
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 0861 - Colonial Drive Elementary School

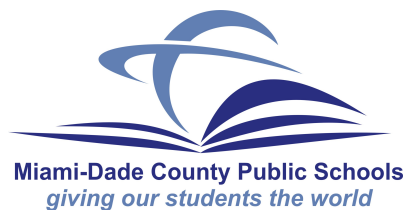
FeederPattern: Miami Killian Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Henry Fernandez

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Colonial Drive Elementary School

Colonial Drive Elementary is an "A" school because of a total commitment from faculty/staff and the learning community. By focusing on the district approved Comprehensive Research-Based Reading Plan and the Continuous Improvement Model, Colonial Drive has been able to maintain the vision of each child developing at his or her own individual level of personal growth and achievement. The community has embraced a need to provide more academic support for our students. Parents have made the effort and commitment to receive the extra support. The staff of the school has supported the idea of "raising the bar" and has made themselves available for after school and Saturday tutoring to support the needs of our students. Colonial Drive Elementary has a total enrollment of 357 students ranging from grades PreKindergarten to Fifth Grade. The students receive instruction in Language Arts/Reading, Mathematics, Science, Social Studies, Art, Music, Physical Education, and Spanish. We also offer Violin classes within 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 will also be implemented this school year.

Given instruction using the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by 77% of students scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will increase their mathematical skills as evidenced by 64% of students reaching the state required mastery of Level 3 or higher, as documented by the scores of the 2006 administration of the FCAT Mathematics subtest.

Given instruction using the Sunshine State Standards and Grade-Level Expectations, students in fourth grade will increase their writing skills as evidenced by 87% of students reaching the state required mastery level of 4.0 or above as documented by the scores on the 2006 FCAT Writing Plus Test.

Given instruction using Sunshine State Standards, students in grade five will improve science skills as evidenced meeting or exceeding the district the mean scale score on the 2006 FCAT Science subtest.

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 five percent above the 2004-2005 level of participation as evidenced by signature logs from parental/community activities.

Given an emphasis on the learning environment, student behavior will improve by a five percent decrease in the number of SCMS referrals during the 2005-2006 school year as compared to the 2004 - 2005 SCMS report.

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, students participating in the FITNESSGRAM will improve three percent the number of students achieving gold or silver comparing the 2004 - 2005 to 2005 - 2006 FITNESSGRAM.

Given instruction using the Sunshine State Standards, the fine arts program will have 12 performances and exhibits in 2005 - 2006 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 sixth percentile in 2003-2004 to the 80 percentile on the next publication of the index.

Based upon the Organizational Performance Improvement Snapshot self-assessment survey tool, the two areas recommended for improvement are Business Results and Process Management. The areas Business Results and Process Management ranked lowest on the assessment tool. Upon a review of the questions, staff as a whole needs more input regarding their overall job performance within the framework of what is required and what is expected of them with regards to directly impacting Colonial Drive. Additionally, the survey indicates a greater need to understand the business aspect of operating a school. The two areas can be improved by having ongoing workshops through faculty, grade-level and/or department meetings with a focus on at least one question per meeting.

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.

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.

School Demographics

Colonial Drive Elementary School is located between the Richmond Heights and Perrine Communities. Based upon the current enrollment of 357, the population reflects the following ethnic representation: White 4.5%, Black 61.6%, Hispanic 28.3%, and Other 5.6% in PreKindergarten through Fifth grades. Approximately 277 of the students enrolled at Colonial Drive receive free and/or reduced priced meals based upon family income, qualifying Colonial Drive Elementary to be classified as a Title I School. Our Students with Disabilities (SWD) population consists of 30 students and our Limited English Proficiency (LEP) consists of 4 students.

Two administrators, a principal and assistant principal, serve as instructional leaders of the school. There are 19 certified teachers, 2 Exceptional Student Education teachers, 1 Elementary Guidance Counselor, 1 Speech Therapist, 1 Media Specialist, 5 Special Area-Fine Art Teachers, 1 Reading Coach, 2 Full-Time Paraprofessionals, 5 Part-Time Paraprofessionals, 1 Community Involvement Specialist, 1 full-time Psychologist, a shared support team which includes 1 Staffing Specialist, 1 Social Worker and 1 MicroSystems 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.

School Foundation

Leadership:

The results of the Organizational Performance Improvement Snapshot self-assessment by instructional and non-instructional staff suggests that the leadership team of Colonial Drive Elementary is the driving force for change within the school. Through on-going meetings with departments and grade-levels the vision and mission of continued excellence is reinforced. The focus for the school is to provide a positive work environment that maximizes the potential of students and staff members. Staff members are consulted through various committees that help ensure a balanced approach to education. Faculty and Staff members are a part of the EESAC committee which helps monitor the progress of Colonial Drive and makes appropriate recommendations in order to maintain positive growth by all stakeholders.

District Strategic Planning Alignment:

The goals for Colonial Drive 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 makes goal development an on-going project.

Stakeholder Engagement:

The results of the Organizational Performance Improvement Snapshot self-assessment by instructional and non-instructional staff suggests satisfaction within the school setting. It is noted that continued discussion of future plans and goals are needed to ensure that all stakeholders are aware of the desired direction for continued improvement. It is also noted that more parental workshops are needed to understand the dynamics of school operations.

Faculty & Staff:

Teacher Mentoring Programs

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 at least once a week offering support where it is needed. 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 the 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.

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 ongoing manner. 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 that also serve as indicators as to how well we are performing as a school.

Education Design:

School Wide Improvement Model

The research-based school improvement model is the Plan-Do-Study-Act. Objectives and goals are set from the beginning of the school year and are based on the Grade-Level Expectations for the Sunshine State Standards. Once the objectives have been established, they are shared with the faculty through grade-level meetings and implemented.

Performance Results:

The overall performance for Colonial Drive Elementary is good. The attendance rate has continued to improve with an average daily attendance of 94.5%. 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 two through five. Employee attendance is good as is employee morale. The retention rate is on the decline for all grades.

GOAL 1: READING

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

Florida Education Priorities

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

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

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 2005 Florida Comprehensive Assessment Test (FCAT) indicates that 24% of grade three through five students scored below achievement level 3 on the Reading subtest, while 32% of the students did not make a year's worth of progress in the area of Reading.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input 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"/>	<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 77% of students scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the Accelerated Reader computer program to increase reading comprehension skills by establishing a motivational incentive program.	Classroom Teachers	08/08/2005	04/30/2006
Utilize technology to access the FCAT Explorer, Read 180, Riverdeep for students.	Classroom Teachers	08/08/2005	04/30/2006
Identify level 1 and 2 students from the 2005 FCAT Reading subtest and provide small group tutoring intervention using Academic Improvement Plans, Voyager Passport, Early Success, Soar to Success and Read 180 during the school day.	Administration	08/08/2005	04/30/2006
Conduct parent orientations and trainings that correspond with the Sunshine State Standards for reading.	Community Involvement Specialist	09/01/2005	02/28/2006
Identify level 1 and 2 students from the 2005 FCAT Reading subtest and provide FCAT Reading strategies at the after-school/Saturday component of the tutorial program using site-authored materials to improve reading achievement which will be monitored on a bi-monthly basis.	Administration	08/08/2005	03/31/2006
Analyze data to support data driven instruction using FCAT Reading, Weekly Instructional Focus results and district interim assessments to best provide differentiated instruction and tutoring activities. The Continuous Improvement Model (CIM) will also assist with data driven instruction. The Comprehensive Research-Based Reading Plan will also provide structure on improving reading skills.	School Improvement Plan Committee	08/08/2005	04/30/2006

Research-Based Programs

Houghton-Mifflin (Core Program)

Breakthrough to Literacy, Read 180 and Voyager Passport, Early Success, Soar to Success (Supplemental Research-based Programs)

Professional Development

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

Evaluation

Evaluation will be achieved from the data collected from the Miami-Dade County Public Schools interim assessments, 2006 FCAT Reading subtest and Accelerated Reader and STAR Reading comprehension levels.

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

Miami-Dade County Public Schools

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

GOAL 2 STATEMENT:

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

Needs Assessment

Data from the 2005 Florida Comprehensive Assessment Test (FCAT) indicate that 37% of grade three through five students scored at achievement level 1 or 2, while 28% of the students did not make a year's worth of progress in the area of Mathematics.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input 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"/>	<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 64% of students reaching the state required mastery of Level 3 or higher, as documented by the scores of the 2006 administration of the FCAT Mathematics subtest.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize technology to access Accelerated and STAR Math, FCAT Explorer, and Riverdeep.	Media Specialist	08/08/2005	05/24/2006
Conduct parent orientations and training that correspond to the Sunshine State Standards for mathematics.	Community Involvement Specialist	09/01/2005	02/28/2006
Initiate the Accelerated and STAR Math program for grades three through five which will be monitored on a bi-monthly basis.	Administration	08/17/2005	05/24/2006
Identify level 1 and 2 students based on the 2005 FCAT mathematics subtest and Academic Improvement Plans. Provide small group tutoring through the after-school/Saturday tutorial program using FCAT Explorer, Riverdeep.	Administration	08/08/2005	02/28/2006
Analyze data to support data driven instruction using FCAT Mathematics and district interim assessment results to best provide differentiated instruction and tutorial activities. The CIM will also assist with data driven instruction. The Scope and Sequence outlined by the Division of Mathematics and Science will also assist in aligning instructional needs and timelines.	School Improvement Plan Committee	08/08/2005	04/30/2006

Research-Based Programs

Harcourt Mathematics Florida Edition (Core Program)

Riverdeep (Supplemental Research-based Program)

Professional Development

Professional development will include computer programs/technology (FCAT Explorer, Riverdeep, Accelerated/STAR Math) 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 assessment and the 2006 FCAT Mathematics subtest.

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.)

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<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

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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:

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 2005 Florida Comprehensive Assessment Test - FCAT Writes indicate that 14% of grade Four students did not reach the writing score of 3.5 or above.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input 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"/>	<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 increase their writing skills as evidenced by 87% of students reaching the state required mastery level of 4.0 or above as documented by the scores on the 2006 FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Model writing instructional lessons to incorporate the writing components.	Reading Coach	09/01/2005	04/30/2006
Train and assist teachers in holistic scoring.	Reading Coach	09/01/2005	10/31/2005
Provide parental training on expectations for students on FCAT Writes and how they can assist students at home.	Reading Coach	09/01/2005	01/31/2006
Provide struggling students with tutoring through the Saturday component of the tutorial program. Students progress will be review on a bimonthly basis with the tutorial coordinator and tutors.	Administration	09/24/2005	04/19/2006
Analyze the data from the Miami-Dade County Public Schools Pre-Test and monthly assessment prompts, along with Academic Improvement Plans to form ability group instruction. The CIM will also assist with data driven instruction.	Classroom Teacher	08/17/2005	05/01/2006

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 and the results of the 2006 FCAT Writing Plus 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.)

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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 4 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 2005 Florida Comprehensive Assessment Test (FCAT) reflects an mean scale score of 286 points. This score indicates that Fifth Grade students are performing at a level consistent throughout the district; however, lower than the State's mean scale score of 296 points.

Measurable Objective

Given instruction using Sunshine State Standards, students in grade five will improve science skills as evidenced meeting or exceeding the district the mean scale score on the 2006 FCAT Science subtest.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement district designed Science Scope and Sequence to provide consistency and purpose within the delivery of the content.	Administration	08/08/2005	05/24/2006
Utilize the scientific method to solve problems and determine how other individuals created solutions to their dilemmas.	School Improvement Plan Committee	02/01/2006	05/08/2006
Encourage the utilization of FOSS Kits during instruction and monitor daily lesson plans.	Administration	08/08/2005	05/24/2006
Incorporate hands-on science activities into the instruction delivered to students which are aligned with the Sunshine State Standards.	Administration	08/08/2005	05/24/2006
Analyze data from the Science Pre-Test to drive instruction in planning daily lessons. The CIM will also assist with data driven instruction. The Scope and Sequence created by the Division of Mathematics and Science will serve to align instructional needs and timelines.	School Improvement Plan Committee	08/08/2005	05/24/2006

Research-Based Programs

Harcourt Science

Full Option Science System (FOSS)

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 how to use the scientific method effectively in the classroom, as well as how to implement the FOSS Kits so that the students will have a hands-on approach to learning.

Evaluation

Evaluation will be achieved from data collected from school site generated assessments and the 2006 FCAT Science subtest.

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.)

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

GOAL 5 STATEMENT:

Parental/Community involvement will increase in the percent of parents attending parent involvement activities.

Needs Assessment

The data reflected on the 2005 annual survey of Title I Parental Involvement indicates that less than 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 maximize the efforts to generate increased participation and support.

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 five percent above the 2004-2005 level of participation as evidenced by signature logs from parental/community activities.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct a technology workshop to enable parents in helping their children with FCAT Explorer, Riverdeep and how to navigate Colonial Drive Elementary's web page.	Media Specialist	08/08/2005	04/30/2006
Provide and maintain a Parent Resource Center with assistance materials and informational brochures.	Community Involvement Specialist	08/08/2005	05/24/2006
Plan and deliver workshops to empower parents with skills needed to assist their children for academic success.	Community Involvement Specialist	08/08/2005	04/30/2006
Survey parents' needs prioritizing their areas of greatest need and concern and planning activities to address the parents' needs.	Community Involvement Specialist	08/08/2005	03/30/2006
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, Community Meetings, Guest Reader Day, Parent Teacher Association and EESAC	Administration	08/08/2005	05/24/2006

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 of five percent above the 2004-2005 level of participation as reflected by the data collected from the Title I parent signature logs.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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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 6 STATEMENT:

We will create and maintain a safe environment.

Needs Assessment

A decrease in Student Case Management System (SCMS) referrals report for negative behavior such as general disruptive conduct, fighting, defiance of school personnel or authority, rude and discourteous behavior and provocative language will help create a safe and orderly environment.

Measurable Objective

Given an emphasis on the learning environment, student behavior will improve by a five percent decrease in the number of SCMS referrals during the 2005-2006 school year as compared to the 2004 - 2005 SCMS report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Establish a Discipline and Safety Committee comprised of administrators, teachers, custodians, stakeholders to ensure the best safety practices at the school.	Administration	08/03/2005	05/24/2006
Establish and implement a school wide Discipline Plan.	Administration	08/08/2005	05/24/2006
Recognize students for positive behaviors utilizing a Star incentive system, certificates, "Do the Right Thing" Program and other rewards.	Counselor	08/08/2005	05/24/2006
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	08/08/2005	05/24/2006
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	08/08/2005	05/24/2006

Research-Based Programs

Not Applicable

Professional Development

Professional development will be provided through the district, which will include writing SCMS referrals and effective classroom management strategies.

Evaluation

The Discipline and Safety Committee will monitor SCMS reports.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

GOAL 7 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, on-line Academic Improvement Plan maintenance, instructional staff members need to become skillful in navigating software programs that assist in the completion of professional responsibilities.

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.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Supply each teacher with instructional materials and school policies on individual flash drives.	Administration	08/08/2005	10/31/2005
Emphasize the use of instructional technology throughout the curriculum such as Breakthrough to Literacy, Accelerated Reader, Accelerated Math, Read 180, FCAT Explorer, and Riverdeep.	Administration	08/08/2005	05/24/2006
Utilize technology to retrieve, evaluate and use information related to monitoring and assessing student progress.	School Improvement Plan Committee	08/08/2005	05/24/2006

Research-Based Programs

Not Applicable

Professional Development

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

Evaluation

Evaluation will be determined through specific items to be retrieved from various software programs and sign-in logs.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

GOAL 8 STATEMENT:

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

Needs Assessment

Data collected from the 2005 FITNESSGRAM indicate that 44% 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, students participating in the FITNESSGRAM will improve three percent the number of students achieving gold or silver comparing the 2004 - 2005 to 2005 - 2006 FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis.	Physical Education Teacher	08/08/2005	05/24/2006
Utilizing the FITNESSGRAM administer a pre-test to determine baseline measures.	Physical Education Teacher	08/08/2005	10/06/2005
Provide activities and instruction which promote a healthy lifestyle.	Physical Education Teacher	08/08/2005	05/24/2006
Monitor the physical education program to ensure that teachers select activities specifically related to assessment and which would enhance specificity of training.	Administration	08/08/2005	05/24/2006

Research-Based Programs

Not Applicable

Professional Development

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

Evaluation

Evaluation will be based upon the results of the 2006 FITNESSGRAM, health-related fitness test.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

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GOAL 9 STATEMENT:

Improve student performance by broadening their exposure to the fine arts.

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 intelligence. Students participated in 8 various opportunities to showcase their talent, five musical performances and three art exhibits.

Measurable Objective

Given instruction using the Sunshine State Standards, the fine arts program will have 12 performances and exhibits in 2005 - 2006 as documented by event programs and exhibit displays.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase the number of Art samples submitted by students in the Miami-Dade County Youth Fair and Exhibition.	Art Teacher	08/08/2005	02/28/2006
Incorporate Violin instruction within the music schedule to include FCAT level 1 and 2 students.	Administration	08/08/2005	05/24/2006
Display student art work throughout the school, community and with Dade-Partners/Local Businesses.	Art Teacher	08/08/2005	05/24/2006
Showcase art pieces at the School's Fine Art segment of Colonial Drive Elementary's Curriculum Fair and throughout the year.	Art Teacher	08/08/2005	05/24/2006
Showcase musical talent at the school's Winter and Spring Concert.	Music Teacher	08/08/2005	05/24/2006

Research-Based Programs

Not Applicable

Professional Development

Professional development activities will be provided by the district.

Evaluation

Evaluation will be based on the display of art samples through out the community and exhibits entered in the Miami-Dade County Youth Fair and Exhibition. Evaluation will also be measured by students awareness of sounds and violins.

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 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"/>

GOAL 10 STATEMENT:

Colonial Drive Elementary School will rank at or above the 80th 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 2003, Colonial Drive Elementary ranked at the sixth 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 sixth percentile in 2003-2004 to the 80 percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collaborate with district on resource allocation	Administration	08/01/06	05/31/2006
Evaluate the usage of current resources and widen our community benefactors.	Administration	08/01/2005	05/26/2006
Use student performance data to influence decision-making.	Administration	08/08/2005	05/26/2006
Use student data to target specific areas for improvement and make purchases that will impact student achievement.	Administration EESAC	08/08/2005	05/26/2006
Analyze the usage financial resources in relation to school programs.	Administration Teachers	08/01/2005	05/26/2006

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 80th percentile.

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 recommends monies allocated by the state 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, Accelerated Math, Voyager Passport, 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:

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

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