 180 training.

Evaluation

This technology objective will be monitored on a monthly basis through sign-in sheets available at both labs, participation in technology resources (Riverdeep, FCAT Explorer, etc.), lap top check out records, before-school attendance in the media center. The main assessment for measuring these gains in technology will be the 2006 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.)

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<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 2004-2005 FITNESSGRAM, 44 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 using the Sunshine State Standards students in grades four and five will improve their fitness as evidenced by 3 percent increase in the number of students passing the 2005-2006 FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Promote the attainment of knowledge in food and nutrition to raise health consciousness.	Physical Education Teachers	08-08-05	05-24-06
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	08-08-05	05-24-06
Direct and oversee student participation in the following activities in order to prepare for the FITNESSGRAM	Physical Education Teachers	08-08-05	05-24-06
Provide activities that promote the attainment of knowledge in hygiene and cleanliness to raise health consciousness	Physical Education Teachers	08-08-05	05-24-06

Research-Based Programs

FITNESSGRAM

Professional Development

Professional development will include: FITNESSGRAM Workshop, Fitness Education Convention, Jeckel Island Workshop, National Physical Education Convention, Monthly Physical Education Workshops, and Water Safety Workshop.

Evaluation

FITNESSGRAM Pre-test (September 2005)

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

FITNESSGRAM Post-test (May 2006)

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

The final assessment will be the 2006 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.)

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

GOAL 9 STATEMENT:

All students will be given the opportunity to become literate in the English language.

Needs Assessment

Based on the results of the 2005 Oral Language Proficiency Scale

Revised, 50% of the eighty-eight Level 1 and Level 2 students will show a gain of at least one level.

Measurable Objective

Given instruction in language proficiency and oral language development, students will show gains on the May 2006 administration of the Oral Language Proficiency Scale Revised.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement Ellis Kids computer program to target skills in Reading, speaking, listening, viewing and writing.	ESOL teacher.	8/8/05	5/24/06
Use visuals such as pictures, videos, and illustrations in instruction.	ESOL Teacher.	8/8/05	5/24/06
Allow additional time for student to complete assignments.	ESOL Teacher	8/8/05	5/24/06
Provide Language Master Oral instruction, and listening to stories on tape.	ESOL Teacher	8/8/05	5/24/06

Research-Based Programs

Houghton-Mifflin Reading (Core)

Ellis Kids Computer Program (Supplementary)

Professional Development

Teachers will be given the opportunity to attend the Houghton-Mifflin ESOL Workshop and the Ellis Kids Workshop.

Evaluation

Students are monitored based on semesters in ESOL program and student profile printout. Students that exit program are monitored for two years. Additionally a pre/post test using the Oral Language Proficiency Scale-Revised, will be administered to determine growth.

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"/>

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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 school wide 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 will improve 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	
		START	END
Collaborate with the district on resource allocation.	Principal	08-08-05	05-24-06
Conduct a school-wide inventory on existing resources and consider reconfiguration of these resources.	Assistant Principal	08-08-05	05-24-06
Partner with community agencies in order to provide supplementary resources	Community Involvement Specialist, Principal	08-08-05	05-24-06
Ensure staff collaboration by sharing financial resources and uses in relation to school programs on a regular basis.	Principal Assistant Principal	08/08/2005	05/24/2006

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 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:

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.

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