

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Campbell Drive Elementary School (0651)

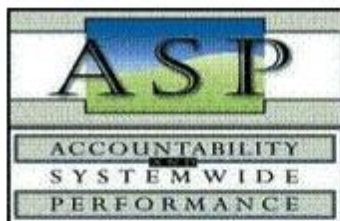
Feeder Pattern - Homestead Senior

Regional Center VI

District 13 - Miami-Dade

Principal - Ana Othon

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Campbell Drive Elementary is instituting a quality instructional program with a strong focus on literacy from Kindergarten through Fifth grade. Common instructional reading materials with demonstrated success will be employed at the school as well as supplemental materials and literacy interventions across grade levels. A structured curriculum will be delivered through data driven instruction. A strong emphasis is placed on continuous assessment which monitors student achievement using a variety of weekly, monthly, and interim assessments which will yield student performance data to be carefully analyzed and used to target instruction accordingly. In order to maximize learning opportunities for students, Campbell Drive Elementary provides an after school and Saturday tutoring program. Additionally, students who are below grade level in reading attend the Reading Lab. After school and night time parent/student workshops are held to promote community involvement. Monthly EESAC meetings are held to keep parents and business partners informed of the school's progress, concerns, and school related activities.

Given instruction using the Sunshine State Standards, 58 percent of students in grades three through five will reach the state required mastery of a level 3 or higher as documented by the scores on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 58 percent of Black students will reach the state required mastery level of three or higher as documented by the scores on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 58 percent of Hispanic students will reach the state required mastery level of three or higher as documented by the scores on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 58 percent of English Language Learner (ELL) students will reach the state required mastery level of three or higher as documented by the scores on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 58 percent of students with disabilities will reach the state required mastery level of three or higher as documented by the scores on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 58 percent of economically disadvantaged students will reach the state required mastery level of three or higher as documented by the scores on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 56 percent of students in grades three through five will reach the state required mastery level of three or higher as documented by scores on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 56 percent of Black students in grades three through five will achieve the state required mastery level three or above as documented by scores on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 56 percent of economically disadvantaged students in grades three through five will reach the state required mastery level of three or higher as documented by scores on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 56 percent of students with disabilities in grades three through five will reach the state required mastery level of three or higher as documented by scores on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 56 percent of Hispanic students in grades three through five will reach the state required mastery level of three or higher as documented by scores on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, fifty percent of the lowest twenty-five percent in grades three through five will demonstrate learning gains as documented by scores on the 2008 FCAT Mathematics Test.

Given instruction using Sunshine State Standards, 90 percent of students in grade four will achieve the state required mastery level of 3.5 or higher as documented by the scores on the 2008 FCAT Writing assessment.

Given instruction using the Sunshine State Standards, 51 percent of students in grade five will achieve the state required mastery level of three or above as documented on the 2008 FCAT Science Test.

Given increased attention to communication with all Stake Holders, there will be an increase in parental involvement, as evidenced by a 10 percent increase in attendance at school site activities during the 2006-2007 school year compared to 2005-2006 school year.



School Improvement Plan

2007-2008



Given an emphasis on a safe, orderly, and disciplined environment, student behavior will improve as evidenced by a 10 percent decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

Through in-service workshops which will be held to exhibit, demonstrate, and explain new equipment or programs that have been integrated into the school, students and staff members will be given the opportunity to develop increased knowledge of technology. Professional development will be provided based on the fall 2006, Teacher/Paraprofessional Staff Development Survey. In addition, eighty, new Dell computers will be ordered through Title I funds, so that displaced teachers will have access to technology.

Given instruction using the Sunshine State Standards, students in grades four and five will improve their fitness as evidenced by 50 percent of the students meeting high standards and passing the 2007-2008 FITNESSGRAM.

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the Academic Excellence Program will increase by 10 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

Campbell Drive Elementary School is improving its ranking on the State of Florida ROI index publication from the 24 percentile in 2003 to the 30 percentile on the next publication of the index.

Campbell Drive Elementary recognizes that good instruction is the foundation that fosters learning. To address this priority, high caliber professional development for teachers and administrators occurs periodically. Collaboration with the Curriculum Support Specialist and the Department of Reading and Language Arts will ensure that teachers' professional development experiences are based on current, effective research that targets students' academic needs. Additionally, site-based professional development will be delivered by Lead Teachers to ensure effective implementation of the professional activities into classroom instruction. School site administrators, as the instructional leaders of the schools, will be involved in the professional development activities in order to effectively monitor instruction. To address the two lowest areas on the Organizational Performance Self Assessment Survey, financial disclosure, and barriers to school progress, both in the Performance Results category, Campbell Drive Elementary will remove barriers that hinder the progress of the school (i.e., inadequate computers, lack of paraprofessionals, etc.) Furthermore, financial disclosures will be made regularly to all faculty and staff to better inform them of the restraints that may limit the purchasing of additional resources.



School Improvement Plan 2007-2008



MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

0651 - CAMPBELL DRIVE ELEMENTARY SCHOOL

VISION

Campbell Drive Elementary School enriches the community through: the conveyance of the multicultural heritage of our school population in providing the best possible educational experiences for our students and the surrounding community. We extend the services of the school to encompass the needs of the whole individual and to provide a center for a safe and nurturing environment.

MISSION

The mission of Campbell Drive Elementary School is to improve academic achievement for all learners at all grade levels through a shared responsibility of students, teachers, staff, parents and community agencies.

CORE VALUES

Campbell Drive Elementary School holds the following beliefs as the motivation for all endeavors undertaken by the school: we are dedicated to quality; quality of service, quality of relationships and quality of communications. We believe that we should be, for all who are involved, a place of realized potential. We also believe that our responsibility is to students, employees, and the community and society we serve.

School Demographics

School Location/Characteristics:

Campbell Drive Elementary is located at 15790 SW 307 Street in Leisure City, Florida. The thirty year-old campus is built on eleven acres in South Miami-Dade County. The school is comprised of seven buildings. The school has been updated with Internet and Intranet access to ninety-five percent of the classrooms, with an average of four computers in each classroom. In addition, there is a stand-alone computer lab in the Media Center, which is accessible to all grade levels. A modular, with twelve classrooms has been added to accommodate the growing number of students attending the school. The Media Center is equipped with a modernized television studio. There is a modern art/music suite, and an enclosed patio assembly area for a variety of school-wide programs.

Student Membership/Demographics/Ethnicity:

The school serves 1,163 students in grades kindergarten (K) through fifth, as well as thirty-six students in pre-kindergarten (Pre-K). Most students come from diverse, bilingual, and disadvantaged homes: thirty-two nationalities represented; thirty percent English Language Learners(ELL) students; eleven percent Special Education (SPED) students are serviced through two Educable Mentally Handicapped (EMH) units, three Varying Exceptionalities (VE)/Resource and inclusion units, one VE/Self-Contained unit, and three Emotional Behavior Disorder (EBD)/Self Contained units); ninety-four percent are minority (fifty-nine percent Hispanic, twenty-seven percent African American, eight percent Asian/Other, and six percent White). Campbell Drive has ninety-three percent of the students qualifying for free/reduced lunch. Twenty-eight percent of our students have been retained, with nineteen percent having multiple retentions. The average daily attendance rate is ninety-six percent.

Teacher Demographic:

Campbell Drive Elementary School employs a total of 102 full-time and 26 part-time staff members, with an ethnic breakdown of 29% White Non-Hispanic, 32 percent Black Non-Hispanic, 36 percent Hispanic, and three percent Asian/American Indian. The faculty is comprised of two administrators, forty-two regular classroom teachers, four academic resource teachers, one media specialist, eleven SPED teachers, one Behavior Management Teacher (BMT), seven ELL/Spanish/Creole teachers, two counselors, seven special area teachers, one technology support staff, one full-time pool substitute teacher, four part-time itinerant(speech, social worker, psychologist, placement specialist), seven full-time and three part-time custodians, two full-time and six part-time cafeteria staff, seven full-time and ten part-time paraprofessionals, one part-time zone mechanic and two part-time security monitors.

Unique Features:

Campbell Drive Elementary provides a secure learning environment with many unique assets to offer students, parents and the community at large. Students are afforded the opportunity to participate in several educational field trips to enhance classroom learning with real-life experiences. In addition, Kindergarten, First and Second grade students may choose to participate in the Extended Foreign Language Program, which promotes bilingualism and bi-literacy. With the increase of the inclusion program from 20 percent to 43 percent, the school has increased the percentage of SPED students who spend 80 percent or more of their school day in the general education classroom. To provide reading interventions to students who are reading below grade level the school offers a full-time intensive care unit. The Learning at First Sight (LAFS) reading project offers an opportunity for students in first grade to increase their proficiency in fluency. A fully equipped state-of-the-art television studio provides an avenue for students to enhance technology applications. The Title 1 Family Learning Center serves as a liaison between the school and the community. Educational workshops and materials are offered to parents as a tool to enhance the students' learning outcomes.

School Foundation

Leadership:

Data from the Organizational Performance Self Assessment survey indicates that the staff is satisfied with the school's leadership, as indicated by 89% scoring 4.0 and above. The lowest scoring category was, "My organization asks me what I think". Therefore, more opportunities will be made available for employees at Campbell Drive Elementary to share opinions, suggestions and comments. To address this issue, a suggestion/concern box will be made available to the staff in the main office, and all suggestions or concerns will be discussed at Monday's Grade Chair meetings (bi-weekly).

District Strategic Planning Alignment:

Results from the Organizational Performance Self Assessment Survey indicate that employees approve of the planning taking place at Campbell Drive Elementary, with a category score of 4.1. The exception was a low score of 4.0 for "As it plans for the future, my organization asks for my ideas." Therefore, employees will be asked to participate more in the overall goals and objectives for the school. The administrators will sit in on weekly grade group meetings, as well as Monday's Grade Chair meetings (bi-weekly), to address faculty ideas or concerns.

Stakeholder Engagement:

Based on the Organizational Performance Self Assessment Survey, stakeholders at Campbell Drive feel they are active stakeholders, with a category score of 4.2; although the item addressing, "I am recognized for my work", earned a lower score of 4.1. Therefore, stakeholders will continue to be given opportunities to state their satisfaction, or lack thereof, and their needs. Administration will make a greater effort to voice their appreciation, and satisfaction for a job well done.

Faculty & Staff:

The Organizational Performance Self Assessment Survey revealed a need for more recognition of work and/or tasks at Campbell Drive, with a score of 4.0. This lack of recognition will be brought to the attention of the administration, who will take the initiative to address this need through both verbal and written acknowledgments.

Data/Information/Knowledge Management:

A more efficient method to disseminate financial information at Campbell Drive must be made due to a low score of 3.5 in that category on the Organizational Performance Self Assessment. Information will be shared by the administrators with Grade Chairs and Lead Teachers at Grade Chair meetings held Monday afternoon. The Grade Chairs will then disseminate this information to their grade level groups, and conduct a follow up meeting with administrators if needed.

Education Design:

As indicated by a score of 4.0 on the Organizational Performance Self Assessment, Campbell Drive requires more resources in order to fulfill the function of the school. Administration will work with community partners and EESAC members to acquire the means to access additional resources.

Performance Results:

The Organizational Performance Self Assessment score of 3.5 in this category, showed that a more effective method can be put in place at Campbell Drive to share the financial status of the school. Administration will share the financial status of the school through P.T.A. meetings, newsletters, and monthly EESAC meetings.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan 2007-2008



Schools Offering Primarily Grades 6 through 12

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

Reading Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

All students at Campbell Drive Elementary will be proficient in reading.

Needs Assessment

The results attained from the School Performance Accountability Report indicate that 36 percent of students in grade three, 47 percent of students in grade four, and 46 percent of fifth grade students achieved high standards in Reading. The scores reflect an 18 point decrease in students achieving high standards in third grade, and a five point increase in students achieving high standards in grade four, and a 7 point decrease in students achieving high standards in fifth grade. Carefully analyzing the data in third through fifth grade shows evidence that increased focused instruction is needed in various benchmarks. It is apparent that students in grades three, four and five will benefit from an instructional focus being placed on Main Idea, specifically targeting identifying relevant supporting details, and finding the essential message. In the Main Idea Reading Cluster grade three dropped from 55 percent in 2006 to 47 percent in 2007, grade five dropped from 59 percent to 48 percent. Although grade 4 showed an increase of 6 percent in this area, improving from 50 percent to 56 percent, Main Idea is still one of fourth grade's weaker areas. This instructional focus should result in an overall increase in student achievement. A school-wide vocabulary focus will be put in place to address fourth grade's weakest cluster, Words and Phrases. The inclusion model has been put in place in grades three through five to service students with disabilities. Twenty-six percent of SWD students scored at or above grade level in Reading, a decrease of 4 percent from the previous year, when students with disabilities had 30 percent of students scoring at or above grade level.

NCLB Subgroup Target



School Improvement Plan 2007-2008



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

Measurable Objective

Given instruction using the Sunshine State Standards, 58 percent of students in grades three through five will reach the state required mastery of a level 3 or higher as documented by the scores on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 58 percent of Black students will reach the state required mastery level of three or higher as documented by the scores on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 58 percent of Hispanic students will reach the state required mastery level of three or higher as documented by the scores on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 58 percent of English Language Learner (ELL) students will reach the state required mastery level of three or higher as documented by the scores on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 58 percent of students with disabilities will reach the state required mastery level of three or higher as documented by the scores on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 58 percent of economically disadvantaged students will reach the state required mastery level of three or higher as documented by the scores on the 2008 FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize FCAT prep materials that support reading instruction through technology (e.g. FCAT Explorer, Renaissance Place (RP), Accelerated Reader (AR), STAR Reading RP, STAR Math RP, Earobics, and Voyager Passport).	Reading Coaches Teachers	8/20/07	6/5/08	District-wide Literacy Plan	0
Identify students in all subgroups scoring at Levels 1 and 2 of the FCAT Reading test and high risk students on DIBELS, as delineated in disaggregated data, and implement the Intensive Care Unit tutorial program to address the reading deficiencies of students.	Reading Coaches	8/20/07	6/05/08	District-wide Literacy Plan	0
Provide differentiated instruction through intensive focus in guided reading as documented in teacher's daily lesson plans.	Teacher, Principal, Reading Coaches	8/20/07	6/5/08	District-wide Literacy Plan	0
Implement school-wide motivational and enrichment reading activities.(e.g., contests, Author's Corner, Big Five, Come Alive Reading Program.	Teachers, Media Specialist, Reading Coaches, Principal	8/20/07	6/5/08	Continuous Improvement Model	4000
Disaggregate and analyze data from Reading Interim Assessments to identify strengths and weaknesses in student benchmark performance to develop instructional focus.	Teachers, Reading Coaches	9/6/07	6/5/08	District-wide Literacy Plan	0
Conduct on-going staff development in reading strategies, programs and assessments (Earobics, Voyager Passport, DIBELS, and DAR.	Reading Coaches, Division of Language Arts/Reading	8/20/07	5/30/08	District-wide Literacy Plan	0
Group third grade students homogeneously during the two-hour Language Arts Block.	Principal Teachers Lead Team	8/20/07	6/5/08	District-wide Literacy Plan	0
Conduct Saturday School sessions with targeted students in grades three through five.	Reading Coaches and Administrator	09/08/07	02/16/08	District-wide Literacy Plan	

Research-Based Programs

The research based programs will include the following:
 Houghton-Mifflin Reading Program, (Core program)
 Scott Foresman, Invitation to Literacy (Grade 3, Tier 2 and 3 students)
 Voyager Passport (K,3,4,5)
 Early Success (Grade 1)
 Soar to Success (Grade 2)
 Steck-Vaughn, Elements of Reading Vocabulary (K-3)

Professional Development



School Improvement Plan 2007-2008



Professional development for all teachers will include training in the 5 Elements of Reading, (phonemic awareness, phonics, fluency, vocabulary, and comprehension), three types of classroom assessments (screening, progress monitoring, and diagnostic), and how to implement data driven instruction. All aforementioned trainings will be conducted on an on-going basis. Additionally, training will be provided to teachers grades K – 3, on Steck-Vaughn, Elements of Reading. Additional professional development opportunities such as Project D.R.A.W., O.W.L., B.E.A.R. and Right Beginnings will be made available based on teacher surveys and will be provided by the Division of Language Arts/Reading.

Evaluation

Various assessments will be administered to monitor student progress and redirect learning activities. These assessments include: DIBELS, Star Reading Inventory and District provided Reading Interim Assessments. Student progress will be based on the 2008 FCAT Reading Assessment. Students involved in the tutoring program will be assessed using the Miami-Dade County Public Schools FCAT Reading Pretest, Practice Test, and Post Test.

Mathematics Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

All students at Campbell Drive Elementary School will be proficient in mathematics.

Needs Assessment

According to data in the School Performance Accountability Results, 46 percent of the students in grade three, 39 percent of students in grade four, and 31 percent of fifth grade students achieved high standards in mathematics. Although grade three scores remained the same from the previous year, grade four showed a three point increase, and grade five demonstrated a seven point decrease. The required level of performance was not met. The 2008 school performance in mathematics will need to show increased gains in the percent of students achieving high standards. The data revealed that students in grade three performed lowest in the areas of geometry and data analysis; scoring 43 percent in both areas, while students in fourth grade scored the lowest in the area of algebraic thinking and data analysis, with 43 percent of students achieving high standards in both areas. Furthermore, students in grade five were least successful in the area of measurement and algebraic thinking, with only 36 percent of students achieving high standards in these areas. Disaggregated data showed forty-six percent of Black students, fifty-four percent of Hispanics students, fifty-one percent of economically disadvantaged students, forty-seven percent of English Language Learner students and forty-one percent of Students with Disabilities scored at or above grade level. Therefore, these students require additional support. However, increased and continuous instruction for all students is needed in the five mathematical strands (number sense, measurement, geometry, algebraic thinking and data analysis/probability).

NCLB Subgroup Target

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

Measurable Objective

Given instruction using the Sunshine State Standards, 56 percent of students in grades three through five will reach the state required mastery level of three or higher as documented by scores on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 56 percent of Black students in grades three through five will achieve the state required mastery level three or above as documented by scores on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 56 percent of economically disadvantaged students in grades three through five will reach the state required mastery level of three or higher as documented by scores on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 56 percent of students with disabilities in grades three through five will reach the state required mastery level of three or higher as documented by scores on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 56 percent of Hispanic students in grades three through five will reach the state required mastery level of three or higher as documented by scores on the 2008 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, fifty percent of the lowest twenty-five percent in grades three through five will demonstrate learning gains as documented by scores on the 2008 FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide alternate instruction in Mathematics, through a co-teaching inclusion model for students with disabilities.	General Education Teacher, Exceptional Education Teacher	8/20/07	6/5/08	Inclusion of SWD	0
Disaggregate and analyze data from Interim Test to identify strengths and weaknesses in student performance.	Mathematics Lead Teacher, Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Conduct parent workshops to enhance their ability to help their children with mathematical skills at home.	Mathematics Lead Teacher, Teachers, Principal	8/20/07	6/5/08	Continuous Improvement Model	0
Utilize suggested mathematics Pacing Guide for kindergarten thru fifth grade to assure instruction in the benchmarks.	Mathematics Lead Teacher Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Administer weekly, monthly, and/or interim tests to monitor student progress in this area.	Mathematics Lead Teacher	8/20/07	6/5/08	Continuous Improvement Model	0
Utilize FCAT prep materials to support mathematics instruction through technology (e.g. FCAT Explorer and Riverdeep) in all third through fifth grade classes.	Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Implement small group tutoring of Level 1 and Level 2 students, to specifically target the needs of AYP students, at least four times a week during school.	Mathematics Lead Teacher	8/20/07	5/30/08	Continuous Improvement Model	10000
Conduct Saturday School sessions with targeted students in grades 3-5.	Math Coach and Administrator	9/8/07	2/16/08	Continuous Improvement Model	10000

Research-Based Programs

Harcourt Brace is the core mathematics program. Riverdeep, Voyager V-Math, Houghton Mifflin Knowing Mathematics, Everyday Calendar Math are used as supplemental programs.

Professional Development



School Improvement Plan 2007-2008



In order to successfully achieve this objective, ongoing meetings will be held to discuss data and adapt the strategic plan. Additionally, trainings for teachers will be provided, such as Using Data to Improve Instruction, and Mathematics Item Specification, to address strategies to be used to enhance instruction of tested benchmarks.

Evaluation

Bi-weekly and interim tests will be administered to monitor student progress in this area. Progress will be assessed as evidenced by the 2008 FCAT Mathematics Test. Students involved in the tutoring program will be assessed using site-developed pre and post assessments.

Writing Goal

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

Florida Education Priorities

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

Writing Statement

All students at Campbell Drive Elementary will be proficient in writing.

Needs Assessment

The results from the School Performance Accountability Results indicate that 65 percent of students in fourth grade met the state standard of 3.5 or above in combined expository/narrative writing, with 3.2 percent scoring 3.5 or above in narrative writing, and 3.4 percent of students meeting the state requirement in expository writing. There was a 19 percent decrease in the number of students improving their writing performance from the previous year. This data reveals that improvement is needed in both narrative and expository writing. A Writing Lab will be implemented, where students will be grouped and instructed in a small group setting, according to their specific weakness in focus, support/elaboration, organization, conventions, or vocabulary, as determined by bi-weekly writing prompts. Continued, intensive instruction in both narrative and expository writing strategies, using the Region Center VI Writing Instructional Plan and the provided school-wide writing plans will increase the percentage of students improving their writing performance by at least 1 percent.

NCLB Subgroup Target

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

Measurable Objective

Given instruction using Sunshine State Standards, 90 percent of students in grade four will achieve the state required mastery level of 3.5 or higher as documented by the scores on the 2008 FCAT Writing assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate lessons from Sanron Teach Me Writing Program, to teach students in grades k through five, to increase effective writing while focusing on: ideas, organization, voice, word choice, sentence fluency, conventions and presentation.	Writing Lead Teacher Classroom Teachers	08/20/07	05/30/08	Continuous Improvement Model	0
Train and assist faculty and staff in holistic scoring procedures for grades K - 5.	Writing Lead Teacher	8/20/07	6/5/08	Continuous Improvement Model	0
Maintain writing folders, in grades K through Five, which contain evidence of pre-writing strategies and multiple drafts of narrative and expository writing.	Classroom Teachers Writing Lead	8/20/07	6/5/08	Continuous Improvement Model	0
Provide and implement daily writing plans for grades K - 5.	Writing Lead	8/20/07	6/5/08	Continuous Improvement Model	0
Implement "Writing to Think" across the curriculum, for students in grades K through Five, to develop ideas and present new understanding of the various writing components.	Writing Lead Teacher Classroom Teachers	8/20/07	6/5/08	Continuous Improvement Model	0
Model writing lessons for students in grades K through Five, and conduct professional development for faculty and staff.	Writing Lead Teacher	8/20/07	5/30/08	Continuous Improvement Model	0
Provide monthly school wide narrative and expository prompts, to students in grades K through Five, to develop different writing styles.	Writing Lead Teacher Classroom Teachers	8/20/07	5/30/08	Continuous Improvement Model	0

Research-Based Programs

The research based programs will include the following:
 Houghton-Mifflin Writer's Workshop
 Houghton-Mifflin Writing Component

Professional Development

Teachers will be provided with training in Holistic scoring (during first grading period); Sanron Teach Me Writing Program; and modeled classroom lessons by Writing Lead Teacher.

Evaluation

District directed narrative and expository pre and post tests will be conducted. Monthly writing assessments will be used to monitor the writing objective. Assessment will be based on the 2008 FCAT Writing Test.

Science Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Science Statement

All Campbell Drive Elementary students will be proficient in science.

Needs Assessment

Scores on the 2006 FCAT Science test indicate 26 percent of students in grade five achieved level three and/or above. Physical and Chemical Science and Scientific Thinking appeared to be the strengths. However, intensive instruction in all the clusters is needed to assist all students.

Measurable Objective

Given instruction using the Sunshine State Standards, 51 percent of students in grade five will achieve the state required mastery level of three or above as documented on the 2008 FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize suggested Science Pacing Guide for first through fifth grade.	Science Lead Teacher Teachers	8/20/07	5/30/08	Continuous Improvement Model	0
Integrate the study of Science with Reading through the use of Reading First Through Science, a supplemental FCAT resource book for grades second through fifth.	Teacher, Science Lead Teacher	8/20/07	5/30/08	Continuous Improvement Model	0
Provide students with the opportunity to gain further understanding of scientific concepts through local and state field trips, for example Biscayne Nature Center and Fairchild Tropical Gardens.	Teachers, Science Lead Teacher	8/20/07	5/30/08	Continuous Improvement Model	0
Provide parent workshops to increase awareness of the scientific inquiry at home in real life situations.	Science Lead Teacher, Teachers, Parents, Community Partners.	8/20/07	5/30/08	Continuous Improvement Model	0
Disaggregate and analyze data from site-authored assessments to identify strengths and weaknesses in student performance.	Teachers Science Leader	8/20/07	6/5/08	Continuous Improvement Model	0
Increase student participation in the school, as well as district sponsored Science Fair and Invention Convention.	Teacher, Parents, Science Lead Teacher	8/20/07	5/30/08	Continuous Improvement Model	0
Develop partnerships with experts in various fields of Science, (Department of Environmental Resource Management (DERM), Carnival Kids, Zoological Society, and NOAA).	Science Lead Teacher Principal, Community Partners.	8/14/07	5/30/08	Continuous Improvement Model	0

Research-Based Programs

The researched based programs will include the following:
 McGraw-Hill is the core science program.
 FOSS science kits serve as a supplemental resource.

Professional Development

Professional development for teachers, that will impact student achievement include: Understanding FCAT Science and the use of hands-on and inquiry based activities. Additional professional development opportunities will be scheduled based on data driven analysis and/or District/Regional center initiatives.

Evaluation

To monitor the fifth grade students' progress in Science site-authored assessments will be used to analyze students' scientific knowledge. In addition, achievement will be considered when students demonstrate improvement in Science based on the 2008 FCAT Science administration.

Parental Involvement Goal

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Parental Involvement Statement

The school will provide increased opportunities for parents to be involved in their children's education, so that they may be involved in assuring their child's academic success.

Needs Assessment

Based on the Title I Administration Parental Involvement Monthly School Report, the level of parental involvement in 2005-2006 was 40 percent. To increase parental involvement to 50 percent, efforts with parents and community business partners need to be focused and well-planned to maximize the efforts and generate increased participation and support, thus leading to greater student academic achievement. Although there was a decrease in parental involvement last year, an increase in this area is expected as an influx of new students have enrolled at our school, possibly due to the increase in the school letter grade status from "C" to "B" and to the addition of many middle-class housing developments.

Measurable Objective

Given increased attention to communication with all Stake Holders, there will be an increase in parental involvement, as evidenced by a 10 percent increase in attendance at school site activities during the 2006-2007 school year compared to 2005-2006 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide and maintain a Parent Resource Center with instructional materials available for check-out and use at home.	Community Involvement Specialist	8/20/07	5/30/08	Improve Public Perception	0
Offer Parent Academy mini-courses to provide parents with effective parenting strategies that can strengthen the connection between school and the home.	Community Involvement Specialist	08/20/07	6/5/08	Improve Public Perception	0
Highlight recommendations given by the U.S.Department of Education in "100 Tips for Parents: Parent Information and Resource Centers" in monthly calendar sent home with the students.	Community Involvement Specialist	8/20/07	6/5/08	Improve Public Perception	0
Employ the assistance of Student Services Personnel to assist in home communication and to provide parents with information regarding student academic and behavioral progress.	Community Involvement Specialist, Student Service Personnel	08/20/07	6/5/08	Improve Public Perception	0
Plan and facilitate family involvement nights which will provide best tips and practices in reading, mathematics, writing, and science.	Teachers, Principal, Academic Leads	8/20/07	6/5/08	Improve Public Perception	0
Monitor the participation of parents and community business partners in PTA and EESAC by maintaining sign-in sheets.	Principal, EESAC Chair, PTA President	8/20/07	6/5/08	Improve Public Perception	0
Maintain an on-going line of communication between the home and the school in the students' home language through student progress reports, report cards, letters, flyers, parent/teacher conferences and home visits.	Community Resource Personnel, Principal, Teachers, Community Involvement Specialist	8/20/07	6/5/08	Improve Public Perception	0

Research-Based Programs

The research based program will include the following:
National Standards for PTA

Professional Development

Parents will be encouraged to actively participate in all school activities and workshops in order to become learning facilitators and be able to meet the educational needs of their children. Some of the workshops that will be provided at Campbell Drive Elementary are: Open House and Resource Fair, Children with ADD and ADHD, FCAT Writing, SPED Third Grade Retentions, Children Struggling with Emotional Needs, Family Math Night Workshop, Overview of SPED Programs, Public Library Workshop, WLRN Ready To Learn, Big Brothers and Big Sisters Mentoring Program, FDLRS-Florida Diagnostic and Learning Resource System and Make and Take Writing Workshop.

Evaluation

To increase parental involvement by 10%, parental and community involvement will be monitored through activity and workshop sign-in sheets as documented by the Community Involvement Specialist's monthly Title I reports.

Discipline & Safety Goal

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

Florida Education Priorities

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

Discipline & Safety Statement

Campbell Drive Elementary will provide a safe and disciplined environment for all students.

Needs Assessment

Upon analysis of 2006-2007 data, Campbell Drive Elementary has implemented the Positive Behavior Support (PBS) program in an effort to decrease the number of teacher written referrals. PBS Team members, with support from Region VI, District, and the University of Central Florida, met to discuss and assess our particular needs, and develop a program emphasizing and rewarding positive behavior, and reflecting on and correcting improper behavior. By utilizing minor-infraction tracking forms, instruction and modeling of positive behavior, school-wide uniformity of discipline, and constant reinforcement of posted school-wide rules, there will be a 10 percent decrease in the number of suspensions from 115 in the 2006-2007 school year. The Positive Behavior Support Team uses the School-wide Information System (SWIS) computer program to track referrals and suspensions. In an effort to increase school-wide behavior, the PBS Team recognizes individual student behavior as well as classroom behavior. Students are awarded Cami Cash, which they can use on a weekly basis to purchase prizes at the Cami Cash store. Also, students are rewarded with Cami Cash for following the mandatory uniform initiative, as it has been determined that wearing uniforms will promote positive behavior. The PBS Team meets weekly to assess the impact of the program, and to discuss suggestions made by staff.

Measurable Objective

Given an emphasis on a safe, orderly, and disciplined environment, student behavior will improve as evidenced by a 10 percent decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide monthly workshops with parents on parenting and alternative discipline strategies.	Community Involvement Specialist	8/20/07	06/05/08	Safe and High-quality Facilities	0
Improve student behavior in the cafeteria through a behavioral incentive program. Cami Cash will be awarded to classes on a daily basis. The class with the most Cami Cash will win on a weekly basis.	PrincipalTeachers	8/20/07	06/05/08	Safe and High-quality Facilities	0
Continue to utilize the school-wide discipline plan.	Counselor Assistant PrincipalPrincipalTeachers	8/20/07	06/05/07	Safe and High-quality Facilities	0
Implement a supervision plan to promote student safety before school.	PrincipalAssistant PrincipalCounselorsTeachers	8/20/07	6/05/08	Safe and High-quality Facilities	0
Select students to participate in the Safety Patrol Program in order to have a safe and orderly school environment.	Teacher Sponsor	8/20/07	6/05/08	Safe and High-quality Facilities	0
Promote membership to the Dragon Club program for students who demonstrate improvement in the areas of academics and behavior.	Counselors	8/20/07	6/05/08	Safe and High-quality Facilities	0
Implement character education strategies throughout the year.	Counselors	8/20/07	6/05/08	Safe and High-quality Facilities	0
Coordinate student participation in the Youth Crime Watch and Project DARE programs.	Counselors	8/20/07	06/05/08	Safe and High-quality Facilities	0
Select students to be recognized for exemplary achievements through the Do the Right Thing Program.	CounselorsTeachers	8/20/2007	6/05/2008	Safe and High-quality Facilities	0
Implement school-wide Positive Behavior Support Program.	PBS Team & Administrators	8/20/07	6/05/08	Safe and High-quality Facilities	4000

Research-Based Programs

Not Applicable.

Professional Development

Professional development opportunities will be provided during faculty meetings, to teachers in grades kindergarten through five in school-wide discipline procedures and classroom management tips that promote student self-discipline. Workshops will be provided for teachers of emotionally handicapped students to provide intervention skills for dealing with potentially violent students.

Evaluation

Student case management reports and the final evaluation will be based on a 10% decrease in the number of student referrals for the 2007-08 school year.

Technology Goal

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

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Technology Statement

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

Needs Assessment

Additional teacher and student computer stations are needed due to the school's growing population. Internet access is needed in the relocatables (temporary buildings).

Measurable Objective

Through in-service workshops which will be held to exhibit, demonstrate, and explain new equipment or programs that have been integrated into the school, students and staff members will be given the opportunity to develop increased knowledge of technology. Professional development will be provided based on the fall 2006, Teacher/Paraprofessional Staff Development Survey. In addition, eighty, new Dell computers will be ordered through Title I funds, so that displaced teachers will have access to technology.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide ten laptops available for checkout by interested teachers, staff and parents.	PrincipalAssistant PrincipalSchool Computer Technician	08/20/07	06/05/08	Exchange Meaningful Information	0
Provide teachers with the necessary equipment to further incorporate technology into lessons.	PrincipalSchool Computer TechnicianTeachers	08/20/07	06/05/08	Education Innovation	0
Install one computer lab(library) that will be available to all students.	Principal and School Community Technician	08/20/07	06/05/08	Diversity & Educational Equity	0
Train teachers on the available technology currently at the school (Electronic Gradebook, Riverdeep, FCAT Explorer, Renaissance Place, etc.)	PrincipalLead TeamSchool Computer TechnicianTeachers	8/20/07	6/05/08	Education Innovation	0

Research-Based Programs

The research based program will include the following:
Riverdeep and Read 180

Professional Development

Professional development for all teachers will include: Renaissance Place (STAR Reading/Math), Teachscape, P.M.R.N. and additional websites.

Evaluation

This technology objective will be monitored on a quarterly basis, through participation in the use of technology resources (STAR Reading/Math, Riverdeep, FCAT Explorer, etc.), lap top check out records, and after-school attendance in the media center. The main assessment for measuring these gains in technology will be the 2008 STAR School Profile.

Health & Physical Fitness Goal

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

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

Health & Physical Fitness Statement

The goal of Campbell Drive Elementary is to improve student health and physical fitness.

Needs Assessment

Based on the results of the 2006-2007 FITNESSGRAM, 43 percent of all fourth and fifth grade students had passing scores, with 44.2 percent of students passing in the previous year. Of three hundred forty-four 4th and 5th grade students tested, 61 students earned the gold fitness award, and 87 students were awarded silver fitness awards. Testing shows that in 2007-2008 emphasis needs to be on cardio-vascular fitness. Students will be assessed on upper arm strength, through push-ups. Additionally, a school-wide program focusing on proper diet and nutrition will assist the students in lowering their body fat.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades four and five will improve their fitness as evidenced by 50 percent of the students meeting high standards and passing the 2007-2008 FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Promote the attainment of knowledge regarding good food and nutrition to raise health consciousness.	Physical Education Teachers	8/20/07	6/05/08	Healthcare & Healthy Choices	0
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Physical Education Teachers Principal Assistant Principal	8/20/07	6/05/08	Healthcare & Healthy Choices	0
Direct and oversee student participation in order to prepare for the FITNESSGRAM.	Physical Education Teachers	8/20/07	6/05/08	Healthcare & Healthy Choices	0
Provide activities that promote the attainment of knowledge in hygiene and cleanliness to raise health consciousness.	Physical Education Teachers	08/20/07	06/05/08	Healthcare & Healthy Choices	0

Research-Based Programs

The research-based programs will include the following:

“Moving into the Future: National Standards for Physical Education, through the National Association for Sports and Physical Education.

Professional Development

Professional development will include: FITNESSGRAM Workshop, Tri-County Conference, State Physical Education Convention, Monthly Physical Education Workshops, and monthly special events competitions.

Evaluation

FITNESSGRAM Pre-test (September 2007)

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

FITNESSGRAM Post-test (May 2008)

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

The final assessment will be the 2008 FITNESSGRAM.

Electives & Special Areas Goal

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

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Electives & Special Areas Statement

High achieving students in grades three through five will be given the opportunity to participate in the Academic Excellence Program.

Needs Assessment

Based on 2007 FCAT data, 100 percent of the third, fourth, and fifth grade students enrolled in the 2006-2007 Academic Excellence Program; (Junior Great Books , and Drama/Public Speaking) scored Level 4 or Level 5 in Reading. Because of the high mobility rate of our higher achieving students, most of whom transfer to neighboring charter schools, data from our newly enrolled students will be assessed to secure students for the 2007-2008 AEP Journalism program.

Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the Academic Excellence Program will increase by 10 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide advanced academic program for higher level students	AEP Instructor and Administrators	09/10/07	05/09/08	Advanced Academics	0
Recruit, develop and retain high performing, diverse students.	AEP Instructor and Administrators	09/07/07	05/09/08	Advanced Academics	0
Build a community of journalists through higher level writing instruction.	AEP Instructor, Writing Coach and Administrators	09/10/07	05/09/08	Advanced Academics	0

Research-Based Programs

The research-based programs will include the following:
The Great Books Foundation

Professional Development

The Academic Excellence Program instructor and Writing Lead will attend a professional development session on September 22, 2007, provided by The Division of Advanced Academic Programs.

Evaluation

Students are monitored throughout the year based on their performance on bi-weekly assessments, monthly writing prompts, and the spring Reading FCAT.

Return On Investment Goal

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

Florida Education Priorities

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Return On Investment Statement

Campbell Drive Elementary 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 Florida Department of Education indicates that on the 2003 ROI index publication Campbell Drive Elementary ranked in the 24 percentile on the State of Florida ROI index. Campbell Drive Elementary will conduct a schoolwide inventory on our existing resources. To increase our school's ROI percentile, we will reexamine our existing expenditures, working together with faculty, administration, community partners, and EESAC. We will reevaluate, and possibly expand our current tutoring programs, to offer a wider range of assistance to a greater number of students. There is a need to take advantage of a broader resource base, utilizing private foundations, volunteer networks, and community agencies.

Measurable Objective

Campbell Drive Elementary School is improving its ranking on the State of Florida ROI index publication from the 24 percentile in 2003 to the 30 percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with the district on resource allocation.	Principal	08/20/07	06/5/08	Exchange Meaningful Information	0
Conduct a school-wide inventory on existing resources and consider reconfiguration of these resources.	Assistant Principal	8/20/07	6/5/08	Diversity & Educational Equity	0
Partner with community agencies in order to provide supplementary resources.	Community Involvement Specialist, Principal	8/20/07	6/5/08	Business Process Redesign	0
Ensure staff collaboration by sharing financial resources and uses in relation to school programs on a regular basis.	PrincipalAssistant Principal	8/20/07	05/30/08	Exchange Meaningful Information	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable.

Evaluation

On the next State of Florida ROI index publication, Campbell Drive will show progress toward reaching the 30 percentile. Monthly review of the school's expenditures will be reviewed by the Leadership Team.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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 reviewed the operational and Title 1 budgets and make recommendations for additional resources for mathematics, science, to boost reading and mathematics achievement.

Training:

The EESAC recommended continued staff development in literacy strategies to foster increased science and technology integration to boost reading and mathematics.

Instructional Materials:

Instructional Materials: The EESAC recommended additional classroom materials to support reading and mathematics achievement, including: FCAT preparation materials, technology resources, reading and mathematics supplements (e.g., workbooks, manipulatives, games).

Technology:

The EESAC recommended technology upgrades (e.g., hardware, software) to support reading and mathematics achievement through increased science and technology integration.

Staffing:

Staffing: Pending funding, the EESAC recommended additional staff to support reading and mathematics achievement: paraprofessionals for classroom and tutorial lessons, a Title I reading lead teacher, a Title I mathematics-science lead teacher, a writing lead teacher, and a literacy team (e.g., the lead teachers and the media specialist).

Student Support Services:

The EESAC recommended that the duties of the counselors be divided equally to service the needs of the primary and intermediate students.

Other Matters of Resource Allocation:



School Improvement Plan

2007-2008



Other Matters of Resource Allocation: The EESAC recommended funding for additional paraprofessionals, substitutes for staff development, and supplemental classroom resources.

Communication with Parents:

On-going communication: Campbell Drive Elementary strives to promote a "user-friendly" environment to all parents, by providing a bilingual faculty and staff. To foster increased parental communication, certain initiatives will be implemented through various contact methods (e.g., multilingual correspondence, marquee, home visits, calls, conferences, school website, monthly calendars, student progress reports and report cards).

Major Event/Activities: The Title I Family Learning Center will provide monthly parent education meetings at varied times, with child care provided. Topics will include parenting, test-taking, home learning tips, community resources, and parent literacy skills acquisition. Parents are invited several times during the school year to participate in activities such as: Open House, FCAT training in Reading, Writing and Mathematics, Science family nights, ESE parent educational forums, and community fairs. Parents are encouraged to volunteer to support on-going school events and activities which promote student achievement.

Benchmarking:

The EESAC recommended increased science and technology integration.

School Safety & Discipline:

Pending funding, the EESAC recommended additional school security and facility upgrades. School security would include: classroom phones, increased number of security personnel, before/after coverage by security personnel. Increased facility safety, especially in inclement weather includes: covered walkways to portables and enclosed stairwells.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	4000
Mathematics	20000
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	4000
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	28000



School Improvement Plan 2007-2008



Date of Review: _____

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent