Colonial Drive Elementary School

2015-16 School Improvement Plan

Colonial Drive Elementary School

10755 SW 160TH ST, Miami, FL 33157

http://cdes.dadeschools.net/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	91%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	97%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	C	C

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F		**Turnaround Status**
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission at Colonial Drive Elementary School is to establish a firm foundation in each child's academic potential, social and cultural awareness, sense of self-worth and physical abilities in a positive, empowering environment, which promotes lifelong learning and high expectations for civic and personal literacy in our diverse world.

Students are encouraged to be critical thinkers and good decision-makers. They are expected to come to school every day and arrive on time. Students receive enrichment/intervention through before/after school programs and/or push-in practices during the school day. Students are recognized for their academic, behavioral and attendance accomplishments.

Communication between the parents, students, and the school is executed and maintained through daily phone calls, e-mails, marquee messages, and individualized parent conference meetings. This communication between home and school is vital in updating the parents and ensuring that the interested parties are positively impacting student learning.

Provide the school's vision statement

Our vision at Colonial Drive Elementary School is that each student will rise above his or her own expectations of personal growth and achievement to be competitive in a global society.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Fostering the culture of acceptance and respect is essential to developing the social and emotional growth of our diverse students. Through various project-based activities in our K-5 classrooms centered in the learning and understanding cultural differences, our students are exposed to real-world connections. Also, thematic unit lessons focused on traditions and community celebrations or commemorations such as the Hispanic Heritage, Holocaust, Veterans Day, Black History Month, Women's Month, and others are conducted.

At Colonial Drive Elementary, we bring the world to our students. Each classroom is equipped with technology such as an Interactive Whiteboard to enhance the learning experience. Our faculty and staff utilizes its interactive interface to engage students on lessons that build their cultural awareness. Websites such as National Park Service, Discovery Education, and NBC create virtual field trip.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Creating and maintaining a safe learning environment is our priority. We believe in engaging students in meaningful talk and conscious discipline to instill values such as respect and responsibility. Promoting character education transcends throughout the school beginning with the morning announcement. We have classroom presentations from community and business partners such as anti-bullying campaign. Furthermore, in the month of September, we conducted a ROAR-PBS school campaign for students in grades 2-5. Students were reminded of safety tips while walking in the hallway, lining up for dismissal, and maintaining acceptable cafeteria behavior. ROAR posters are strategically placed throughout the school to serve as a constant reminder to students.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

A positive behavioral support system is evident in each of our classrooms. Our teachers have a behavioral tracking system posted in their classroom as well as daily behavioral progress report for students. With this, clear student expectations are established and monitored. Furthermore, an established protocol for disciplinary incidents is in place.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

All students are provided a systematic way of acquiring knowledge and skills to enhance their development in the area of social/emotional functioning. The students are provided responsive services through individual counseling, small group counseling, classroom presentations and assemblies. These supports address interpersonal and communication skills, assertiveness skills, self awareness and responsible behavior, problem solving and decision making skills, respect for human diversity, conflict resolution and social skills as well as programs and presentations from outside agencies (CHI HealthConnect, Learning 4 Life, MDPD Public Education Bureau). The main focus of these interventions is behavior support to meet the needs of the student so they can function to their fullest potential emotionally and socially.

Early Warning Systems
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

* Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension: After a student has had a minimum of three (3) unexcused absences within a calendar month or ten (10) absences within 90 calendar days, the counselor notifies the parent of the unsatisfactory absences and the school begins to provide services to process the truancy referral.
* One or more suspensions, whether in school or out of school: Students who have a behavioral concern are referred to the school counselor, Ms. Suarez. According to the behavioral concerns Ms. Suarez will develop a plan to further assist the student, this may include but not limited to group counseling. The counselor will also work with the school social worker and the students family to design a individual Student Development Plan.
* Course failure in English Language Arts or mathematics
* A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	2	3	2	1	0	0	8
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	3	9	3	2	0	5	22
Level 1 on statewide assessment	4	10	4	0	5	8	31

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	5	11	4	2	5	10	37

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Colonial Drive will utilize various strategies to address the students identified by the early warning system. Attendance below 90%: The school will have a proactive involvement by the administration and staff to ensure regular daily attendance of all students through early identification and effective intervention strategies.
Attendance personnel will engage in professional development to adhere to attendance policies.
The attendance bulletin and other attendance data will be reviewed on a regular daily basis.
Connect Ed and phone calls will be activated on a steady routine to increase communication and give support.
Individual counseling, group counseling or mentoring programs will be provided for targeted students.
Attendance personnel will ensure proper monitoring of identified students.
Attendance review committee meetings will be held on a regularly scheduled basis.
Family Involvement programs and parent resources will be provided for support.
The Truancy Intervention Program policies will be implemented for students with excessive absences.
Positive feedback and incentives will be utilized for students who continue to improve their regular daily attendance. School wide attendance incentives such as monthly honor roll for perfect attendance will be in place to decrease absenteeism and inspire a positive attitude towards school and learning.
One or more suspensions: Administration will work with teachers to enforce that all students are following the discipline plan adequately.
Course failure in ELA or Math: Administration will work with instructional coaches to ensure that these students are identified and given the appropriate academic intervention, during or before school.
Level 1 on statewide assessment: Administration will work with instructional coaches to ensure that these students are identified and given the appropriate academic intervention, during or before school.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/200974.

Description
A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

At Colonial Drive Elementary, we believe in building a sustainable partnership with our local community to increase student achievement. Our business partners -Whole Foods, Psychsolutions, YMCA, and Community Health Inc.- provide opportunities for students to engage in meaningful curricular and extracurricular activities. Also, during our Annual Career Day, representatives from various government agencies, local businesses, and non-profit organizations conduct presentations and simulations to expose students to different career paths.

In addition, we believe that maintaining constant communication between the school and home allows us to transcend our message of cohesion. We utilize all possible forms of communication, such as School Home Connection, connect Ed, Newsletters, and flyers to inform our stakeholders. We also conduct volunteer drive to encourage parents to partake in efforts to support school activities and become active members of the PTA.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Tennant, Laura	Principal
Duran, Noemi	Assistant Principal
Suarez, Paula	Guidance Counselor
Gregory, Joan	Teacher, K-12
Akerman, Leanne	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

• The Principal ensures that the school-based MTSS Team is meeting; oversees the data from school-wide, district, and state assessments; provides necessary resources for implementing interventions for students requiring additional academic support as illustrated in the data, and ensures professional development to support MTSS implementation.
• The Assistant Principal assist the principal with the above tasks and follow-up with any needed adjustments to the curriculum as reflected in the data considered. Plan for professional development for teachers to improve classroom instruction.
• The Reading Liason will attend monthly iCads and receive District updates from the Division of Language Arts in order to disseminate information to teachers and administration.
• The Math Liason will attend monthly iCads and receive District updates from the Mathematics Department in order to disseminate information to teachers and administration.
• The School Counselor communicates with parents, students and staff, getting input and feedback for areas of attendance, guidance counseling, etc.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

***responsible, frequency of meetings, how an inventory of resources is maintained and any
problem-solving activities used to determine how to apply resources for the highest impact***

We will use data from iReady Diagnostic (AP1), Science Baseline Test, Writing Pre-Test and Phonics
Inventory to identify and align all available resources to meet the needs of all students.
Progress Monitoring: For students in both Foundational Skills and Access to Complex Text will be
conducted on a six week interval. Grades 3-5 bi-weekly assessments will give us insight into the
effectiveness of instruction.
Midyear: District Interim Assessments, iReady (AP2), Writing Post-Test and bi-weekly assessments
will be given to assess the effectiveness throughout the year.
End of Year: FSA and iReady (AP3), Writing Post-Test, Phonics Inventory will determine if the
progress monitoring and support throughout the year were effective in meeting the needs of the
students.
Thinkgate reports allow for thorough analysis of specific benchmarks which have and have not been
mastered and which subgroups have met mastery levels, and which have not. We will use this data to
create support groups and differentiate instruction so as to meet the individual needs of each student.
Title I, Part A
At Colonial Drive Elementary, services are provided to ensure that students requiring additional
remediation receive assistance through after-school programs or summer school. The district
coordinates with Title II and Title III in ensuring staff development needs are provided. Also, support
services are provided to intermediate students to ensure their success.
Other components that are integrated into the school-wide program include an extensive Parental
Program; Supplemental Educational Services; and Special Support Services to special needs
populations such as homeless, migrant, and neglected and delinquent students. Before School
Tutoring utilizing various computer programs is available to all students in the computer lab. Also
available are interventionists and paraprofessionals to help improve student performance.
Title I, Part C- Migrant
Colonial Drive Elementary provides services and support to migrant students and parents. The
District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive
needs assessment of migrant students to ensure that the unique needs of migrant students are met.
Students are also provided extended learning opportunities (before-school and/or after-school, and
summer school) by the Title I, Part C, Migrant Education Program.
Title I, Part D
District receives funds to support the Educational Alternative Outreach program. Services are
coordinated with district Drop-out Prevention programs.
Title II
The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
• training and substitute release time for Professional Development Liaisons (PDL) at each school
focusing on Professional
Learning Community (PLC) development and facilitation, as well as Lesson Study Group
implementation and protocols.
Title III
Title III funds are used to supplement and enhance the programs for English Language Learner (ELL)
by providing funds to implement and/or provide:
• Math tutorial programs (3-5)
• Reading tutorial programs (3-5)
Title X- Homeless
• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled,
Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless
students receive all the services they are entitled to.
• The Homeless Assistance Program seeks to ensure a successful educational experience for
homeless children by collaborating with parents, schools, and the community.

• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
• Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
Supplemental Academic Instruction (SAI)
This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program
(FEFP) allocation.
Nutrition Programs
1) Colonial Drive Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and
Beverage Guidelines as adopted in the District's Wellness Policy.
•Colonial Drive Elementary School involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.
•Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.
•Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.
•Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.
•Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable.
•Additional academic and support services will be provided to students and families of the Migrant population as applicable.
•School Improvement Grant Fund/School Improvement Grant Initiative- The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions
such as extended day remedial tutorial instruction, Differentiated Instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund supports funding and assistance to schools in Differentiated Accountability based on need.
•Health Connect- Colonial Drive Elementary has one nurse and one nurse's assistant.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Laura Tennant	Principal
Tatiana Godoy	Teacher
Mary Silva	Teacher
Ana Morera	Teacher
Olga Roman	Teacher
Oria McAuliff	Teacher
Paula Suarez	Education Support Employee
Wilson Nieves	Parent
Lester Patterson	Parent
Diane Hickman	Business/Community
Oliver Cooper	Business/Community
Isis Rodriguez	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Parental involvement increased as various opportunities such as STEM Night, Muffins with Mom, Open House Kindergarten Round-Up, Curriculum Fair and Literacy Night were conducted.

Development of this school improvement plan

The SAC is involved in the development and implementation of the SIP. They also review the SIP throughout the year during the monthly meetings. They approve the SIP and monitor the progress of students while making appropriate changes to strategies throughout the year, as needed.

Preparation of the school's annual budget and plan

Ms. Laura Tennant

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The Colonial Drive SAC funds will be used for substitute coverage for our Professional Development on Gradual Release.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Tennant, Laura	Principal
Duran, Noemi	Assistant Principal
Suarez, Paula	Guidance Counselor
Gregory, Joan	Teacher, ESE
Akerman, Leanne	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will create a reading goal, including specific objectives and strategies in the School Improvement Plan that will increase reading achievement in all subgroups in order to meet the goals of Adequate Yearly Progress (AYP). The LLT will participate in the analysis of student data and interpret various reports that drive instructional implications across the curriculum.
The LLT will encourage students to participate in several reading activities including: book clubs, literacy clubs, book fairs, Accelerated Reader and reading contests. The LLT will work collaboratively with teachers to identify and provide targeted, customized professional development in alignment with progress monitoring data. The LLT will work with the Division of Language Arts to guarantee fidelity of implementation of the K-12 CRRP. The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Reading Leadership Team meetings and activities.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Collaborative planning is a key in working together at Colonial Drive. Grade Level chairs will facilitate collaborative planning using the District Pacing Guides. On going classroom walk through will be conducted to provide feedback to teachers.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Colonial Drive Elementary solicits recommendations from current employees to ensure the recruitment of highly qualified teachers. To maintain highly qualified teachers the school has established a Teacher Mentoring Program, where experienced teachers provide support to beginning teachers. Also teachers participate in Professional Learning Communities (PLC) to increase their teaching capacity and maintain a high level rigor in the classroom. The persons responsible will be the Administration.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Colonial Drive Elementary has the Mentoring and Induction for New Teachers (MINT) in place. It has been developed to support the varied levels of experience and education our new teachers possess. MINT is designed to support the practice of new teachers, to create an awareness of professional responsibilities and ultimately, positively affect student learning. In addition to providing support to beginning teachers, the school provides opportunities for mentors and teachers to meet and reflect upon practice in order to improve the quality of education. Teachers are paired based on content area and grade level assignments. They will meet consistently to receive all the support needed.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Colonial Drive encourages teachers to follow the district provided pacing guides for all core instruction. These guides are aligned to the LAFs and MAFS, therefore teachers lesson plans reflect the new standards

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers use the following data to differentiate their instruction: Oral Reading Fluency Measures; iReady; Interim assessments; School, District and State Assessments; class work; The data helps the teachers plan the next step for struggling students and whole class. Our school uses differentiated instruction and gradual release to ensure all students learn. The teachers utilize common planning to plan for and model the gradual release instructional framework. The teachers apply a balanced instructional approach that includes whole group, small group, and one-on-one instruction based on student needs. The school provides resources to support instruction such as extensive classroom libraries, texts to support units of study , and leveled books for small group instruction.
Our school uses hands-on experiences to facilitate the conceptual learning and understanding of concepts.
Furthermore, we implement numerous ESOL strategies. We model, think aloud, use task cards, use graphic organizers, use manipulatives, use illustrations and diagrams, vary the complexity of assignment, use audiobooks, role play , and use visuals.
Finally, enrichment opportunities are provided through the use of novels and research based projects to enhance critical thinking.
Students' data is continuously reviewed and instruction is adjusted accordingly.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 4,760

Colonial Drive Elementary will implement before school tutoring targeting all students in grades 3-5. The program will increase student capacity in Reading and Mathematics using the computer-based program iReady. Also an after school tutoring program addressing the individual needs of ELL learners in grades 3-5. Certified teachers will utilize research-based Reading and Math materials to instruct during the after school tutorial programs and accountability will be maintained for student performance.

Strategy Rationale

Enrichment activities contribute to a well-rounded education

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Tennant, Laura, pr0861@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data from iReady will be analyzed to determine the effectiveness of the program. Data for the after school programs will be monitored through assessments infused within the research-based materials used for instruction. Also students participating in the tutorial program will be monitored through the administration of Interim Assessments and classroom-based assessments.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

At Colonial Drive Elementary, there are two orientation sessions for the parents of entering Kindergartners. The first one takes place at the end of May, and the second one is the week before school starts. Neighboring pre-schools are informed and invited through personal contact, e-mail, delivered fliers, and/or marquee announcements. The parents are given a packet, which includes the objectives their children are to meet, by the end of Kindergarten. This allows the parents to have a better understanding of what the Kindergarten program consists of, and what is expected of their children in Kindergarten.

Parents and teachers from these pre-schools are also invited to school events throughout the school year via the same methods mentioned above. These events include evening book fairs, concerts, science fairs, and parent workshops. Upon entering Kindergarten all students are assessed to ascertain individual and group needs. All Kindergarten students are administered the Florida Kindergarten Readiness Screener (FLKRS). It will be used to ascertain the student's level of preparedness upon entering Kindergarten. The Kindergarten Teachers will also assess the students within the areas of Print/Letter Knowledge, Phonological Awareness, Phonics, Number Recognition, Color Recognition, Shape Recognition, and their ability to count with teacher created classroom assessment tools. The data collected will be used to plan the daily instruction for all students. It will also be used to determine the students in need of interventions/enrichment beyond the core instruction. The core Kindergarten curriculum will include direct instruction, modeling, guided and

independent practice, and center activities of all academic and/or social emotional skills identified by the screening data. FLKRS will only be administered at the beginning of the school year with the results being provided by the end of the year. The teacher created Kindergarten classroom assessment tools will be administered at the end of each grading period. These screening tools will be used to determine individual student learning gains. This will allow for changes to the instructional, intervention, and enrichment programs.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

n/a

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:
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Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If improvements are made in core instruction in all content areas than student achievement will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If improvements are made in core instruction in all content areas than student achievement will increase. 1a

Targets Supported 1b

G070460

Indicator	Annual Target
AMO Reading - All Students	70.0
AMO Math - All Students	73.0
FCAT 2.0 Science Proficiency	42.0

Resources Available to Support the Goal 2

- English/Language Arts: CORE: McGraw-Hill Reading Wonders, English Language Arts Pacing Guides (Reading and Writing) grades K-5, McGraw-Hill Reading Wonders K-5: SUPPLEMENTAL: Instructional Routine Handbook grades K-2, ELA Item Specifications grades 3-5, LAFS Updated Resources, i-Ready and Promethean Boards

- Math: HMH Florida Go Math!; Go Math (On-line Resources; Animated Models Destination Math, HMH Mega Math); Go Math Printable Resources (Reteach): SUPPLEMENTAL: Mathematics Florida Standards Item Specifications, i-Ready, Gizmos Grades 3-5; Explore Learning –Reflex Math; District Pacing Guides including online technology resources

- Science: Scott Foresman (K-5), Leveled Readers, Instructional Resources: http://science.dadeschools.net/elem/instructionalResources/default.html: SUPPLEMENTAL: Gizmos (3-5), Discovery Education (K-5), NBC Learn (K-5), PowerMyLearning, AIMS, ScienceSaurus Handbook, Science Fair Handbook

Targeted Barriers to Achieving the Goal 3

- Limited evidence of in-depth planning aligned to State Standards (LAFS, MAFS, NGSSS) across all grade levels (K-5)

Plan to Monitor Progress Toward G1. 8

Looking for increase in teacher facilitation and increase in student ownership of learning.

Person Responsible
Laura Tennant

Schedule
Quarterly, from 8/25/2015 to 6/8/2016

Evidence of Completion
Observations, Assessment Data Results

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B =** Barrier **S** = Strategy

`1` = Problem Solving Step `🔑 S123456` = Quick Key

G1. If improvements are made in core instruction in all content areas than student achievement will increase. `1`

🔑 G070460

G1.B1 Limited evidence of in-depth planning aligned to State Standards (LAFS, MAFS, NGSSS) across all grade levels (K-5) `2`

🔑 B183547

G1.B1.S1 Implement the gradual release of responsibility model as an instructional framework to support students in content, skills and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student. `4`

🔑 S195219

Strategy Rationale

Plan for and deliver instruction that is strategic and objective based that scaffolds to meet the goal. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

Action Step 1 `5`

Conduct in-depth collaborative planning sessions to unpack the standards using the K-2 Florida Standards and the Item Specifications for Grades 3-5. Additionally, utilize the District Pacing Guides to plan for whole group instruction, highlighting the instructional focus standards, district open responses and weekly skills and strategies for grades K-5.

Person Responsible

Laura Tennant

Schedule

Weekly, from 8/25/2015 to 6/8/2016

Evidence of Completion

Weekly lesson plans, Students' reading response journal, Writing notebooks

Action Step 2 5

Develop lesson(s) based on the instructional focus and align to the district response fro grades 2-5.

Person Responsible

Laura Tennant

Schedule

Weekly, from 8/25/2015 to 6/8/2016

Evidence of Completion

Walkthrough notes, weekly lesson plans

Action Step 3 5

Disaggregate and analyze student assessment data both formal and informal (weekly, bi-weekly assessments, OPM's, Interims, Unit Assessments, etc.) to drive planning and instruction.

Person Responsible

Noemi Duran

Schedule

Biweekly, from 8/25/2015 to 6/8/2016

Evidence of Completion

Student assessment reports, data binder, student data chat sheets

Action Step 4 5

Implement engaging instructional activities centered on purposeful student talk (Collaborative Conversations). Monitor the implementation of collaborative conversations during the bell to bell instructional framework.

Person Responsible

Laura Tennant

Schedule

Weekly, from 8/25/2015 to 6/8/2016

Evidence of Completion

Weekly lesson plans, students reading response journals, writing notebooks

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Leadership team will meet every 6 weeks and/or after conducting walk-throughs and observations to discuss implementation of rigorous, purposeful, and engaging instructional activities. To ensure ongoing progress monitoring LT will utilize student data during this meeting.

Person Responsible

Laura Tennant

Schedule

Every 6 Weeks, from 8/25/2015 to 6/8/2016

Evidence of Completion

Leadership Team meeting sign in sheets.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Conduct data chats which will analyze student performance data and will determine the effectiveness of classroom instruction.

Person Responsible

Laura Tennant

Schedule

Monthly, from 9/18/2015 to 6/8/2016

Evidence of Completion

Assessment Data Results

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Conduct in-depth collaborative planning sessions to unpack the standards using the K-2 Florida Standards and the Item Specifications for Grades 3-5. Additionally, utilize the District Pacing Guides to plan for whole group instruction, highlighting the instructional focus standards, district open responses and weekly skills and strategies for grades K-5.	Tennant, Laura	8/25/2015	Weekly lesson plans, Students' reading response journal, Writing notebooks	6/8/2016 weekly
G1.B1.S1.A2	Develop lesson(s) based on the instructional focus and align to the district response fro grades 2-5.	Tennant, Laura	8/25/2015	Walkthrough notes, weekly lesson plans	6/8/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A3	Disaggregate and analyze student assessment data both formal and informal (weekly, bi-weekly assessments, OPM's, Interims, Unit Assessments, etc.) to drive planning and instruction.	Duran, Noemi	8/25/2015	Student assessment reports, data binder, student data chat sheets	6/8/2016 biweekly
G1.B1.S1.A4	Implement engaging instructional activities centered on purposeful student talk (Collaborative Conversations). Monitor the implementation of collaborative conversations during the bell to bell instructional framework.	Tennant, Laura	8/25/2015	Weekly lesson plans, students reading response journals, writing notebooks	6/8/2016 weekly
G1.MA1	Looking for increase in teacher facilitation and increase in student ownership of learning.	Tennant, Laura	8/25/2015	Observations, Assessment Data Results	6/8/2016 quarterly
G1.B1.S1.MA1	Conduct data chats which will analyze student performance data and will determine the effectiveness of classroom instruction.	Tennant, Laura	9/18/2015	Assessment Data Results	6/8/2016 monthly
G1.B1.S1.MA1	Leadership team will meet every 6 weeks and/or after conducting walk-throughs and observations to discuss implementation of rigorous, purposeful, and engaging instructional activities. To ensure ongoing progress monitoring LT will utilize student data during this meeting.	Tennant, Laura	8/25/2015	Leadership Team meeting sign in sheets.	6/8/2016 every-6-weeks

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If improvements are made in core instruction in all content areas than student achievement will increase.

G1.B1 Limited evidence of in-depth planning aligned to State Standards (LAFS, MAFS, NGSSS) across all grade levels (K-5)

G1.B1.S1 Implement the gradual release of responsibility model as an instructional framework to support students in content, skills and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

PD Opportunity 1

Conduct in-depth collaborative planning sessions to unpack the standards using the K-2 Florida Standards and the Item Specifications for Grades 3-5. Additionally, utilize the District Pacing Guides to plan for whole group instruction, highlighting the instructional focus standards, district open responses and weekly skills and strategies for grades K-5.

Facilitator

Administration/Grade Level Chair

Participants

Teachers

Schedule

Weekly, from 8/25/2015 to 6/8/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Conduct in-depth collaborative planning sessions to unpack the standards using the K-2 Florida Standards and the Item Specifications for Grades 3-5. Additionally, utilize the District Pacing Guides to plan for whole group instruction, highlighting the instructional focus standards, district open responses and weekly skills and strategies for grades K-5.	$0.00
2	G1.B1.S1.A2	Develop lesson(s) based on the instructional focus and align to the district response fro grades 2-5.	$0.00
3	G1.B1.S1.A3	Disaggregate and analyze student assessment data both formal and informal (weekly, bi-weekly assessments, OPM's, Interims, Unit Assessments, etc.) to drive planning and instruction.	$0.00
4	G1.B1.S1.A4	Implement engaging instructional activities centered on purposeful student talk (Collaborative Conversations). Monitor the implementation of collaborative conversations during the bell to bell instructional framework.	$0.00
		Total:	$0.00