
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 1401 - Charles R. Drew Elementary School

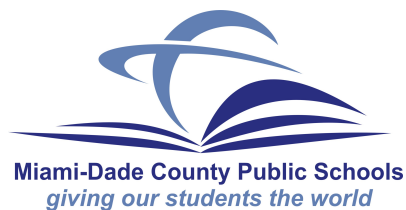
FeederPattern: Miami Northwestern Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Rhonda Williams

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Charles R. Drew Elementary School

Charles R. Drew Elementary School, located at 1775 NW 60th Street, Miami, Florida, is located in an urban neighborhood. It serves students in grades pre-kindergarten through grade five. Charles R. Drew Elementary School serves a total of 619 students. Most of the students are from the surrounding area and 10 percent are bused in for the Expressive Arts magnet program. The student population includes standard curriculum students (88 percent), ESE students (12 percent- 7 percent gifted and 5 percent learning disabled), and ESOL students (<1 percent). The student population is multiethnic and consists of 96 percent black, three percent Hispanic, and one percent Asian/Indian/Multi-racial. We are a school committed to excellence and are proud of our students' 95 percent attendance rate. Our Expressive Arts Magnet Program addresses the students' talent needs in grades two through five, in dance, drama, music, and art. There are also gifted classes that serve our students. A Learning Place For High Achievers (ALPHA) is a dropout prevention and academic intervention program for students in grade five. Other programs include Writers' Playhouse, an after school literary and arts writing program, and our "award winning" Chess Team for Academic Excellence.

In developing the 2005-2006 School Improvement Plan, we analyzed relevant data such as FCAT scores for reading and math, FCAT Writing scores, and the 2004-2005 Office of Performance Improvement Survey, along with recommendations from the Educational Excellence School Advisory Committee to assist in developing the most realistic and meaningful goals that will impact our students' achievement.

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

Given instruction using the Sunshine State Standards, students will increase their writing skills as evidenced by 87 percent of the students reaching the state required mastery of 3.5 or above, as documented by scores of the 2006 Writing+ Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the 265 mean scale score to meet the district mean scale score of 286 as documented by the 2006 FCAT Science Test.

Given the school wide emphasis on parental involvement, the school will demonstrate a 10 percent increase in the number of parents attending at least two school sponsored events, as evidenced by comparing the Title 1 Monthly School Reports for the 2004-2005 and 2005-2006 school years.

Given increased emphasis on discipline and safety, the total amount of behavior incidents requiring outdoor suspension will decrease by 6% during the 2005-2006 school year as compared to the 2004-2005 school year.

Given increased emphasis on technology, there will be a 15 percent increase in the number of days spent utilizing Pearson Digital Learning SuccessMaker within the classroom during the 2005-2006 school year as compared to the 2004-2005 school year.

Given increased emphasis on health and physical fitness, there will be a 20 percent increase in the total number of students in grades three through five receiving Gold and Silver Fitness Awards during the 2005-2006 school year as compared to the 2004-2005 school year.

Given increased emphasis on elective activities, there will be a 10 percent increase in our extended day services during the 2005-2006 school year as compared to the 2004-2005 school year.

Charles R. Drew Elementary School will improve its ranking on the State of Florida ROI index publication from the ninth percentile in 2003 to the 14th percentile on the next publication of the index.

In an effort to continuously improve our educational services, Charles R. Drew Elementary School analyzed the results of the 2005 Organizational Performance Improvement Snapshot survey tool to ascertain valuable organizational data. The survey revealed areas of organizational strength as well as opportunities for improvement. The Leadership Team identified the categories of strategic planning and process management as areas for improvement based on average score results. Charles R. Drew Elementary School plans to improve in the area of strategic planning by extending communication and involvement in planning beyond the instructional staff to include non-instructional personnel. The school will also target continuous improvement in the area of process management by ascertaining staff information and understanding in reference to self assessment, required resources, and the organizational processes.

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.

Charles R. Drew Elementary School

VISION

The vision of Charles R. Drew Elementary School is to create an oasis for learning, a place where everyone is an awesome achiever.

MISSION

The mission at Charles R. Drew Elementary School is that we believe that all students can and will learn. Our goal is to set high standards and expectations for our students and to develop the potential of each child.

CORE VALUES

We are committed to addressing the educational, social, emotional, physical, and socio-economic needs of our students. This is the underlying force that drives all endeavors undertaken by the school. We provide a nurturing and supportive environment that meets the needs of all children.

School Demographics

Charles R. Drew Elementary is a school committed to excellence. We believe in setting high standards and expectations for our students. The school is located at 1775 NW 60th Street in the heart of Miami's Liberty City. This is a distinctive urban Title I school, which has initiated a wide range of unique programs to meet the needs of the student population in grades pre-kindergarten through five. We are also an Expressive Arts Magnet School for the study of Art, Dance, Drama, and Music for students in grades two through five. Charles R. Drew Elementary School serves a total of 610 students. Most of the students are from the surrounding area and 10 percent are bused in for the Expressive Arts magnet program. The student population includes standard curriculum students (87 percent), ESE students (12 percent – 8 percent gifted and 4 percent learning disabled), and ESOL students (one percent). The ethnic/racial makeup of the student population is 95 percent African-American, four percent Hispanic, and one percent Asian/Indian/Multiracial. Upon graduation from 5th grade, the students matriculate to Charles R. Drew Middle School. Because of the relatively low socio-economic status of the area surrounding the school, the students are in need of support to secure the basic resources that will enable them to realize their full potential through continuing education. We are proud of our business partners which include Walgreens, Norman Braman Management Association, and Mr. William T. Holloway who have worked closely with the school to share best "business" practices and who have provided resources that have enhanced the educational experiences of our students. Charles R. Drew Elementary School has been the recipient of various grants, including Partnership to Advance School Success (PASS), 21st Century Community Learning Centers Program (CCLC), and the Comprehensive School Reform grant (CSR). PASS is a model for improving student performance by uniting a successful Business Leader/CEO as a mentor/partner with a principal in a low-performing school for at least a three-year period of time. CCLC is funded by the No Child Left Behind - Title IV, Part B to provide before school and after school or summer programs for school-wide Title I students and their families. Charles R. Drew Elementary offers an after-school literary and arts program, Writers' Playhouse. CSR provides financial incentives for schools to implement comprehensive school reform programs. This seven-acre school site houses over 30 classrooms and two re-locatable classrooms, and a full service clinic. The media center houses a state of the art closed-circuit television system and Internet access via eight computer stations. The school has recently purchased an additional thirty computers. The school offers before, during, after, and Saturday tutorial services. Our extended day services also include enrichment activities through our literary and arts writing program, Writers' Playhouse, and our "award winning" chess team. Our parents receive literary and parenting skills training, informative workshops, and access to technology and computers through our interactive Parent Resource Center. We are proud of our students' attendance rate of 95 percent. At our school, we provide a differentiated curriculum to meet the needs of our gifted students, including a science lab for hands-on exploration. A Learning Place for High Achievers (ALPHA) program is a dropout prevention and academic intervention program for students in grade five. The curriculum embraces research-based initiatives that include the Houghton Mifflin Reading Series, SuccessMaker, FastForWord, Soar to Success, and Harcourt Math. Charles R. Drew Elementary School employs one principal, two assistant principals, and 44 full-time instructional staff members. The school currently has 619 students: 19 pre-kindergarteners and one teacher; 78 kindergarteners and three teachers; 73 first graders and four teachers; 95 second graders and five teachers; 117 third graders and five teachers; 134 fourth graders and four teachers; and 113 fifth graders and four teachers. The Leadership Team is composed of the principal, two assistant principals, reading leader, writing leader, math facilitator, CSR project coordinator and grade level chairpersons from kindergarten to grade five. Seven percent (7 %) of the teaching staff is new to the school. Forty-one percent (41%) of the instructional staff has earned advanced degrees. Twenty-three percent (23%) of the staff members are White, forty-three percent (43%) are African American and twenty-seven percent (27%) are Hispanic. All of the regular education teachers are certified in Elementary Education. In March 1999, the Department of Education released *Reducing Class Size: What Do We Know?* The report summarized substantial research showing that class size reduction in the early grades leads to higher student achievement in reading and math when class size is reduced to 15-20 students. The benefits of smaller classes are greatest for disadvantaged and minority students. Additional studies, reported recently, have confirmed and expanded on these findings. The class ratio is approximately 1:25 in Pre-Kindergarten through second grades and 1:28 in third through fifth grades. In addition, there is a paraprofessional hired at each grade level to further decrease teacher-student ratio. We have developed a teacher mentoring program to address the needs of our new teachers. In addition, we experienced an increase in our enrollment of

approximately 10 students. In an effort to increase our enrollment, we will recruit more students into our Expressive Arts Magnet program. The school facility has several positive features. The Expressive Arts Magnet building provides extensive space for students' artistic development. Smaller class sizes have allowed teachers to expand the learning environment in their classrooms. The faculty and staff at Charles R. Drew Elementary School is extremely proud of the comprehensive reform initiative being implemented utilizing the research-based Continuous Improvement Model (CIM). The school-wide implementation of the CIM allows the school to analyze student assessment data, which is instrumental in the development of our instructional focus in reading, math, and science that is geared to meet the individual needs of our school and students. Continuous school authored assessments in reading, math, writing, and science allows the school to consistently monitor student progress and provides the foundation for a data driven educational learning community. The continuous student assessment data also provides the school with valuable information pertaining to professional development needs. Our challenges continue to be increasing parental involvement and recruiting highly qualified teachers. The school has identified opportunities for improvement in the areas of strategic planning and process management.

School Foundation

Leadership:

The results of the Organizational Performance Self Assessment Survey indicated that the school's staff rated Leadership as its highest ranking category. The staff indicated that the leadership created a work environment that assisted them in completing their objective. The majority of staff also agreed that the leadership shares organizational information, exemplifies the school's mission and vision statement, and demonstrates an environment that is highly cooperative.

District Strategic Planning Alignment:

The majority of the school's staff agreed that they are aware of the staff's plans as they will affect their work. The majority of the staff also felt they were asked for input of ideas and were able to tell if progress was being made on their part of the overall school plan. This was accomplished through the implementation of the school's strategic plan, which incorporated the Continuous Improvement Model.

Stakeholder Engagement:

Eighty-seven percent of parents surveyed agreed that the overall climate at Charles R. Drew Elementary is positive and helps their child learn. The school's staff also agrees that communication between themselves and the stakeholders is positive and ongoing.

Faculty & Staff:

The staff strongly agreed that the existence and impact of a team approach was fundamental to the overall success of the school. The staff felt as if they were able to work as a team. In addition, they felt that their ideas were recognized and respected; they were able to make changes that strengthened and improved their teaching, and were also encouraged to participate in ongoing staff development.

Data/Information/Knowledge Management:

The majority of the staff strongly agreed that they were able to measure the quality of their work by continually analyzing data for the primary purpose of advancing student achievement. Implementing the Eight-Step Continuous Improvement Model and the Plan-Do-Study-Act, the instructional staff was trained on utilizing data to monitor and drive instruction as well as to identify opportunities for improvement.

Education Design:

The staff agreed that they are able to obtain the necessary resources to complete their jobs. The staff felt as if they had consistent control over their work processes and were able to collect data pertaining to the quality of their work.

Performance Results:

The performance process has impacted the staff and students in a positive manner. This is evident on the

Organizational Performance Self Assessment Survey as a majority of the staff strongly agreed that Charles R. Drew Elementary has encouraged high standards and ethics for both students and staff. In addition, the process has also impacted students as evidenced by a decrease in the total number of suspensions during the 2004-2005 school year. Attendance among staff has improved as well.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

All students will increase proficiency in reading.

Needs Assessment

Results of the 2005 FCAT Reading Test indicate that 63% of students in grades three through five scored at or above FCAT Achievement Level 3, an increase of 12 percentage points as compared to the scores of the 2004 administration. There was also a 25% increase in the amount of students making learning gains and a 22% increase in the Adequate Yearly Progress of the Lowest 25%. The following strategies will be reinforced: (1) a refresher and introduction to CRISS on those learning strategies which maximize reading comprehension; (2) the continuation of the instructional initiative which promotes comprehension and vocabulary school-wide; (3) the instructional calendar across the curriculum which encourages teachers to utilize the two-hour block to maximize learning and increase student reading achievement; (4) a refresher and introduction of the Comprehensive Research-based Reading Plan (CRRP); and (5) utilize technological support for SuccessMaker, Brainchild, and Accelerated Reader to enhance student achievement.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N 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 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 comprehension as evidenced by a five percent increase of students reaching the state required mastery level, as documented by the scores on the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement the Plan-Do-Study-Act (PDSA) Model across grade levels to improve student achievement and ensure reading progress.	Leadership Team	8/8/2005	5/24/2006
2. Disaggregate and analyze third through fifth grade student data from the 2005 FCAT Reading Test to identify strengths and weaknesses in student performance and develop an instructional focus calendar for reading.	Leadership Team Grade Level Chairs	8/8/2005	5/24/2006
3. Implement the Comprehensive Research-based Reading Plan (CRRP), for students in grades kindergarten through five, with intensive focus on guided reading and vocabulary development to further increase reading ability.	Reading Leader	8/8/2005	5/24/2006
4. Conduct ongoing monthly Leadership Team meetings to oversee the implementation of school-wide reading initiatives and to analyze data.	Principal	8/8/2005	5/24/2006
6. Utilize the following computer programs: Accelerated Reader (first through fifth grades), FastForWord (Students with Disabilities; Tier 2 and 3 students), FCAT Explorer (third through fifth grades), NCS Pearson (SuccessMaker/third through fifth grades), and Brainchild (third through fifth grades) for remediation and enrichment.	Assistant Principal	8/8/2005	5/24/2006
7. Provide an additional 60 minutes of focused and appropriate intervention using Voyager Passport for Tier 3 students in grade three to increase reading comprehension.	Reading Leader	8/8/2005	5/24/2006
5. Implement the Extended Day Tutorial program for students identified as Level 1 and 2 and the Lowest 25% of the third, fourth, and fifth grade students utilizing Soar to Success instruction, including Tier 2 and 3 students to further enrich their reading experiences.	Tutoring Coordinator	8/8/2005	5/24/2006

Research-Based Programs

Houghton-Mifflin Reading Program, Voyager Passport, SuccessMaker, and Soar To Success

Professional Development

Professional development for all teachers will include: Data Analysis (August/September 2005), Plan-Do-Study-Act (August/September 2005), Comprehensive Research-based Reading Plan (August/September 2005), Houghton-Mifflin Reading (August/September 2005), NCS Pearson SuccessMaker (November 2005), Intensive Care Unit (ICU) (October 2005), Soar To Success (August 2005) and SnapShot (November 2005). Other inservices will be scheduled based on teacher surveys, data-driven analysis, and/or District/Region initiatives. Delivery of the inservices will include modeled lessons and mentoring of teachers by the Reading Leader and curriculum support personnel.

Evaluation

The strategies used to achieve student progress in reading will be evaluated as follows:

1. Scores on the 2006 administration of the FCAT Reading Test.
2. Bi-weekly/monthly school authored assessments will be administered to monitor student progress, drive instruction, redirect learning activities on an ongoing basis and to monitor the tutorial programs.
3. In addition, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (K-3) and STAR Reading will be administered to assess students' performance 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.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

All students will increase proficiency in mathematics.

Needs Assessment

Results of the 2005 FCAT Mathematics Test indicate that 66% of students in grades three through five scored at or above FCAT Achievement Level 3, an increase of 25 percentage points as compared to the scores of the 2004 administration. There was also a 27% increase in the amount of students making learning gains. To ensure continued success, strategies will include, but are not limited to the following: (1) the continuation of an instructional initiative which promotes critical thinking, problem solving, and mathematical understanding school-wide; (2) continue the implementation of the instructional calendar focusing on tested benchmarks; (3) ongoing training for staff on effective FCAT math instructional strategies which maximize problem solving; and (4) reinforcement of the use of manipulatives to address the five math strands to enhance instruction and improve student performance.

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 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 mathematics skills as evidenced by a five percent increase of students reaching the state mastery level, as documented by scores on the 2006 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement the Plan-Do-Study-Act (PDSA) Model across grade levels to improve student achievement and ensure math progress.	Leadership Team	8/8/2005	5/24/2006
2. Disaggregate and analyze third through fifth grade student data from the 2005 FCAT Mathematics Test to identify strengths and weaknesses in student performance, and develop an instructional focus calendar for math.	Leadership Team Grade Level Chairs	8/8/2005	5/24/2006
3. Utilize collaborative planning among grade groups to assess and evaluate student performance pertaining to the Sunshine State Standards and develop lessons that address student needs to ensure appropriate instruction.	Assistant Principal	8/8/2005	5/24/2006
4. Provide an uninterrupted daily 60-minute block for mathematics instruction for students in grades three through five to maximize learning and to increase student mathematics achievement.	Math Facilitator	8/8/2005	5/24/2006
5. Provide students in grades three through five with performance-based activities incorporating the use of manipulatives, problem-solving, critical thinking and communication to increase mathematical understanding	Math Facilitator	8/8/2005	5/24/2006
7. Utilize the following computer programs: Riverdeep (kindergarten through fifth grades), FCAT Explorer (third through fifth grades), NCS Pearson (SuccessMaker/third through fifth grades), Brainchild (third through fifth grades), and Accelerated Math (fifth grade) as resources to reinforce skills in the five math strands and for remediation and enrichment.	Assistant Principal	8/8/2005	5/24/2006
6. Implement during, after-school, pull-out, and Saturday tutorials for students identified as Level 1 and 2, and initiate a before school enrichment tutoring program for targeted students in grades	Tutor Coordinator	9/12/2005	5/24/2006

three, four and five that emphasize instruction in the Sunshine State Standards to further enrich their mathematical experiences.	
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Research-Based Programs

Harcourt Brace Mathematics Program, Brainchild, and SuccessMaker

Professional Development

Professional development for all teachers will include: Data Analysis (August/September 2005), Plan-Do-Study-Act (August 2005), FCAT Math Strategies (August 2005), Harcourt Brace Math (September 2005), Use of Manipulatives (October 2005), Critical Thinking and Problem Solving (October 2005), and NCS Pearson SuccessMaker (October 2005). Other in-services will be scheduled based on teacher surveys, data-driven analysis, and/or District/Region initiatives.

Evaluation

This objective will be evaluated by the following:

1. Scores of the 2006 FCAT Mathematics Test.
 2. Monthly school authored assessments to monitor student progress, drive instruction, redirect learning activities on an ongoing basis and to monitor tutorial programs.
 3. These assessments will be monitored by the Administration and Grade Level Chairpersons through lesson plans and monitoring reports of computer assisted programs.
- Compiled data will be shared with the Leadership Team, classroom teachers, and students.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

All students will increase their proficiency in writing.

Needs Assessment

Results of the 2005 Writing Test indicate that 86 percent of the fourth grade students met high standards in writing. The average score for Expository writing is 3.7. The average score for narrative writing is 3.8. The combined average score is 3.8. All of the subgroups met criteria. To reduce the number of students scoring below state mastery level, continuous instruction is needed in the four elements: focus, organization, support, and conventions. The assessment also uncovered needs which include, but are not limited to the following: (1) an instructional initiative which promotes writing fluency and includes an additional 30 minutes of writing; (2) professional development in the following areas: Sanron - Teach Me Writing, Writing to a Prompt, Creating Rubrics, and Holistic scoring.

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

Measurable Objective

Given instruction using the Sunshine State Standards, students will increase their writing skills as evidenced by 87 percent of the students reaching the state required mastery of 3.5 or above, as documented by scores of the 2006 Writing+ Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Utilize monthly writing prompts for grades two through five to ensure that all students learn effective narrative and expository writing techniques.	Writing Leader	8/8/2005	5/24/2006
2. Employ strategies such as magnified moments, vivid verbs, sentence variety, writing pictures and magic words to develop and improve students' writing skills in kindergarten through fifth grades.	Writing Leader	8/8/2005	5/24/2006
4. Utilize Sanron-Teach Me Writing to enhance writing skills in kindergarten through fifth grades.	Writing Leader	8/8/2005	5/24/2006
5. Incorporate classroom journal writing utilizing the Houghton-Mifflin Reading Program to provide the classroom teacher with additional writing opportunities to students in kindergarten through fifth grades.	Writing Leader	8/8/2005	5/24/2006
6. Administer District Pre- and Post Writing Tests to students in first through fifth grades to identify students' writing levels and to monitor student progress.	Writing Leader	8/8/2005	5/24/2006
3. Implement daily tutoring intervention sessions for students in grade four with intensive writing instruction with emphasis on the six point rubric to improve students' writing skills.	Writing Leader	8/8/2005	5/24/2006

Research-Based Programs

Houghton-Mifflin Reading Program

Professional Development

Professional development will be provided for teachers through: Writing to a Prompt (September 2005), Holistic Scoring (October 2005), Creating Rubrics (November 2005), Sanron-Teach Me Writing (September 2005), Techniques to Improve the Delivery of Instruction (October 2005), How to Maximize the Opportunities for Learning (October 2005), The Art of Teaching Writing (November 2005), Scoring of Student Writing Samples Using the Rubric (October 2005), Pre-Writing Skills (October 2005), Vocabulary Development and Editing (November 2005).

Evaluation

The strategies used to achieve student progress in writing will be evaluated as follows:

1. Scores of the 2006 FCAT Writing+ Test.
2. Results from the District Pre and Post Writing Tests.
3. Monthly assessments, using state writing prompts, will provide formative assessments which will be used to monitor progress toward the objective.

These assessments will be monitored by the Administration, Writing Leader and Grade Level Chairpersons. Compiled data will be shared with the Leadership Team, classroom teachers and students.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

All students will increase proficiency in science.

Needs Assessment

Scores of the 2005 FCAT Science Test indicate that students in grade five have demonstrated a mean scale score of 265, an increase of 12 points as compared to the 2004 administration. To demonstrate adequate improvement in science, the mean scale score should improve by 19 points to meet the District average score of 286. The assessment uncovered the need for additional professional development in experimental demonstration, concept development, real life experiences, and scientific thinking. Professional development is needed in utilizing Foss Kits and the supplemental materials provided by the Scott Foresman Science program.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the 265 mean scale score to meet the district mean scale score of 286 as documented by the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement the Plan-Do-Study-Act (PDSA) Model across grade levels to improve student achievement and ensure science progress.	Leadership Team	8/8/2005	5/24/2006
2. Disaggregate and analyze fifth grade student data from the 2005 FCAT Science Test to identify strengths and weaknesses in student performance and develop an instructional focus calendar for science.	Leadership Team	8/8/2005	5/24/2006
3. Incorporate effective teaching strategies to develop students' understanding of scientific concepts through classroom activities such as cooperative groups, hands-on activities, and using problem-solving/critical thinking strategies in grades kindergarten through five.	Science Facilitator	8/8/2005	5/24/2006
4. Utilize the hands-on Science Lab, weekly, which will provide experiences beyond the traditional science books focusing on exploration, experimentation, and critical thinking skills for students in kindergarten through fifth grades.	Assistant Principal	8/8/2005	5/24/2006
5. Utilize the Channel 6 WeatherNet as a learning tool to integrate science across the curriculum in grades kindergarten through five.	Science Facilitator	8/8/2005	5/24/2006
6. Provide professional growth activities for teachers, provided by the school, Region, and District staff to enhance science instructional delivery.	Science Facilitator	8/8/2005	5/24/2006

Research-Based Programs

Scott Foresman Science Program

Professional Development

Professional development for all teachers will include: Experimental Demonstrations (October 2005), Concept Development (October 2005), Real Life Experiences (October 2005), Scientific Thinking (November 2005), Inquiry-based Hands-on Approaches (November 2005), CRISS Training (October 2005), and Science/Math Integrated with Literary Experiences (SMILE) (December 2005). Other in-services will be scheduled based on teacher surveys, data-driven analysis, and/or District/Region Center initiatives.

Evaluation

The strategies used to achieve student progress in science will be evaluated as follows:

1. Scores of the 2006 FCAT Science Test.
2. Monthly school-authored assessments.

Results from the monthly school-authored assessments will be used to monitor student progress, drive instruction, and redirect learning activities on an ongoing basis. Compiled data will be shared with the Leadership Team, classroom teachers and students.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

The school will increase parental involvement

Needs Assessment

The 2004-2005 Parental Involvement Sign-In Cards indicated that 43 % of parents attended at least two school sponsored events, including parenting classes and academic/curriculum in-services. Fifteen percent of parents attended two or more school sponsored events during the months of September through November. Conversely, there was a 5% decrease during the months of December through January. There was a 20% increase of parental involvement during the months of February and March. Parental Involvement percentages were maintained at 20% throughout the months of April, May, and June. The Parental Involvement Sign-In Cards reveal the need for more parental involvement opportunities during the months of December through January, focusing on parent training, the Parent Volunteer Program, and curriculum conferencing. In addition, incentives, recognitions, and rewards will be used to encourage parent participation. The sign-in cards also uncovered the need for professional development regarding communication and methods of increasing parental involvement in schools.

Measurable Objective

Given the school wide emphasis on parental involvement, the school will demonstrate a 10 percent increase in the number of parents attending at least two school sponsored events, as evidenced by comparing the Title 1 Monthly School Reports for the 2004-2005 and 2005-2006 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Present parent workshops every third Thursday of the month in reading, writing, math, science, and/or family issues to employ parents with skills to better assist their children.	Community Involvement Specialist	8/8/2005	5/24/2006
2. Distribute the Title I Parent Compact, a monthly calendar highlighting school events and parental involvement activities in student home language to keep parents informed and to encourage participation, specifically parents of the Lowest 25%, Students With Disabilities and Economically Disadvantaged	Community Involvement Specialist	8/8/2005	5/24/2006
3. Provide monthly workshops for parents in the Parent Resource Center, which serves as an information center and provides assistance to parents seeking technological and literacy skills, to improve student performance and enhance the skills of parents.	Community Involvement Specialist	8/8/2005	5/24/2006
4. Coordinate the school's volunteer program for parents of students in kindergarten through fifth grades to encourage parental involvement in classrooms and special events.	Assistant Principal	8/8/2005	5/24/2006
5. Recruit parents to increase parental involvement and participation in the Parent Teacher Association (PTA) and Educational Excellence School Advisory Council (EESAC) to enhance school/home relations.	Community Involvement Specialist	8/8/2005	5/24/2006
6. Recruit parents to share their various experiences and areas of expertise to enhance student achievement and increase career awareness with the assistance of the Community Involvement Specialist.	Community Involvement Specialist	8/8/2005	5/24/2006
7. Survey parents' needs, prioritizing the areas of greatest concerns, and plan activities to address those needs to increase parental involvement and	Community Involvement Specialist	8/8/2005	5/24/2006

improve student achievement.	
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Research-Based Programs

Not Applicable

Professional Development

Parents will be encouraged to actively participate in the following activities: FCAT Parent Trainings in Reading, Writing, Mathematics, and Science (September 2004 - March 2004), PASSport to Success (October 2004 - May 2005), Third Grade Parent Meetings (August 2004 - May 2005), Open House (October 2004), Math and Science Family Night (April 2004) , Parent Involvement Conference (October 2004), and Curriculum Spotlight (September 2004 - May 2005).

Evaluation

The strategies used to achieve an increase in parental involvement will be evaluated as follows:

1. A 10% increase above the 2004-2005 level of participation in school sponsored events reflected in the tally of data obtained from Parental Involvement Sign-In Cards.
2. An increase of 10% in the number of parents participating in school sponsored events as evidenced by the Title I Monthly School 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

The School will reduce the number of Student Case Management Behavioral incidents that result in outdoor suspensions.

Needs Assessment

Reports from the Division of Student Services indicate that during the 2004-2005 school year, Charles R. Drew Elementary recorded a total of 197 behavioral incidents that were reported on Student case Management Forms. Seventeen percent of the behavior incidents required a disciplinary action, which involved outdoor suspension.

Measurable Objective

Given increased emphasis on discipline and safety, the total amount of behavior incidents requiring outdoor suspension will decrease by 6% during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Develop and implement a school-wide discipline plan that will provide a structured, uniformed discipline process for all teachers.	Assistant Principal	8/8/2005	5/24/2006
2. Develop an indoor suspension program to provide an alternative progressive discipline procedure in order to reduce outdoor suspension.	Assistant Principal	8/8/2005	5/24/2006
3. Implement the District's adopted nine core character education values in all classrooms.	Counselor	8/8/2005	5/24/2006
4. Provide professional growth activities for teachers provided by the school, Region, and District staff, which focus on enhancing instruction by strengthening classroom management.	Assistant Principal	8/8/2005	5/24/2006
5. Implement Kagan Structures for Success (team building strategies) school-wide.	Assistant Principal	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Teachers will participate in the following activities: Kagan Professional Development (Structures for Success) (August 2005); other in-services will be scheduled based on teacher surveys, data-driven analysis, and/or District/Region Center initiatives.

Evaluation

The strategies used to decrease the number of Student Case Management Behavioral incidents that result in outdoor suspensions will decrease by six percent as compared to the 2004-2005 school year. The strategies will be evaluated quarterly utilizing reports from the Division of Student Service and school-based reports.

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 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 7 STATEMENT:

The school will increase student use of technology within the classroom.

Needs Assessment

Based on Pearson Education Technologies Group Usage Report, students in grades three through five spent an average of 63 total active days on SuccessMaker during the 2004-2005 school year. During the 2005-2006 school year, students in grades three through five will increase their total active days spent on SuccessMaker by 15 percent.

Measurable Objective

Given increased emphasis on technology, there will be a 15 percent increase in the number of days spent utilizing Pearson Digital Learning SuccessMaker within the classroom during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Develop a school-wide computer lab schedule.	Assistant Principal	8/8/2005	5/24/2006
2. Implement SuccessMaker, Accelerated Reader, FCAT Achiever, and FCAT Explorer.	Assistant Principal	8/8/2005	5/24/2006
3. Generate biweekly reports of student progress on computer programs.	Assistant Principal	8/8/2005	5/24/2006
4. Encourage the use of computers for research purposes.	Assistant Principal	8/8/2005	5/24/2006
5. Implement the use of Smart Boards for daily classroom instruction.	Assistant Principal	8/8/2005	5/24/2006

Research-Based Programs

SuccessMaker

Professional Development

School staff will receive professional development in the following computer-based programs: SuccessMaker, Accelerated Reader, FCAT Achiever, FCAT Explorer.

Evaluation

The strategies used to increase time spent on Pearson Digital Learning SuccessMaker within the classroom will be evaluated in the following way:

1. A 15 percent increase in student usage as compared to the 2004-2005 computer-based group usage report.
2. Quarterly usage reports will be monitored to ensure attainment of identified goal.

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

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

GOAL 8 STATEMENT:

The school will increase the number students achieving Gold and Silver District Fitness Awards as part of the Presidential Physical Fitness Program.

Needs Assessment

Based on the Miami-Dade County Public Schools 2004-2005 Physical Fitness Testing Elementary School Report Form for students in grades three through five, 24 students achieved Gold Fitness Awards and 12 students achieved Silver Fitness Awards. During the 2005-2006 school year, the number of students receiving Gold and Silver Fitness Awards will increase by 20 percent.

Measurable Objective

Given increased emphasis on health and physical fitness, there will be a 20 percent increase in the total number of students in grades three through five receiving Gold and Silver Fitness Awards during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Increase home learning opportunities that will focus on physical fitness activities.	Assistant Principal	8/8/2005	5/24/2006
2. Increase student physical training activities that will target areas assessed by the Miami-Dade County Public Schools Physical Fitness Test.	Assistant Principal	8/8/2005	5/24/2006
3. Have teachers attend physical fitness workshops that will enhance instructional strategies.	Assistant Principal	8/8/2005	5/24/2006
4. Provide parents and community with access to physical fitness videos.	Community Involvement Specialist	8/8/2005	5/24/2006
5. Increase awareness of nutritional benefits to both students and parents.	Community Involvement	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

The P.E. Teachers will participate in Region/District Level workshops pertaining to physical fitness and nutrition.

Evaluation

The strategies used to increase the number of students in grades three through five receiving Gold and Silver District Fitness Awards will be evaluated in the following way:

1. A 20 percent increase in student achievement of these awards as compared to the 2004-2005 school year.
2. Student progress will be evaluated utilizing a pre and post test, as well as, quarterly evaluations that will monitor student progress.

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

GOAL 9 STATEMENT:

The school will increase participation in extended day elective services.

Needs Assessment

Based on the analysis of the on 2004-2005 informational reports pertaining to enrollment in the Academic Excellence Program as well as extended day services, it was noted that 45 students participated in the extended day and Academic Excellence Program at Charles R. Drew Elementary. The school will target a 10% increase in the amount of students participating in the extended day and Academic Excellence Program during the 2005-2006 school year.

Measurable Objective

Given increased emphasis on elective activities, there will be a 10 percent increase in our extended day services during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Implement a school-wide "after-school" essay contest to help promote the important and exciting values that our AEP and extended day programs have to offer.	Writing Leader	10/24/2005	5/24/2006
2. Establish a school-wide exhibit of published books by students in the Writer's Playhouse Program to promote involvement and enrollment.	Writing Leader 21st Century Grant Coordinator	10/31/2005	5/24/2006
3. Implement an after-school Writer's Fair that will provide interested students the opportunity to develop and strengthen creative writing skills.	Writing Leader	11/21/2005	5/24/2006
4. Establish and promote monthly chess tournaments to encourage and increase participation and involvement among students.	AEP Facilitator	10/17/2005	5/24/2006
5. Provide a chess skill demonstration to students in grades three through to encourage involvement.	AEP Facilitator	10/17/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

The Academic Excellence Program (AEP) Facilitator and the 21st Century Grant Coordinator will participate in the following professional development activities: Academic Excellence Program In-service and 21st Century Grant Conferences.

Evaluation

The strategies used to increase participation in extended day services will be evaluated in the following way:

1. A 10 percent increase in student participation in extended day services as compared to the 2004-2005 school year.
2. Quarterly evaluations that will ensure and monitor enrollment trends.

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.)

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

Miami-Dade County Public Schools

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

GOAL 10 STATEMENT:

Charles R. Drew Elementary School will rank at or above 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 FLDOE indicate that in 2003, Charles R. Drew Elementary ranked at the ninth percentile on the State of Florida ROI index.

Measurable Objective

Charles R. Drew Elementary School will improve its ranking on the State of Florida ROI index publication from the ninth percentile in 2003 to the 14th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Become more informed about the use of financial resources in relation to school programs.	Principal	8/8/2005	5/24/2006
2. Collaborate with the district on resource allocation.	Principal	8/8/2005	5/24/2006
3. Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/8/2005	5/24/2006
4. Consider shared use of facilities and partnering with community agencies.	Principal	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Charles R. Drew Elementary will show progress toward reaching the 20th percentile.

EESAC Compliance

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

Budget:

The EESAC supported the school in identifying educational and instructional needs that required redirection of funds.

Training:

The EESAC reviewed pertinent data involving student achievement and was involved in identifying opportunities for improvement in the area of professional development.

Instructional Materials:

The EESAC has recommended the purchase of instructional materials for teachers.

Technology:

The EESAC recommended upgrading site licenses for SuccessMaker.

Staffing:

The EESAC recommended the staffing of paraprofessionals per grade level to reduce the teacher student ratio.

Student Support Services:

The EESAC recommended the implementation of the student government association which strengthened student leadership skills and enabled decision making regarding academic achievement initiatives.

Other Matters of Resource Allocation:

The EESAC recommended the implementation of the student government association which strengthened student leadership skills and enabled decision making regarding academic achievement initiatives.

Benchmarking:

The EESAC assisted with analyzing pertinent data to help formulate school-wide objectives, priorities and instructional focus.

School Safety & Discipline:

The EESAC recommended an indoor suspension program to provide an alternative progressive discipline procedure in order to reduce outdoor suspensions.

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