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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*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

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### *Charles R. Drew Elementary School*

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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 570 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 (90 percent), SWD students (10 percent- 8 percent gifted and 2 percent learning disabled), and LEP students (1 percent). The student population is multiethnic and consists of 98 percent African-American and 2 percent Hispanic. 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 2006-2007 School Improvement Plan, we analyzed relevant data such as FCAT scores for reading and math, FCAT Writing scores, and the 2005-2006 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 5 percent increase of students achieving FCAT Level 3 or above, as documented by the scores on the 2007 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 5 percent increase of students achieving FCAT Level 3 or above, as documented by scores on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students With Disabilities will increase their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students will increase their writing skills as evidenced by 90 percent of the students reaching the state required mastery of 3.5 or above, as documented by scores of the 2007 Writing Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities will improve their writing skills as evidenced by 90 percent of the students achieving high standards on the 2007 administration of the FCAT Writing Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their writing skills as evidenced by 90 percent of the students achieving high standards on the 2007 administration of the FCAT Writing Test.

Given instruction based on the Sunshine State Standards, Limited English Proficient students will improve their writing skills as evidenced by 90 percent of the students achieving high standards on the 2007 administration of the FCAT Writing Test.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the 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 compared to the 2005-2006 Title 1 Monthly School Reports.

Given increased emphasis on discipline and safety, the school's overall student attendance rate will increase by 1% during the 2006-2007 school year, as compared to the 2005-2006 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 2006-2007 school year as compared to the 2005-2006 school year.

Given increased emphasis on health and physical fitness, there will be a eight percent increase in the total number of students in grades three through five receiving Gold and Silver Fitness Awards during the 2006-2007 school year, as compared to the 2005-2006 school year.

Given increased emphasis on elective activities, there will be a 10 percent increase in the amount of students participating in the extended day programs during the 2006-2007, as compared to the 2005-2006 school year.

Charles R. Drew Elementary School will improve its ranking on the State of Florida ROI index publication from 40% in 2005 to 41% 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 2006 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*

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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 570 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 (90 percent), SWD (10 percent – 8 percent gifted and 2 percent learning disabled), and LEP students (one percent). The ethnic/racial makeup of the student population is 98 percent African-American and two percent Hispanic. Upon graduation from fifth 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. Comprehensive School Reform Grant 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 570 students: 15 pre-kindergarteners and one teacher; 86 kindergarteners and three teachers; 73 first graders and four teachers; 75 second graders and four teachers; 120 third graders and six teachers; 98 fourth graders and four teachers; and 123 fifth graders and five teachers. The Leadership Team is composed of the principal, two assistant principals, reading facilitator, writing facilitator, math facilitator, CSR project coordinator and grade level chairpersons from kindergarten to grade five. Thirteen percent (13 %) 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.

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 1:20 in P/K through second grades and 1:20 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 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*

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## ***Leadership:***

The results of the 2006 Organizational Performance Improvement Snapshot (OPIS) indicate that the school's staff rated Leadership as its highest ranking category, achieving an overall category score of (4.5). The staff indicated that the leadership created a work environment that provided a clear mission allowing the staff to understand what Charles R. Drew Elementary is truly trying to accomplish. The majority of staff also agreed that the school's leadership creates a supportive working environment that facilitates the needs of the entire staff as they work towards accomplishing established objectives. The (OPIS) also suggested an Opportunity for Improvement (OFI) in the item focusing on collecting feedback from staff members as the specified item achieved an overall item score of (4.2). The school will work on improving and increasing feedback opportunities provided to staff members through in-house surveys and staff meetings.

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

Results of the 2006 OPIS indicate an average category score of (4.2) in the area of Strategic Planning. The majority of the school's staff agreed that they are aware of the location's strategic plans, as and how it will affect their work. This was accomplished through the implementation of the school's strategic plan, which incorporated the Continuous Improvement Model. The majority of the staff also feel as if they are able to tell if progress is being made on their part towards the overall school plan. Although a majority of the staff agreed that the work location asked for ideas from its staff members, it has been identified as being an area that the school would like to target as an OFI. This item achieved an overall item score of (4.0). As the school plans for the future, we will work on improving and increasing feedback opportunities provided to staff members for ideas and suggestions through in-house surveys, staff meetings, and one-on-one assessment talks.

## ***Stakeholder Engagement:***

Results from the 2006 School Climate Survey indicated that ninety-two percent of parents surveyed agreed that the overall climate at Charles R. Drew Elementary is positive and helps their children learn. The school's staff also agrees that communication between themselves and the stakeholders is positive and ongoing. Charles R. Drew Elementary has identified the need to continue to strengthen and increase parental involvement as an OFI. In doing so, the school will need to identify and incorporate ways in which parents can provide feedback as it relates to their satisfaction. This specific item achieved the lowest score within the Customer and Market category attaining an average item score of (4.0). The school has planned several activities to help engage parents in an effort to increase stakeholder involvement.

## ***Faculty & Staff:***

Results of the 2006 OPIS indicate an average category score of (4.3) in the area of Human Resource Focus. The staff strongly agreed that they are able to make changes that strengthen and improve their teaching. In addition, they agree that the existence and impact of a team approach is fundamental and has a positive impact on the overall success of the school. They also agree that the school administration encourages staff members to develop job skills that target the advancement of career through the participation of ongoing staff development. In addition, the (OPIS) also suggested an OFI in the item focusing on recognizing employees for their work. This item achieved an overall item score of (4.2). Although staff members on average agree that they are recognized, the school plans on developing



programs that continuously recognize staff members.

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

Results of the 2006 OPIS indicate an average category score of (4.5)in the area of Measurement, Analysis, and Knowledge Management. The majority of the staff strongly agreed that they are able to measure the quality of their work by continually analyzing data for the primary purpose of advancing student achievement. A large majority of the staff members agreed that they analyze data to make decisions about their work, as well as, to measure the quality of their work. Utilizing the Eight–Step Continuous Improvement Model and the Plan-Do-Study-Act, the instructional staff utilizes data to monitor and drive instruction, as well as, to identify opportunities for improvement.

***Education Design:***

Results of the 2006 OPIS indicate an average category score of (4.2)in the area of Process Management. 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:***

Results of the 2006 OPIS indicate an average category score of (4.2)in the area of Business Results. The performance process has impacted the staff and students in a positive manner. This is evident on the Organizational Performance Improvement Snapshot, 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 2005-2006 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 demonstrate increased performance in reading.

### ***Needs Assessment***

Results of the 2006 FCAT Reading Test indicate that 58 percent of students in grades three through five scored at or above FCAT Achievement Level 3, a decrease of five percentage points, as compared to the scores of the 2006 administration. There was also a 24 percent decrease in the amount of students making learning gains and a 7 percent decrease in the Adequate Yearly Progress of the Lowest 25 percent. The school's total NCLB subgroups made adequate yearly progress in reading. In third grade 57 percent of students were proficient in word/phrases, which is a seven point increase from the 2005 FCAT results; 64 percent of students were proficient in main idea/author's purpose, which is a two point increase from the 2005 FCAT results; 58 percent of the students were proficient in comparison, which is a five point decrease from the 2005 FCAT results; and 75% of students were proficient in reference and research, which is a 15 point increase from the 2005 FCAT results. In fourth grade 67 percent of students were proficient in word/phrases, which is a 10 point increase from the 2005 FCAT results; 55 percent of students were proficient in main idea/author's purpose, which is a 10 point decrease from the 2005 FCAT results; 53 percent of the students were proficient in comparison, which is a 10 point decrease from the 2005 FCAT results; and 33 percent of students were proficient in reference and research, which is a 17 point increase from the 2005 FCAT results. In fifth grade 57 percent of students were proficient in word/phrases, which is a six point decrease from the 2005 FCAT results; 59 percent of students were proficient in main idea/author's purpose, which is a six point decrease from the 2005 FCAT results; 60 percent of the students were proficient in comparison, which is a 17 point

decrease from the 2005 FCAT results; and 67 percent of students were proficient in reference and research, which is an eight point decrease from the 2005 FCAT results.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 5 percent increase of students achieving FCAT Level 3 or above, as documented by the scores on the 2007 administration of the FCAT Reading Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Disaggregate and analyze third through fifth grade student data from the 2006 FCAT Reading Test to identify strengths and weaknesses in student performance and develop an instructional focus calendar for reading.	Leadership Team Grade Level Chairs Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Conduct ongoing monthly Leadership Team meetings to oversee the implementation of school-wide reading initiatives and to analyze data.	Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide an additional 60 minutes of focused and appropriate intervention using Voyager Passport for Tier 2 and Tier 3 students in grade three to increase reading comprehension.	Reading Leader Administrators	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
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 Administrators	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize the following computer programs: Accelerated Reader (first through fifth grades), Reading +(third through fifth grades) FCAT Explorer (third through fifth grades), NCS Pearson (SuccessMaker/third through fifth grades), and Brainchild (third through fifth grades) for intervention and enrichment.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$9000.00
Implement a school based reading intervention program with the assistance of special area instructional staff designed to provide differentiated instruction to students scoring in the lowest 25 percentile in grades three through five, as measured by school	Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

authored bi-weekly assessments.					
Continuous implementation of the Plan-Do-Study-Act (PDSA) Model across all grade levels to improve student achievement and ensure reading progress.	Leadership Team Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Departmentalize fourth and fifth grade to draw from the strengths of the instructional staff based on results of the 2006 FCAT.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize 2006 FCAT results and continuous school authored bi-weekly assessments to identify professional development activities that enhance and promote best practices on tested benchmarks.	Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement a before school Tutorial Enrichment Reading Program for students that are identified as Level 4 and Level 5 as evidenced by 2006 FCAT and SAT 10 scores.	Tutoring Coordinator Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$1930.00
Implement dual tutorial services that focus on providing additional reinforcement of skills, and individualized instruction through Extended Day Tutorial program and Saturday Academy for students identified as Level 1 and 2 and the Lowest 25% of the third, fourth, and fifth grade students to further enrich their reading experiences.	Tutorial Coordinator Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$7400.00

## Research-Based Programs

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

## Professional Development

Professional development for all teachers will include: Data Analysis (August/September 2006), Plan-Do-Study-Act (August/September 2006), Voyager (September 2006), Comprehensive Research-based Reading Plan (August/September 2006), Differentiated Instruction for Guided Reading (September 2006) Houghton-Mifflin Reading (August/September 2006), NCS Pearson SuccessMaker (October 2006), Intensive Care Unit (ICU) (October 2006), Early Success (October 2006), Reading Plus (October 2006), and CRISS (November/December 2006). Other in-services will be scheduled based on teacher surveys, data-driven analysis, and/or District/Region initiatives. Delivery of the in-services 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 2007 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. Dynamic Indicators of Basic Early Literacy
4. District Interim Assessments
5. 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 demonstrate increased performance in mathematics.

### **Needs Assessment**

Results of the 2006 FCAT Mathematics Test indicate that 58 percent of students in grades three through five scored at or above FCAT Achievement Level 3, a decrease of eight percentage points, as compared to the scores of the 2005 administration. There was also a 22 percent decrease in the amount of students making learning gains. Overall, the school's total NCLB subgroup population was proficient in mathematics; however, SWD did not meet the criteria, as 95 percent of SWD were not tested in math. In third grade, 57 percent of students scored at or above grade level in math, 58 percent were proficient in number sense, which is an eight point increase from 2005 FCAT Mathematics results. Fifty percent were proficient in measurement, which is a 13 point decrease; 43 percent were proficient in geometry, which is a 14 point decrease; 67 percent were proficient in algebraic thinking, which is an increase of 17 points; and 57 percent were proficient in data analysis, which is a 14 point decrease. In fourth grade 55 percent of students scored at or above grade level in math, 55 percent were proficient in number sense, which is a nine point decrease from 2005 FCAT Mathematics results. Fifty percent were proficient in measurement, which is a 13 point decrease; 57 percent were proficient in geometry, which is a 14 point decrease; 57 percent were proficient in algebraic thinking, which is a decrease of 14 points; 57 percent were proficient in data analysis, which is equivalent to 2005 FCAT Mathematics results. In fifth grade 56 percent of students scored at or above grade level in math, 46 percent were proficient in number sense, which is equivalent to 2005 FCAT Mathematics results. Forty-five percent were proficient in measurement, which is a 10 point decrease; 54 percent were proficient in geometry, which is a 8 point decrease; 45 percent were proficient in algebraic thinking, which is a decrease of 10 points; 50 percent were

proficient in data analysis, which is equivalent to 2005 FCAT Mathematics results.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 5 percent increase of students achieving FCAT Level 3 or above, as documented by scores on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students With Disabilities will increase their mathematics skills as evidenced by 56 percent scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide an uninterrupted daily 60-minute block for mathematics instruction for students in grades kindergarten through five to maximize learning and to increase student mathematics achievement.	Math Facilitator Administrator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide students in grades kindergarten through five with performance-based activities incorporating the use of manipulatives, problem-solving, critical thinking and communication to increase mathematical understanding.	Math Facilitator Administrator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Disaggregate and analyze kindergarten through fifth grade student data from the 2006 FCAT Mathematics Test to identify strengths and weaknesses in student performance, and develop an instructional focus calendar for math.	Leadership Team Grade Level Chairs Administrator	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize collaborative planning among professional learning communities to assess and evaluate student performance through the use of school authored bi-weekly assessments and develop lessons that address student needs to ensure appropriate instruction.	Administrator	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement a before school Tutorial Enrichment Mathematics Program for students that are identified as level 4 and level 5 as evidenced by 2006 FCAT and SAT 10.	Tutorial Coordinator Administrator	8/14/2006	5/30/2007	District Strategic Plan	\$1940.00
Departmentalize fourth and fifth grade to draw from the strengths of the instructional	Administrator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

staff based on results of the 2006 FCAT.					
Utilize 2006 FCAT results and continuous school authored bi-weekly assessments to identify professional development activities that enhance and promote best practices on tested benchmarks.	Administrator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the following computer programs: Riverdeep (kindergarten through fifth grades), FCAT Explorer (third through fifth grades), NCS Pearson (SuccessMaker/third through fifth grades), and Brainchild (third through fifth grades), as resources to reinforce skills in the five math strands, and for remediation and enrichment.	Administrator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement dual tutorial services that focus on providing additional reinforcement of skills, and individualized instruction through the Extended Day Tutorial program and Saturday Academy for students identified as Level 1 and 2, and the Lowest 25 percent of the third, fourth, and fifth grade students to further enrich their math experiences.	Tutorial Coordinator Administrator	8/14/2006	5/30/2007	Continuous Improvement Model	\$7400.00
Continuous implementation of the Plan-Do-Study-Act (PDSA) Model across grade levels to improve student achievement and ensure math progress.	Leadership Team Administrator	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

## Research-Based Programs

Harcourt Brace Mathematics Program, Brainchild, and SuccessMaker.

## Professional Development

Professional development for all teachers will include: Data Analysis (September/October 2006), Plan-Do-Study-Act (October 2006), FCAT Math Strategies (November 2006), Harcourt Brace Math (November 2006), Use of Manipulatives (October 2006), Critical Thinking and Problem Solving (October 2006), and NCS Pearson SuccessMaker (October 2006). 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 2007 FCAT Mathematics Test.
2. Monthly school authored assessments to monitor student progress, drive instruction, and redirect learning activities on an ongoing basis and to monitor tutorial programs.
3. District Interim Assessments
4. 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*

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

**GOAL 3 STATEMENT:**

All students will demonstrate increased performance in writing.

**Needs Assessment**

Results of the 2006 Writing Test indicate that 64 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 3.5. The combined average score is 3.6. 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: (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, 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 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 will increase their writing skills as evidenced by 90 percent of the students reaching the state required mastery of 3.5 or above, as documented by scores of the 2007 Writing Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities will improve their writing skills as evidenced by 90 percent of the students achieving high standards on the 2007 administration of the FCAT Writing Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their writing skills as evidenced by 90 percent of the students achieving high standards on the 2007 administration of the FCAT Writing Test.

Given instruction based on the Sunshine State Standards, Limited English Proficient students will improve their writing skills as evidenced by 90 percent of the students achieving high standards on the 2007 administration of the FCAT Writing Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer District Pre-, Progress, and Post Writing Tests to students in first through fifth grades to identify students' writing levels and to monitor student progress.	Writing Facilitator Administrator	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize monthly writing prompts for grades one through five to ensure that all students learn effective narrative and expository writing techniques.	Writing Facilitator Administrator	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize Sanron-Teach Me Writing to enhance writing skills in kindergarten through fifth grades.	Writing Facilitator Administrator	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Incorporate classroom journal writing utilizing the Houghton-Mifflin Reading Program to provide the classroom teacher with additional writing opportunities for students in kindergarten through fifth grades, as evidence by students writing portfolio.	Writing Facilitator and Reading Facilitator Administrator	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Implement weekly 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 Facilitator Administrator	8/14/2006	5/30/2007	Small Learning Communities	\$7400.00

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 Facilitator Administrator	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Departmentalize fourth grade to draw from the strengths of the instructional staff based on results of the 2006 FCAT.	Administrator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement tutorial services that focus on providing additional reinforcement in writing skills; Including individualized instruction through the Extended Day Tutorial program and Saturday Academy for fourth grade students identified as needing intervention.	Tutorial Coordinator Administrator	8/14/2006	5/30/2007	District Strategic Plan	\$7400.00
Utilize 2006 FCAT Writing results and continuous writing assessments to identify professional development activities that enhance and promote best practices.	Administrator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

Houghton-Mifflin Reading Program

## Professional Development

Professional development will be provided for teachers through: Writing to a Prompt (September 2006), Holistic Scoring (October 2006), Scoring of Student Writing Samples Using the Rubric (October 2006), Pre-Writing Skills (October 2006), Vocabulary Development and Editing (November 2006).

## Evaluation

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

1. Scores of the 2007 FCAT Writing Test.
2. Results from the District Pre, Progress, 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 Facilitator and Grade Level Chairpersons. To ensure continuous improvement, compiled data will be shared with the leadership team, classroom teachers, students and parents.

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

### *Miami-Dade County Public Schools*

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

### **GOAL 4 STATEMENT:**

All students will demonstrate increased performance in science.

### ***Needs Assessment***

Results of the 2006 FCAT Science Test indicate that 18 percent of students in grade five scored at or above FCAT achievement Level 3; 37 percent scored at a Level 2; and 45 percent scored at level 1. In addition, the 2006 FCAT Science student results reflected the following mean points earned by content area: Physical and Chemical Sciences (6); Earth and Space Science (6); Life and Environmental Science (6; and Scientific Thinking (6). The results indicate a school-wide need to increase support and to develop intervention strategies and additional programs that will assist in strengthening student achievement in science. Furthermore, the assessment uncovered the need for continued professional development in experimental demonstration, concept development, real life experiences, and scientific thinking. Professional development is also needed in utilizing Foss Kits and the supplemental materials provided by the Scott Foresman Science program.

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Plan-Do-Study-Act (PDSA) Model across grade levels to improve student achievement and ensure science progress.	Leadership Team Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize the Channel 6 WeatherNet as a learning tool to integrate science across the curriculum in grades kindergarten through five.	Science Facilitator Administrators	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Provide professional growth activities for teachers, provided by the school, Region, and District staff to enhance science instructional delivery.	Science Facilitator Administrators	8/14/2006	5/30/2007	Career Development Programs	\$0.00
Disaggregate and analyze fifth grade student data from the 2006 FCAT Science Test and school authored bi-weekly assessments to identify strengths and weaknesses in student performance and develop an instructional focus calendar for science.	Leadership Team Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Incorporate effective teaching strategies through professional development 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 Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize a weekly hands-on Science Lab, which will provide experiences beyond the traditional science books focusing on exploration, experimentation, and critical thinking skills for students in first through fifth grades.	Science Facilitator Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize 2006 FCAT results and continuous school authored bi-weekly assessments to identify professional development activities	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00



that enhance and promote best practices on tested benchmarks.					
Departmentalize fifth grade to draw from the strengths of the instructional staff based on results of the 2006 FCAT.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement an extended day science tutorial program for fifth grade students who require additional support as evidence by school authored bi-weekly and quarterly assessments.	Tutorial Coordinator Science Facilitator Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$7400.00
Implement the Excellence Academic Program (AEP) (Hands-on Science) to provide additional opportunities for students to be exposed to skills such as inquiry, reasoning, analysis, and synthesis.	Administrators/ AEP Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$4000.00

## Research-Based Programs

Scott Foresman Science Program

## Professional Development

Professional development for all teachers will include: Experimental Demonstrations (October 2006), Concept Development (October 2006), Scientific Thinking (November 2006), Inquiry-Based Hands-on Approaches (November 2006), CRISS Training (November/December 2006), and Science/Math Integrated with Literary Experiences (SMILE) (December 2006). 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 2007 FCAT Science Test.
2. Monthly school authored assessments for grades kindergarten through fourth grade.
3. Bi-weekly school authored assessments for fifth grade.

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.)

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

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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 provide increased opportunities for parents to be involved in their children's education.

### **Needs Assessment**

The 2005-2006 Parental Involvement Sign-In Cards indicated that 37 percent of parents attended at least two school sponsored events, Open House 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 three percent decrease during the months of December through January. There was a 15 percent increase of parental involvement during the months of February and March. Parental Involvement percentages were maintained at 15 percent 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 November through January, focusing on parental training in the area of FCAT preparation, home learning assistance, and curriculum conferencing. 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 compared to the 2005-2006 Title 1 Monthly School Reports.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Coordinate the school's volunteer program for parents of students in kindergarten through fifth grades to encourage parental involvement in classrooms and special events.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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.	Administrators	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Recruit parents to share their various experiences and areas of expertise to enhance student achievement and increase career awareness.	Guidance Counselor Administrators	8/14/2006	5/30/2007	School-to-Career	\$0.00
Survey parents' needs, prioritizing the areas of greatest concerns, and plan activities to address those needs to increase parental involvement and improve student achievement.	Administrators	8/14/2006	5/30/2007	Community Partnerships	\$0.00
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.	Reading, Writing, Math, and Science Facilitators Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$1000.00
Distribute the Title I Parent Compact, a monthly calendar highlighting school events and parental involvement activities in the students home language to keep parents informed and to encourage participation, specifically parents of the Lowest 25%, Students With Disabilities and Economically Disadvantaged.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement monthly parent informational	Administrators	8/14/2006	05/30/2007	Continuous	\$0.00

meetings to continuously keep parents aware of student progress and achievement.				Improvement Model	
Provide incentives, recognitions, and rewards to encourage and increase parent participation.	Facilitators/ Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$500.00

## 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 2006-March 2007), School-wide monthly Parent Meetings (September 2006-May 2007), Open House (September 2006), Math and Science Family Night (November 2006) , Parent Involvement FCAT Conference (January 2007).

## Evaluation

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

1. A 10 percent increase above the 2005-2006 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 percent 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.)

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

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

### **GOAL 6 STATEMENT:**

The school will promote programs and practices that facilitate a safe and disciplined environment for students.

### **Needs Assessment**

Reports derived from the District's COGNOS program indicate that the Charles R. Drew Elementary School's average student attendance rate for the 2005-2006 school year was 94.73 percent in comparison to the student attendance rate from the 2004-2005, which was 95.24 percent. Although mild, the decreasing trend in student attendance is a concern.

## Measurable Objective

Given increased emphasis on discipline and safety, the school's overall student attendance rate will increase by 1% during the 2006-2007 school year, as compared to the 2005-2006 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop a school-site attendance committee that will identify students with three or more absences to immediately target and provide services to both students and parents.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide a school-wide weekly, monthly, quarterly, and annually incentive program for students with satisfactory attendance.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase home visitations for students with a high frequency rate of absences.	Administrators/ Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

Not Applicable

## Professional Development

Teachers will participate in the following activities: Learning to Identify Classroom Attendance Trends utilizing the school's attendance bulletin. (October 2006)

## Evaluation

The strategies used to increase the school's overall attendance percentage rate will be continuously evaluated quarterly utilizing the COGNOS Program's Percentage of Attendance Report.

## 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 intergrate technology in all curricular areas.

### **Needs Assessment**

Based on Pearson Education Technologies Group Usage Report, students in grades three through five spent an average of 76 total active days on SuccessMaker during the 2005-2006 school year. During the 2006-2007 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 2006-2007 school year as compared to the 2005-2006 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop a school-wide computer lab schedule to help increase the time students spend utilizing technology.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement SuccessMaker, Accelerated Reader, FCAT Achiever, Reading +, and FCAT Explorer.	Classroom Instructor Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$9000.00
Generate bi-weekly reports to monitor student progress utilizing SuccessMaker, Edusoft, and Brainchild.	Classroom Instructor Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement the use of Smart Boards for daily classroom instruction in fourth and fifth grades.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

SuccessMaker

## Professional Development

School staff will receive professional development in the following computer-based programs: Reading + (October 2006), SuccessMaker (October 2006), Accelerated Reader (October 2006), FCAT Achiever (October 2006), FCAT Explorer (October 2006), Edusoft (September-December 2006), and Smart Board Training (September 2006).

## Evaluation

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

1. A 15 percent increase in student usage as compared to the 2005-2006 computer-based group usage report.
2. Bi-weekly usage reports will be monitored to ensure attainment of identified goals.



## 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 promote the overall health and fitness of students.

### ***Needs Assessment***

Based on the Miami-Dade County Public Schools 2005-2006 Physical Fitness Testing Elementary School Report Form for students in grades four and five, 22 students achieved Gold Fitness Awards, which is a nine percent decrease as compared to the 2005-2006 school report. Fifteen students achieved Silver Fitness Awards, which is an eight percent increase, as compared to the 2005-2006 school report. In addition, it has been identified that there is a need for students to live a healthier lifestyle by increasing their nutritional awareness. During the 2006-2007 school year, the number of students receiving Gold and Silver Fitness Awards will increase by five percent.

## Measurable Objective

Given increased emphasis on health and physical fitness, there will be a eight percent increase in the total number of students in grades three through five receiving Gold and Silver Fitness Awards during the 2006-2007 school year, as compared to the 2005-2006 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Physical education instructors will attend physical fitness workshops that will enhance instructional strategies.	Administrators	8/14/2006	5/30/2007	Career Development Programs	\$0.00
Increase student physical training activities that will target areas assessed by the Miami-Dade County Public Schools Physical Fitness Test.	Physical Education Instructor/ Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Physical education instructors will provide home learning opportunities that will focus on physical fitness activities.	Physical Education Instructor/ Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Physical education instructors will provide students, parents and community members with nutrition and physical fitness information, which promotes a healthy lifestyle.	Physical Education Instructor/ Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Increase awareness of nutritional benefits to both students and parents by disseminating information to students on a monthly basis.	Physical Education Instructor/ Administrators	8/14/2006	5/30/2007	Community Partnerships	\$0.00

## Research-Based Programs

Not Applicable

## Professional Development

The physical education teachers will participate in Region/District Level workshops pertaining to physical fitness, nutrition, and incorporating FCAT strategies into the curriculum.

## **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. An eight percent increase in student achievement of these awards as compared to the 2005-2006 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:***

Students will be given the opportunity to pursue areas of interest and special talents.

### ***Needs Assessment***

Based on the analysis of the 2005-2006 informational reports pertaining to student enrollment in the extended day services, such as, the Academic Excellence Program, Writers Playhouse, and After School Tutorial Services, it was noted that 72 students participated in the school's Extended Day Program. A school-wide need has been identified to provide additional extended day programs and opportunities to students. Programs such as chess, hands-on-science, and academic enrichment programs are in-fact some of the extended day services that Charles R. Drew Elementary School will pursue in order to target a 10 percent increase in the amount of students participating in the extended day programs during the 2006-2007 school year.

## Measurable Objective

Given increased emphasis on elective activities, there will be a 10 percent increase in the amount of students participating in the extended day programs during the 2006-2007, as compared to the 2005-2006 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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 Administrators	10/31/2006	5/30/2007	Expanding arts opportunities	\$0.00
Develop an Academic Excellence Program (Hands-on-Science program) for students in grades 4 and 5 that will emphasize exposure of science benchmarks and skills through weekly science lab participation.	AEP Facilitator Administrators	10/17/2006	5/24/2007	Academic Teams	\$4000.00
Establish and promote monthly chess tournaments to encourage and increase participation and involvement among students in the Academic Excellence Program.	AEP Facilitator Administrators	10/17/2006	5/24/2007	Academic Teams	\$0.00

## Research-Based Programs

Not Applicable

## Professional Development

The Academic Excellence Program (AEP) Facilitator(s) and the 21st Century Grant Coordinator will participate in the following professional development activities: Academic Excellence Program In-service: Chess (October 2006) and Hands-on-Science (October 2006) 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 2005-2006 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.)

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 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 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 and cost effectiveness of its programs.

**Needs Assessment**

The most recent data supplied from the FLDOE indicate that in 2005, Charles R. Drew Elementary ranked at 40 percent 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 40% in 2005 to 41% on the next publication of the index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Administrators	8/8/2005	5/24/2006	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Administrators	8/8/2005	5/24/2006	District Strategic Plan	\$0.00
Consider shared use of facilities and partnering with community agencies.	Administrators	8/8/2005	5/24/2006	Community Partnerships	\$0.00
Consider reconfiguration of existing resources or take advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators	8/8/2005	5/24/2006	District Strategic Plan	\$0.00

## 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 41 percent ranking.



## *EESAC Compliance*

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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. FCAT data as well as on-going school assessments are to be utilized to drive school-wide professional development.

### ***Instructional Materials:***

The EESAC has recommended the purchase of instructional materials that target assessed state standards and benchmarks.

### ***Technology:***

The EESAC recommended purchasing and implementing the computer based Reading + Program. The EESAC also recommends adding additional SmartBoards to third grade.

### ***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. It also has identified the need to continuously review the progress of the School Improvement Plan strategies in attaining the identified goals.

***School Safety & Discipline:***

The EESAC recommended an indoor suspension program to provide an alternative progressive discipline procedure in order to reduce outdoor suspensions. It also identified the importance of the school-wide implementation of the District's Character Education Program.

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$18,330.00
Goal 2: Mathematics	\$9,340.00
Goal 3: Writing	\$14,800.00
Goal 4: Science	\$11,400.00
Goal 5: Parental Involvement	\$1,500.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$9,000.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$4,000.00
Goal 10: Return On Investment	\$0.00
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<b>Total:</b>	<b>\$68,370.00</b>

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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*