

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Charles R. Drew Elementary School (1401)

Feeder Pattern - Miami Northwestern Senior

Regional Center III

District 13 - Miami-Dade

Principal - Rhonda Williams

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Charles R. Drew Elementary is an urban school located at 1775 NW 60th Street, Miami, Florida. It sits on approximately 6.50 acres. Charles R. Drew opened in 1964. This small school has a population of 451 students in grades pre-kindergarten through five. Charles R. Drew Elementary has the capacity to serve 738 students. The majority of the students walk to school or are transported by private car or bus. Approximately 5 percent of the students served at Charles R. Drew Elementary receive transportation provided by the district office. The neighborhood surrounding Charles R. Drew Elementary is comprised primarily of private homes, apartments, low-income housing and other schools. The Joseph Caleb Center, located four blocks away, contains several community service agencies, as well as the Model City Branch of the Miami-Dade Public Library. The majority of private businesses in the area are restaurants, convenience stores and warehouses. Additionally, Charles R. Drew Elementary School 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. Title I funds are used to support the tutorial program before and after school. Also, Title I funds are used to purchase instructional personnel to support the classroom teacher as well as technology to further enhance instruction in the classroom.

The school increased its technology by adding thirty percent more computers during the 2006-2007 academic school year. Charles R. Drew's building is composed of 37 self contained classrooms, two portables, a full service clinic, a career lab, and the Frederick A. Morley Expressive Arts Center that is shared with Charles R. Drew Middle School. Presently Charles Drew Elementary School has a total of 350 students on free or reduced lunch with the ethnic/racial makeup of the student population being 97.6 percent Black and 2.4 percent Hispanic.

According to the results of the 2007 FCAT test, of the students in grades three through five, 79 students scored a Level 1 and 59 students scored a Level 2 in Reading; 53 students scored a Level 1 and 74 students scored a Level 2 in Mathematics; 20 students scored below a 3.5 in Writing; 47 students scored a Level 1 and 48 students scored a Level 2 in Science. Our No Child Left Behind (NCLB) Sub-groups are Economically Disadvantaged and Black.

Charles R. Drew Elementary School employs one principal, two assistant principals, 55 full-time instructional staff members and 1 part-time instructional staff member. The school currently has 451 students: 17 pre-kindergarteners and one teacher; 52 kindergarteners and three teachers; 77 first graders and four teachers; 66 second graders and three teachers; 88 third graders and four teachers; 85 fourth graders and four teachers; and 89 fifth graders and four teachers.

Four percent of the teaching staff is new to the school. Forty-one percent of the instructional staff has earned advanced degrees. Twenty-three percent of the staff members are White, fifty-five percent are Black and twenty-two percent are Hispanic. The mobility rate of teachers is currently eight percent.

The average class size for general education at Charles R. Drew Elementary are as follows: pre-k (17:1), kindergarten (18:1), first grade (20:1), second grade (20:1), third grade (22:1), fourth grade (22:1) and fifth grade (22:1) and Special Education (SPED) (18:2). Student attendance for 2006 – 2007 was 96 percent as compared to the district's 95 percent.

Charles R. Drew Elementary retained sixteen students at the end of the 2006-2007 school year based on the students achieving a Level 1 on the FCAT Reading Test. The school's promotion rate is 97 percent.

Charles R. Drew Elementary is a part of the Miami Northwestern Senior High Feeder Pattern. Our fifth grade students matriculate into Charles Drew Middle School and then move to Miami Northwestern Senior High School. Charles Drew Middle School attained a school grade of a "D" and Miami Northwestern Senior High attained a school grade of an "F" for the 2006 – 2007 school year. Both, Charles Drew Middle School and Miami Northwestern Senior High School are a part of the District's School Improvement Zone.

Charles R. Drew Elementary School has maintained a school grade of "C" for two consecutive years. Also, during the 2006 – 2007 year, Charles R. Drew Elementary "Chess" team has participated in district wide competitions. Also, students in the Magnet program have participated in and received awards and recognition for their participation. In addition, the school received for the 2007-2008 school year, the Project Rise Grant that will afford five of our teachers to work on becoming National Board Certified Teachers to rise above excellence.

Charles R. Drew Elementary School has identified several challenges concerning improvement in the Education Design and Support Process. The first challenge is maintaining academic excellence. For the 2006-2007 school year, Charles R. Drew Elementary School earned a grade of "C" from the Florida Department of Education. The school earned a grade of "C" for the 2005-2006 school year as well. During the 2004-2005 school year, Charles R. Drew Elementary School earned a grade of "A". In order to address this challenge, the administration has departmentalized grades four and five and has developed schedules for teachers to have common planning times to collaborate with colleagues and curriculum leaders. Charles R. Drew Elementary has also developed a structured instructional focus calendar in reading, mathematics and science that addresses the needs of the students as evidenced by the 2007 FCAT results. The second challenge is student attendance rate. To address this challenge, the administration will provide incentives and recognition programs that will target improving student attendance. Another challenge is parental involvement. In order to address this challenge, the Community Involvement position has gone from part-time to full-time in order to meet the needs of the parents in the afternoon.



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Charles R. Drew Elementary School has been the recipient of various grants, including Partnership to Advance School Success (PASS). 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. Charles R. Drew has also been afforded the opportunity to receive a federally funded grant through the Teacher Incentive Fun (TIF), U.S. Department Education. This grant will enable teachers and administrators to increase their effectiveness, to grow professionally and to prepare students to experience increased academic growth.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by 5 percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase to 62% on the 2008 Administration of the FCAT Mathematics Test.

Given instructions based on the Sunshine State Standards, Economically Disadvantage students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by an increase of 1 percentage point in the number of students achieving proficiency on the 2008 Administration of the FCAT Writing+ as compared to the 2007 Administration of the FCAT Writing+.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 25 percentage points on the 2008 Administration of the FCAT Science Test as compared to the 2007 Administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, Charles R. Drew Elementary School will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the sign-in logs for the 2006 -2007 and 2007 -2008 school years.

Given an increased emphasis on a safe and orderly environment, the school's overall student attendance rate will increase by 1 percentage point during the 2007-2008 school year, as compared to the 2006-2007 school year utilizing the COGNOS Program's Percentage of Attendance Report.

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 2007-2008 school year as compared to the 2006-2007 school year.

Given increased emphasis on health and physical fitness, there will be an eight percent increase in the total number of students in grades three through five receiving Gold and Silver Fitness Awards during the 2007-2008 school year, as compared to the 2006-2007 school year.

Given increased emphasis on the benefits of participating in elective activities, there will be a 10 percent increase in the amount of students participating in the extended day programs during the 2007-2008, as compared to the 2006-2007 school year utilizing quarterly evaluations .

Charles R. Drew Elementary School Return of Investment percentile ranking will increase by at least one percentage point.

In an effort to continuously improve our educational services, Charles R. Drew Elementary School analyzed the results of the 2007 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.



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.

1401 - 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



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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.

Excellence

We are dedicated in developing life-long learners in search of high expectations and excellence in all educational areas.

Equity

We are devoted to providing equitable education to all students.

Integrity

We promote moral and ethical values with the purpose of enhancing student character.

Cooperation

We are all committed to working together to accomplish all our goals.

School Demographics

Charles R. Drew Elementary is a school committed to excellence. We believe in setting high standards and expectations for our students. The school is located at 1775 NW 60th Street in the heart of Miami's Liberty City and was opened in 1964. The school sits on 6.50 acres of land and houses two portable classrooms. 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. Presently Charles Drew Elementary School has a total of 350 students on free or reduced lunch. There are no renovation projects.

This six and half acre school site houses over 30 classrooms, and two portable 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 district has recently provided the school with an additional 89 computers. 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. For the 2007-2008 academic school year, there are 350 students on free and reduced lunch.

We are proud of our business partners who 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 such as SMART Boards, book bags, Thanksgiving Turkeys, school supplies and computers 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). 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.

The school offers before, during, after, and Saturday tutorial services. Our extended day services also include enrichment activities through Academic Excellence in the area of Science 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 96 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, Soar to Success, Harcourt Mathematics, and Learning Express.

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 mathematics when class size is reduced to 15-20 students. The benefits of smaller classes are greatest for disadvantaged and minority students. Findings have been confirmed and expanded as it relates to smaller classes.

Charles R. Drew Elementary School is 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 452 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 (82 percent), SPED (18 percent – 9 percent gifted and 6 percent specific learning disabled, 2 percent are speech impaired). The ethnic/racial makeup of the student population is 97.6 percent Black and 2.4 percent Hispanic. Upon graduation from fifth grade, the students matriculate to Charles R. Drew Middle School.

According to the results of the 2007 FCAT test, of the students in grades three through five, 79 students scored a Level 1 and 59 students scored a Level 2 in Reading; 53 students scored a Level 1 and 74 students scored a Level 2 in Mathematics; 20 students scored below a 3.5 in Writing; 47 students scored a Level 1 and 48 students scored a Level 2 in Science. Our No Child Left Behind (NCLB) Sub-groups are Economically Disadvantaged and Black.

The average class size for general education at Charles R. Drew Elementary are as follows: pre-k (17:1), kindergarten (18:1), first grade (20:1), second grade (20:1), third grade (22:1), fourth grade (22:1) and fifth grade (22:1) and Special Education (SPED) (18:2). In addition, there is a paraprofessional hired for first through third 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.

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earned a grade of "C" from the Florida Department of Education. The school earned a grade of "C" for the 2005-2006 school year as well. During the 2004-2005 school year, Charles R. Drew Elementary School earned a grade of "A". In order to address this challenge, the administration has departmentalized grades four and five and has developed schedules for teachers to have common planning times to collaborate with colleagues and curriculum leaders. Charles R. Drew Elementary has also developed a structured instructional focus calendar in reading, mathematics and science that addresses the needs of the students as evidenced by the 2007 FCAT results. The second challenge is student attendance rate. To address this challenge, the administration will provide incentives and recognition programs that will target improving student attendance. Another challenge is parental involvement. In order to address this challenge, the Community Involvement position has gone from part-time to full-time in order to meet the needs of the parents in the afternoon.

Charles R. Drew Elementary School has been the recipient of various grants, including Partnership to Advance School Success (PASS). 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.

Charles R. Drew Elementary School employs one principal, two assistant principals, and 55 full-time instructional staff members, 1 part-time instructional staff member. The school currently has 451 students: 15 pre-kindergarteners and one teacher; 52 kindergarteners and three teachers; 77 first graders and four teachers; 66 second graders and three teachers; 88 third graders and four teachers; 85 fourth graders and four teachers; and 89 fifth graders and four teachers.

The Leadership Team is composed of the principal, two assistant principals, reading facilitator, writing facilitator, mathematics facilitator, CSR project coordinator and grade level chairpersons from kindergarten to grade five. Four percent of the teaching staff is new to the school. Forty-one percent of the instructional staff has earned advanced degrees. Twenty-three percent of the staff members are White, fifty-five percent are Black and twenty-two percent are Hispanic. The mobility rate of teachers is currently eight percent.

The teacher student ratio in primary is 1:20 and in intermediate 1:22. There are approximately seventeen kindergarten students per class. First grade currently has an average of 19.5 students per class. There is an average of 20 students in each second grade class. In third grade there are 22 students per class. There are 21 fourth graders in each class and the average of students per class in fifth grade is 22. Special Education students per grade are as follows: kindergarten- 2 students, first grade- 11 students, second grade- 8 students, third grade- 23 students, fourth grade- 23 students and fifth grade-15 students. That includes students receiving one or more of the following services: Speech Therapy, Language Therapy, Students in SPED Academics and Gifted students.

The student teacher ratio by grade level is as follows: pre-k (17:1), kindergarten (18:1), first grade (20:1), second grade (20:1), third grade (22:1), fourth grade (22:1) and fifth grade (22:1) and Special Education (SPED) (18:2). Student attendance for 2006 – 2007 was 96 percent as compared to the district's 95 percent. Instructional staff attendance rate was 98 percent, with 3 teachers missing five or more days during the 2006 – 2007 school year.

Charles R. Drew Elementary retained sixteen (14%) third grade students at the end of the 2006 -2007 school year based on the students achieving a Level 1 on the FCAT Reading Test compared to the Miami-Dade County School District of 15% retained students.

Charles R. Drew Elementary is a part of the Miami Northwestern Senior High Feeder Pattern. Our fifth grade students matriculate into Charles R. Drew Middle School and then move to Miami Northwestern Senior High School. Charles R. Drew Middle received a school grade of "D" and Miami Northwestern Senior High attained a school grade of "F" for the 2006 – 2007 school years. Both, Charles R. Drew Middle and Miami Northwestern Senior High School are a part of the District's School Improvement Zone.

Students in grades K through five at Charles R. Drew Elementary participate in Character Education Program which focuses on teaching children about basic human values including honesty, kindness, generosity, courage, freedom, equality, and respect. The goal of this program is to promote and increase citizenship awareness among the children so that they may become morally responsible, self-disciplined citizens. Problem solving, decision making, and conflict resolution are important parts of developing moral character.

Students who scored FCAT Level 3-5 participate in the Academic Excellence Program (AEP) The following curriculum components will be incorporated into these "enhanced" programs: Science and Chess. All sessions will meet three days per week after school for one hour each day. The program goal is to enrich the critical and creative thinking of participating students.

Charles R. Drew Elementary has an expressive arts program for students in grades second through fifth. Students have participated in trips as far as New York to gain the experience in both drama and dance. The dance magnet participated in the Superintendent's Ball in the 2006-2007 school year.

Charles R. Drew Elementary School's gifted program is aligned to the Miami-Dade County Public School vision of gifted education which is to provide access to excellence to all students. Through the Division of Advanced Academic Programs, the gifted program's goal is to nurture academically talented students through interactions and activities that provide for the maximum development of each student's academic talents as demonstrated by a need for differentiated services, successful classroom performance, and educational opportunities that are challenging, accelerated, enriched, and innovative. Additionally, Charles R. Drew's gifted program services first through fifth grade students in reading/language arts, mathematics as well as science utilizing a pull-out model.



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Charles R Drew Elementary receives Title I funds that are used to support the tutorial program before and after school and to purchase instructional personnel to support the classroom teacher. Additionally, Title I funds are used to purchase technology to further enhance instruction in the classroom.

During the 2006 – 2007 school year, the Rotary Club of Miami provided book bags and school supplies to every student in kindergarten and first grade. In addition, Charles R. Drew Elementary School has a continuous partnership with District and Regional Center representatives.

Charles R. Drew Elementary has been afforded the opportunity to receive a federally-funded grant through the Teacher Incentive Fund (TIF), U.S. Department Education. This grant will enable teachers and administrators to increase their effectiveness, to grow professionally, and to prepare students to experience increased academic growth.

School Foundation

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 overall average item score of a 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 4.3 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.

Education Design:



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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, the instructional staff used data to monitor and drive instruction, as well as, identified opportunities for improvement.

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 OPIS, 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 2006-2007 school year. Attendance among staff has improved, as well.

Schools Graded 'C' or Below

Professional Development:

Charles R. Drew Elementary School will continue to train and provide refresher sessions in the Continuous Improvement Model (CIM) which has helped our school meet AYP in all subgroups.

District and Regional Center III Curriculum Support Specialists and school-site reading, mathematics and writing coaches will provide on-going professional development to teachers in kindergarten through grade five in the implementation of best practices in differentiated instruction. Training shall occur in Professional Learning Communities. Continuous student assessment results will provide the leadership team critical information on the professional development needs of the staff.

Professional development will be provided to teachers and appropriate staff in Professional Learning Communities and on Teacher Planning Days. Trainings will include the core reading program, intervention programs, and assessments used at the elementary school level as follows: Houghton Mifflin's Legacy of Literacy, Houghton Mifflin's Early Success, Houghton Mifflin's Soar to Success, and Voyager Passport.

Professional development will be provided to teachers and appropriate staff in Professional Learning Communities and on Teacher Planning Days. Trainings will include the core mathematics program, intervention programs, and assessments used at the elementary school level as follows: Harcourt Brace.

Professional development will be provided to teachers and appropriate staff in Professional Learning Communities and on Teacher Planning Days. Trainings will include the core science program, intervention programs, and assessments used at the elementary school level as follows: Scott Foresman, 2007.

Administrators will participate in professional development activities to support the school-wide literacy plan.

Disaggregated Data :

Continue to provide professional development on the Continuous Improvement Model to ensure that all subgroups meet AYP in 2008.

Disaggregate and analyze third through fifth grade student data from the 2007 FCAT Reading, Mathematics and Science Tests to identify strengths and weaknesses in student performance and develop an instructional focus calendar for reading, mathematics and science.

Conduct ongoing monthly Leadership Team meetings to oversee the implementation of school-wide reading, mathematics, writing and science initiatives and to analyze data.

Continue to implement the Continuous Improvement Model across all grade levels to improve student achievement and ensure reading progress.

Informal and Formal Assessments:

The strategies used to achieve student progress in reading, writing, mathematics and science will be evaluated as follows:

1. Scores on the 2008 administration of the FCAT SSS Reading, Mathematics, FCAT Writing+ and Science Tests
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 (DIBELS)
4. District Interim Reading, Mathematics and Science Assessments
5. Skills (DIBELS) (K-3) and STAR will be administered to assess students' Performance levels

Alternative Instructional Delivery Methods :



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Provide an additional 30 minutes of focused and appropriate intervention using Voyager Passport, Early Success or Soar to Success for Tier 1 and Tier 2 students to increase reading comprehension.

Provide an additional 60 minutes of focused and appropriate intervention using Voyager Passport or Soar to Success for Tier 3 students to increase reading comprehension.

Implement a school based reading and mathematics 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 authored bi-weekly assessments.

Implement the Comprehensive Research-based Reading Plan (CRRP), for students in grades kindergarten through five, with intensive focus on differentiated instruction and vocabulary development to further increase reading ability.

Utilize the following computer programs: Accelerated Reader (first through fifth grades), Reading Plus (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.

Departmentalize fourth and fifth grade to draw from the strengths of the instructional staff based on results of the 2007 FCAT.

Utilize 2007 FCAT results and continuous school authored bi-weekly assessments to identify professional development activities that enhance and promote best practices on tested benchmarks.

Implement a before school Tutorial Enrichment Reading Program for students that are identified as Level 4 and level 5 as evidenced by 2007 FCAT and SAT10.

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 and mathematical experiences.



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 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"/>

Reading Statement

All students will demonstrate increased performance in reading.

Needs Assessment



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Based on the 2007 FCAT Reading Performance Data, 63 % of third grade students met high standards by scoring at or above Achievement Level 3.

Scores indicate that 51% of fourth grade students met high standards by scoring at or above Achievement Level 3, a 6 percentage point increase from 2006.

Scores indicate that 44% of fifth grades students met high standards by scoring at or above Achievement Level 3, a 6 percentage point decrease from 2006.

Data revealed that an average of 31% of students in grades three through fifth did not meet high standards by scoring at Achievement Levels 1 or 2, a 6 percentage point increase from 2006.

Scores indicate that third grade students' mean score by content cluster during the 2006 – 2007 school year were: Words and Phrases, a 10 percentage point increase from 2006; Main Idea/Purpose, a 5 percentage point decrease from 2006; Comparisons, a 1 percentage point increase from 2006; and, Reference/Research a 25 percentage point decrease from 2006.

Scores indicate that fourth grade students' mean score by content cluster during the 2006 – 2007 school year were: Words and Phrases, a 7 percentage point decrease from 2006; Main Idea/Purpose, a 1 percentage point increase from 2006; Comparisons, a 0 percentage increase/decrease from 2006; and, Reference/Research, a 23 percentage point increase from 2006.

Scores indicate that fifth grade students' mean score by content cluster during the 2006 – 2007 school year were: Words and Phrases a 13 percentage point decrease from 2006; Main Idea/Purpose an 11 percentage point decrease from 2006; Comparisons, a 4 percentage point decrease from 2006; and, Reference/Research (2), a 17 percentage point decrease from 2006.

NCLB Subgroup Target

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 type="checkbox"/>



School Improvement Plan 2007-2008



Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by 5 percentage points on the 2008 administration of the FCAT Reading Test as compared to the 2007 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use the Regional Center III Schools Targeted for Academic Reform (STAR) data protocols to facilitate data analysis and adjust instructions based on students needs.	AdministratorsLeadership Team	8/20/2007	6/6/2008	District-wide Literacy Plan	0
Provide a curriculum calendar focusing on the targeted FCAT Reading benchmarks for grades three through five to ensure that all benchmarks have been taught by February, 2008. Use developmentally appropriate strategies and techniques to infuse the eight annually assessed reading benchmarks in grades kindergarten through fifth.	Reading LeaderAdministrators	8/20/2007	6/6/2008	Continuous Improvement Model	0
Utilize school site reading coaches, Regional Center III Curriculum Support Specialists, district Curriculum Support Specialists to provide in class professional development for teachers.	Reading LeaderAdministrators	8/20/2007	6/6/2008	District-wide Literacy Plan	0
Identify the students in all subgroups at Achievement Level 1 or 2 of the FCAT Reading Test, as delineated in adequate yearly progress disaggregated data. Implement during school tutorial programs to address the reading deficiencies of these students. Refer students not demonstrating adequate growth to the Student Support Team for additional intervention strategies, such as individualized tutoring and counseling.	AdministratorsReading CoachLeadership Team	8/20/2007	6/6/2008	Continuous Improvement Model	0
Administer weekly, monthly, and quarterly assessments aligned to the Sunshine State Standards tested benchmarks using the FCAT Item Specifications for Reading.	Grade Level TeachersAdministrators	8/27/2007	5/30/2008	Continuous Improvement Model	0
Utilize Edusoft to score assessments, generate disaggregated data reports to redirect classroom instruction. Conduct weekly grade level meetings to review and analyze student data.	Teachers, Reading CoachAdministrators	8/27/2007	5/30/2008	Continuous Improvement Model	0
Implement an uninterrupted daily 2 hour block in reading for grades kindergarten through fifth. Implement an uninterrupted daily 2.5 hour block in reading for students in grades kindergarten through fifth who were retained once and scored Intensive on DIBELS and/or received a Level 1 or 2 on the 2007 FCAT Reading Test and a daily 3 hour block in reading for students who were retained two consecutive times in third grade.	Teachers, Reading CoachAdministrators	8/20/2007	6/6/2008	Continuous Improvement Model	0
Utilize computer assisted programs in reading such as SuccessMaker, Reading Plus and Accelerated Reader to reinforce learning and provide repetition for growth.	Teachers, Reading CoachAdministrators	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Utilize departmentalization in grades four and five providing instructional staff become experts in their respective disciplines and receive maximize support from curriculum support personnel	Teachers, Reading Coach, Administrators	8/20/2007	6/6/2008	District-wide Literacy Plan	1930
Provide 30 additional minutes in every teacher's schedule for intervention. Provide independent differentiated activities that match learning styles, strengths, and modalities of learning to reinforce reading skills for students in grades kindergarten through fifth.	Reading CoachAdministrators	8/20/2007	5/30/2007	District-wide Literacy Plan	0
Develop an alliance with parents and the surrounding community through parent and community meetings to support the academic achievement of students, including every subgroup.	Community Involvement SpecialistAdministrators	8/20/2007	6/6/2008	Parental Choice Options	0
Create a book club for Level 1 and 2 students to foster their love for reading and to build fluency and stamina.	Reading Coach, Media Specialist, Administrators	8/20/2007	6/6/2008	Continuous Improvement Model	0
Conduct parent meetings at the beginning of every grading period to inform parents of the academic expectations for each grading period.	Teachers, Administrators	8/20/2007	6/6/2008	Parental Choice Options	0
Utilize the Continuous Improvement Model (CIM) to support improved student achievement. This strategy will be used at all grade levels, including all students within each subgroup.	Teacher, Reading Coach, Administrators	8/20/2007	6/6/2008	Continuous Improvement Model	0

Research-Based Programs

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



School Improvement Plan 2007-2008



Professional Development

Professional development is provided through Professional Learning Community meetings and collaborative planning. Charles R. Drew Elementary offers teacher training for the Houghton Mifflin Reading Series at the school site and encourages teachers to participate in district workshops. SuccessMaker training and support is also provided at the school site by Pearson consultants.

Evaluation

The summative evaluation of this objective will be based on the scores from the 2008 FCAT Reading Test. Weekly and monthly simulated FCAT reading tests will provide formative assessment which will be used to monitor progress toward the objective. In addition, District Interim Assessments will be administered and the results will be analyzed to continuously align curriculum.

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 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"/>

Mathematics Statement

All students will demonstrate increased performance in mathematics.

Needs Assessment



School Improvement Plan 2007-2008



Scores indicate that 68% of third grade students met high standards by scoring at or above Achievement Level 3, an 11 percentage point increase from 2006.

Scores indicate that 45% of fourth grade students met high standards by scoring at or above Achievement Level 3, a 10 percentage point decrease from 2006.

Scores indicate that 47% of fifth grades students met high standards by scoring at or above Achievement Level 3, a 9 percentage point decrease from 2006.

Data revealed that an average of 47% of students in grades three through five did not meet high standards by scoring at Achievement Levels 1 or 2, a 3 percentage point increase from 2006.

Scores indicate that third grade students' mean score by content cluster during the 2006 – 2007 school year were: Number Sense a 16 percentage point increase from 2006; Measurement, a 13 percentage point increase from 2006; Geometry, a 11 percentage point increase from 2006; Algebraic Thinking, a 0 percentage point decrease from 2006; and, Data Analysis, a 14 percentage point increase from 2006.

Scores indicate that fourth grade students' mean score by content cluster during the 2006 – 2007 school year were: Number Sense, a 10 percentage point decrease from 2006; Measurement, a 0 percentage point increase from 2006; Geometry a 0 percentage point increase from 2006; Algebraic Thinking, a 14 percentage point decrease from 2006; and, Data Analysis, a 14 percentage point decrease from 2006.

Scores indicate that fifth grade students' mean score by content cluster during the 2006- 2007 school year were: Number Sense, a 0 percentage point increase from 2006; Measurement a 9 percentage point increase from 2006; Geometry a 9 percentage point decrease from 2006; Algebraic Thinking, a 9 percentage point decrease from 2006; and, Data Analysis, a 0 percentage point increase from 2006.

Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase to 62% on the 2008 Administration of the FCAT Mathematics Test.

Given instructions based on the Sunshine State Standards, Economically Disadvantage students will increase their mathematics skills as evidenced by 58% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

NCLB Subgroup Target

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

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase to 62% on the 2008 Administration of the FCAT Mathematics Test.

Given instructions based on the Sunshine State Standards, Economically Disadvantage students will increase their mathematics skills as evidenced by 62% meeting high standards on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the Continuous Improvement Model (CIM) to support improved student achievement. This strategy will be used at all grade levels, including all students within each subgroup.	TeachersMath FacilitatorAdministrator	8/20/2007	6/6/2008	Continuous Improvement Model	0
Use the Regional Center III STAR data protocols to facilitate data analysis and adjust instructions based on students needs.	Leadership TeamGrade Level ChairsAdministrator	8/20/2007	6/6/2008	District-wide Literacy Plan	0
Provide a curriculum calendar focusing on the targeted FCAT Mathematics benchmarks for grades three through five to ensure that all benchmarks have been taught by February, 2008. Use developmentally appropriate strategies and techniques to infuse the FCAT tested benchmarks in grades kindergarten through fifth.	Leadership TeamAdministrator	8/20/2007	6/6/2008	Continuous Improvement Model	0
Utilize school site mathematics facilitator, Regional Center III Curriculum Support Specialists, district Curriculum Support Specialists to provide in class professional development for teachers.	Mathematics FacilitatorAdministrator	8/20/2007	6/6/2008	District-wide Literacy Plan	0
Identify the students in all subgroups at Achievement Level 1 or 2 of the FCAT Mathematics Test, as delineated in adequate yearly progress disaggregated data. Implement during school tutorial programs to address the mathematics deficiencies of these students.	Tutorial Coordinator, Mathematics CoordinatorAdministrat or	8/20/2007	6/6/2008	Continuous Improvement Model	1940
Administer weekly, monthly, and quarterly assessments aligned to the Sunshine State Standards tested benchmarks using the FCAT Item Specifications for Mathematics.	Leadership Team, Administrator	8/30/2007	6/06/2008	Continuous Improvement Model	0
Utilize Edusoft to score assessments, generate disaggregated data reports to redirect classroom instruction. Conduct weekly Professional Learning Communities to review and analyze student data.	Leadership Team, Teacher, Administrator	8/30/2007	5/30/2008	Continuous Improvement Model	0
Utilize computer assisted programs in mathematics such as SuccessMaker and FCAT Explorer to reinforce learning and provide repetition for growth.	Administrator, teacher	6/6/2008	5/30/2007	Continuous Improvement Model	0
Utilize departmentalization in grades four and five providing instructional staff become experts in their respective disciplines and to receive maximum support from school site curriculum support personnel.	Leadership Team,Administrator	8/20/2007	6/6/2008	Continuous Improvement Model	7400
Engage parents in activities that support student achievement through parent compacts, progress reports, parent information sessions and activities.	Teachers, Leadership TeamAdministrator	8/20/2007	6/6/2008	Parental Choice Options	0
Provide on-site professional development, as well as opportunities for staff to participate in workshops, training sessions and conferences to enhance instruction.	Leadership Team, Administrators	8/20/2007	6/6/2008	Continuous Improvement Model	0
Conduct parent meetings at the beginning of every grading period to inform parents of the academic expectations for each grading period.	Teacher, Administration	8/20/2007	6/6/2008	Parental Choice Options	0
Utilize manipulatives to enhance understanding of concepts through hands-on mathematics.	Teacher, Administrator	8/20/2007	6/6/2008	Continuous Improvement Model	0

Research-Based Programs

Harcourt Brace, Mathematics Program, Brainchild, and SuccessMaker.



School Improvement Plan 2007-2008



Professional Development

Professional development is provided through grade level meetings and collaborative planning. Focus will be on the district's scope and sequence and the implementation of the Harcourt Brace Mathematics Series. Additionally, teachers in grades 3-5 will participate in Item Specifications Training and Critical Thinking through District workshops and in-services.

Evaluation

The summative evaluation of this objective will be the scores of the 2008 FCAT Mathematics Test. Quarterly site authored Sunshine State Standards based tests will provide formative assessment which will be used to monitor progress toward the objective and the effectiveness of the tutorial program. In addition, District Interim Assessments will be administered and the results will be analyzed to continuously align curriculum.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

All students will demonstrate increased performance in writing.

Needs Assessment

Results of the 2007 FCAT Writing+ Test indicate 76% of fourth grade students tested met the state standard of 3.5 or above in writing, a 12 percentage point increase from 2006.

The combined mean score of tested population is 3.9, an increase of 0.3 percentage points from 2006.

Scores indicate that the mean score for the expository prompt is 3.8, a 0.2 increase from 2006.

Scores indicate that the mean score for the narrative prompt is 3.8, a 0.2 increase from 2006.

NCLB Subgroup Target

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 type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by an increase of 1 percentage point in the number of students achieving proficiency on the 2008 Administration of the FCAT Writing+ as compared to the 2007 Administration of the FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer and analyze data from the District's Pretest narrative/expository writing prompts to establish differentiated instruction groups.	Teachers, Writing Facilitator, Administrator	8/27/2007	4/15/2008	District-wide Literacy Plan	0
Instruct students in small and total group sessions based on pre and mid test results.	Writing Facilitator Administrator	8/20/2007	2/8/2008	Continuous Improvement Model	7400
Improve the quality of writing through the use of strategies such as magnified moments, vivid verbs, sentence variety, writing pictures, and transitional words.	Teachers, Writing Facilitator, Administrator	8/20/2007	6/6/2008	Continuous Improvement Model	0
Utilize school site writing and reading coaches, Regional Center III Curriculum Support Specialists and district Curriculum Support Specialists to provide in class professional development for teachers.	Reading Coach, Writing Facilitator Administrator	8/20/2007	6/06/2008	District-wide Literacy Plan	0
Utilize Houghton Mifflin Writing Component to implement the district's writing plan.	Teacher, Writing Facilitator Administrator	8/20/2007	5/30/2008	District-wide Literacy Plan	7400
Incorporate classroom journal writing to provide additional writing opportunities.	Teacher, Administrator	8/20/2007	5/30/2008	Continuous Improvement Model	0
Use the Regional Center III STAR data protocols to facilitate data analysis and adjust instructions based on students needs	Leadership Team, Administrator	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Provide coaching and mentoring with the implementation of the monthly writing prompts, interpretation of the U-6 Scoring Rubric, analysis of student papers, and specific strategies to guide instruction to ensure writing gains.	Leadership Team Administrator	8/20/2007	5/30/2008	Continuous Improvement Model	0

Research-Based Programs

1. Writing Component of the Houghton Mifflin Reading Program

Professional Development

Professional development is provided through grade level meetings and collaborative planning. Focus will be based on the following:

1. Holistic Scoring of Demand Writing
2. Score-Point Specific Instruction
3. Individual Conferencing
4. Instructional Implications derived from annotations of state- scored 0-6 essays
5. Effective writing strategies, such as Magnifying Moments, Vivid Verbs, etc.

Evaluation

The summative evaluation of this objective will be the scores of the 2008 FCAT Writing+ Test. Bi-weekly writing prompt scores will provide formative assessment which will be used to monitor progress towards the objective. In addition, the District's Pre and Post tests will be administered and the results will be analyzed to inform instruction.

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 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"/>

Science Statement

All students will demonstrate increased performance in science.

Needs Assessment

Scores indicate that 19% of grade five students met high standards by scoring at or above Achievement Level 3, a 5 percentage increase from 2006.

Scores indicate that 79% of grade five students did not meet high standards by scoring at Achievement Levels 1 or 2, a 3 percentage point decrease from 2006.

Scores indicate that fifth grade students' mean score by content cluster during the 2006 – 2007 school year were: Physical and Chemical Sciences a 0 percentage point decrease from 2006; Earth and Space Sciences a 3 percentage point decrease from 2006; Life and Environmental Sciences, a 6 percentage point increase from 2006; and Scientific Thinking, a 8 percentage point decrease from 2006.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 25 percentage points on the 2008 Administration of the FCAT Science Test as compared to the 2007 Administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement Continuous Improvement Model across grade levels to improve student achievement and ensure science progress.	Leadership Team, Teachers, Administrators	8/20/2007	6/6/2008	Continuous Improvement Model	0
Use the Regional Center III STAR data protocols to facilitate data analysis and adjust instructions based on students needs	TeachersLeadership TeamAdministrators	8/20/2007	6/6/2008	District-wide Literacy Plan	0
Utilize district adopted science textbook to effectively teach the 11 annually assessed science benchmarks.	Teachers, Science FacilitatorAdministrators	8/20/2007	6/6/2008	District-wide Literacy Plan	0
Utilize hands-on science lab activities that are related to the Sunshine State standards for students in grades kindergarten through fifth.	TeachersAdministrators	8/27/2007	5/30/2008	Continuous Improvement Model	0
Utilize Regional Center III Curriculum Support Specialists and district Curriculum Support Specialists to provide in class professional development for teachers.	Leadership Team, Curriculum Support Personnel, Administrators	9/3/2007	5/30/2008	District-wide Literacy Plan	0
Provide professional development on the use of hands-on activities and the best practices to enhance science skills.	Science FacilitatorAdministrators	8/27/2007	5/30/2008	Continuous Improvement Model	0
Engage kindergarten through second grade students in a class science fair project and third through fifth grade students in an individual science fair project.	Teachers, Science Facilitator, Administrators	9/10/2007	3/31/2008	Continuous Improvement Model	0
Implement the Regional Center III Science pacing guide for elementary schools.	Science Facilitator, Administrators	8/20/2007	6/6/2008	District-wide Literacy Plan	0
Utilize the FCAT Simulation program to assess student mastery and inform instruction as needed.	Teachers, Science Facilitator, Administrators	8/20/2007	6/6/2008	Continuous Improvement Model	0

Research-Based Programs

Scott Foresman Science, 2007

Professional Development

Professional development is provided through grade level meetings and collaborative planning. Focus will emphasize the scientific process and best practices for teaching science. Additionally, teachers are encouraged to participate in District workshops and in-services that include Test Item Specifications and the Scientific Process to support student needs.

Evaluation

The summative evaluation of this objective will be the scores of the 2008 FCAT Science Test. Bi-weekly and monthly simulated FCAT Science tests and District Interim Science Assessments will provide formative assessment which will be used to monitor progress toward the objective.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Parental Involvement Statement

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

Needs Assessment

Title I Parent Outreach Sign – In Sheets indicate that parental participation increased 55 % as compared to the 2005 - 2006 school year.

Measurable Objective

Given the school wide emphasis on parental and community involvement, Charles R. Drew Elementary School will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the sign-in logs for the 2006 -2007 and 2007 -2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	8/20/2007	6/6/2008	Parental Choice Options	0
Recruit parents to share their various experiences and areas of expertise to enhance student achievement and increase career awareness.	Guidance Counselor/Administrators	8/20/2007	6/6/2008	Parental Choice Options	0
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	9/5/2007	6/6/2008	Parental Choice Options	0
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	9/4/2007	5/30/2008	Parental Choice Options	1000
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	9/4/2007	5/30/2008	District-wide Literacy Plan	0
Implement monthly parent informational meetings to continuously keep parents aware of student progress and achievement.	Administrators	8/27/2007	5/30/2008	Parental Choice Options	0
Provide incentives, recognitions, and rewards to encourage and increase parent participation.	Facilitators/Administrators	8/27/2007	5/30/2008	Education Innovation	500
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	8/20/2007	6/6/2008	Parental Choice Options	0

Research-Based Programs

Not Applicable

Professional Development

The Educational Excellence School Advisory Council (EESAC) seeks to train and involve parents on how to effectively participate in making informed decisions on curriculum, technology, budget and involvement with their child's education. Charles R. Drew Elementary offers parents a resource center, as well as the ability to utilize materials from the media center to create a literate home environment. Parents are invited to attend school site, region and district workshops that address parent concerns.

Evaluation

The summative evaluation of this objective will be activities sign-in sheets and parent conference logs. Monthly review of sign-in sheets and event logs will be used to monitor progress

Discipline & Safety 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

Discipline & Safety 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 2006-2007 school year was 94.69 percent in comparison to the student attendance rate from the 2005-2006, which was 94.73 percent. Although mild, the decreasing trend in student attendance is a concern.

Measurable Objective

Given an increased emphasis on a safe and orderly environment, the school's overall student attendance rate will increase by 1 percentage point during the 2007-2008 school year, as compared to the 2006-2007 school year utilizing the COGNOS Program's Percentage of Attendance Report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	8/20/2007	6/6/2008	Student Wellness	0
Provide a school-wide weekly, monthly, quarterly, and annually incentive program for students with satisfactory attendance.	Administrators	8/20/2007	6/6/2008	Education Innovation	0
Increase home visitations for students with a high frequency rate of absences.	Administrators/Counselor or	8/20/2007	6/6/2008	Student Wellness	0

Research-Based Programs

Not Applicable

Professional Development

Teachers will participate in the following activities: Learning to Identify Classroom Attendance Trends utilizing Gradebook. (October 2007)

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.

Technology 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 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 checked="" type="checkbox"/>

Technology Statement

The school will integrate technology in 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 2006-2007 school year. During the 2007-2008 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 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop a school-wide computer lab schedule to help increase the time students spend utilizing technology.	Administrators	8/20/2007	5/30/2008	Continuous Improvement Model	0
Generate bi-weekly reports to monitor student progress utilizing SuccessMaker, Edusoft, DIBELS, Reading Plus and Brainchild.	Classroom Instructor Administrators	8/20/2007	6/6/2008	Continuous Improvement Model	0
Implement SuccessMaker, Accelerated Reader, FCAT Achiever, Reading Plus, and FCAT Explorer.	Classroom Instructor Administrators	8/20/2007	5/30/2008	Continuous Improvement Model	0
Implement the use of Smart Boards for daily classroom instruction in fourth and fifth grades.	Administrators	8/20/2007	5/30/2008	Continuous Improvement Model	0

Research-Based Programs

SuccessMaker

Professional Development

School staff will receive professional development in the following computer-based programs: Reading Plus (October 2007), SuccessMaker (October 2007), Accelerated Reader (October 2007), Brainchild (October 2007), FCAT Explorer (October 2007), Edusoft (September-December 2007), and Smart Board Training (September 2007).

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 2006-2007 computer-based group usage report.
2. Bi-weekly usage reports will be monitored to ensure attainment of identified goals.

Health & Physical Fitness 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

Health & Physical Fitness Statement

The school will promote the overall health and fitness of students.

Needs Assessment

Based on the Miami-Dade County Public Schools 2006-2007 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. 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 2007-2008 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 an eight percent increase in the total number of students in grades three through five receiving Gold and Silver Fitness Awards during the 2007-2008 school year, as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	8/20/2007	5/30/2008	Student Wellness	0
Increase awareness of nutritional benefits to both students and parents by disseminating information to students on a monthly basis.	Physical Education Instructor/ Administrators	8/20/2007	5/30/2008	Healthcare & Healthy Choices	0
Increase student physical training activities that will target areas assessed by the Miami-Dade County Public Schools Physical Fitness Test.	Physical Education Instructor/ Administrators	8/20/2007	5/30/2008	Student Wellness	0
Physical education instructors will provide home learning opportunities that will focus on physical fitness activities.	Physical Education Instructor/ Administrators	8/20/2007	5/30/2008	Student Wellness	0
Physical education instructors will attend physical fitness workshops that will enhance instructional strategies.	Administrators	8/20/2007	5/30/2008	Other/ Not Applicable	0

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 2006-2007 school year.
2. Student progress will be evaluated utilizing a pre and post test, as well as, quarterly evaluations that will monitor student progress.

Electives & Special Areas 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 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Electives & Special Areas Statement

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

Needs Assessment

Based on the analysis of the 2006-2007 informational reports pertaining to student enrollment in the extended day services, such as, the Academic Excellence Program and After School Tutorial Services, it was noted that 182 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 2007-2008 school year.

Measurable Objective

Given increased emphasis on the benefits of participating in elective activities, there will be a 10 percent increase in the amount of students participating in the extended day programs during the 2007-2008, as compared to the 2006-2007 school year utilizing quarterly evaluations .

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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 FacilitatorAdministrators	10/17/2007	6/05/2008	Continuous Improvement Model	2000
Establish and promote monthly chess tournaments to encourage and increase participation and involvement among students in the Academic Excellence Program.	AEP FacilitatorAdministrators	10/17/2006	5/24/2007	Academic Enrichment Opportunities	2000
Establish a Future Educators of America student organization which will promote teaching as a profession.	FacilitatorsAdministrator s	8/20/2007	5/30/2008	Academic Enrichment Opportunities	0

Research-Based Programs

Not Applicable

Professional Development

The Academic Excellence Program (AEP) Facilitator(s) will participate in the following professional development activities: Academic Excellence Program In-service: Chess (October 2007) and Hands-on-Science (October 2007).

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 2006-2007 school year.
2. Quarterly evaluations that will ensure and monitor enrollment trends.

Return On Investment 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 type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Return On Investment 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 2006, Charles R. Drew Elementary ranked at 14 percent on the State of Florida ROI index.

Measurable Objective

Charles R. Drew Elementary School Return of Investment percentile ranking will increase by at least one percentage point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with the District on resource allocation.	Administrators	8/20/2007	5/30/2008	Other/ Not Applicable	0
Consider shared use of facilities and partnering with community agencies.	Administrators	8/20/2007	5/30/2008	Business Process Redesign	0
Consider reconfiguration of existing resources or take advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators	8/20/2007	5/30/2008	Other/ Not Applicable	0
Become more informed about the use of financial resources in relation to school programs.	Administrators	8/20/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI Index publication, Charles R. Drew Elementary School will show progress toward reaching the fourteenth percentile.

EESAC Compliance

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

Budget:

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

Training:

The EESAC reviewed pertinent data involving student achievement and was involved in identifying opportunities for improvement in the area of professional development. 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 Plus Program. The EESAC also recommends adding additional Printer in grades K through 5.

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:



School Improvement Plan 2007-2008



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

BY GOAL	TOTAL BUDGET
Reading	1930
Mathematics	9340
Writing	14800
Science	0
Parental Involvement	1500
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	4000
Return On Investment	0
Total	31570



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