



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Colonial Drive Elementary School

10755 SW 160TH ST

Miami, FL 33157

305-238-2392

<http://cdes.dadeschools.net/>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 90%
Alternative/ESE Center No	Charter School No	Minority Rate 97%

School Grades History

2013-14 C	2012-13 C	2011-12 C	2010-11 B
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Colonial Drive Elementary Schl

Principal

Laura Tennant

School Advisory Council chair

Tatiana Godoy

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Laura Tennant	Principal
Denise Vigoa	Assistant Principal
Lori Abreu	Reading Coach
Leanne Akerman	Stem Coach
Joan Gregory	Gifted Teacher
Paula Suarez	Counselor

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Tatiana Godoy - SAC Chair
 Mary Silva - SAC Secretary
 Laura F. Tennant - Principal
 Jeffrey Siegel - UTD
 Ana Morera - Teacher
 Olga Roman - Teacher
 Oria Brown - Teacher
 Paula Suarez - Alternate Teacher
 JoAnn Thomas - Educational Support Employee
 Mayerlin Magarino - Alternate Educational Support
 Veronica Brown - Parent

Amy Gordy - Parent
Lavorice Copeland - Parent
Madeline Alfonso - Parent
Jennifer Glasgow - Parent
Marcia Bryant - Alternate Parent
Brianna Glasgow - Student
Alain Alfonso - Alternate Student
Olive Cooper - Business/Community Representative
Diane Hickman - Business/Community Representative
Sharon Pottinger - Business/Community Representative

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

The SAC will meet each month to monitor the progress of the strategies and the data throughout the year. They will make recommendations about effectiveness of strategies and determine whether to keep them or modify them.

Projected use of school improvement funds, including the amount allocated to each project

EESAC has funds totaling \$2,424.20. These funds will be used for substitute coverage for our Professional Development on Gradual Release

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Laura Tennant

Principal

Years as Administrator: 4

Years at Current School: 1

Credentials

Degrees
 BA – University of Miami
 MS – Nova Southeastern University
 Certifications
 Exceptional Student Education K-12
 Educational Leadership
 Reading Endorsement

Performance Record

2013-School Grade - C
 Rdg. Levels 3-5, 19%
 Math Levels 3-5, 48%
 Rdg. Lrg. gains, 54 points
 Math lrg. Gains, 67 points
 Rdg. Imp. of Lowest 25% - 66 points
 Math Imp. of Lowest 25% - 66 points.
 Rdg. Progress -
 Math Progress -
 '12 '11 '10 '09
 School Grades C C N/A N/A
 High Standards- Rdg 36 49 N/A N/A
 High Standards-Math 41 64 N/A N/A
 Lrng Gains-Rdg 64 51 N/A N/A
 Lrng Gains-Math 71 62 N/A N/A
 Gains-R-25 84 61 N/A N/A
 Gains-M-25 72 60 N/A N/A

Denise Vigoa

Asst Principal

Years as Administrator: 10

Years at Current School: 4

Credentials

Bachelors of Science in Elementary Education,
Master of Science in Computer Education,
Certification in Educational Leadership

Performance Record

2013-School Grade - C
Rdg. Levels 3-5, 47%
Math Levels 3-5, 59%
Rdg. Lrg. gains, 68 points
Math lrg. Gains, 79 points
Rdg. Imp. of Lowest 25% -65 points
Math Imp. of Lowest 25% - 69 points.
Rdg. Progress -
Math Progress -
12 '11 '10 '09
School Grade C B A A
High Standards Rdg. 50 69 87 91
High Standards Math 49 74 91 91
Lrng Gains-Rdg. 70 60 71 80
Lrng Gains-Math 55 61 74 82
Gains-Rdg-25% 62 61 76 68
Gains-Math-25% 31 75 85 85

Instructional Coaches**# of instructional coaches**

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Lori Abreu		
Full-time / School-based	Years as Coach: 11	Years at Current School: 8
Areas	Reading/Literacy	
Credentials	*Bachelors of Science in Education *Masters of Science in Education *Certification/Endorsement: -Elem. Education -Reading	
Performance Record	2013-School Grade - C Rdg. Levels 3-5, 47% Math Levels 3-5, 59% Rdg. Lrg. gains, 68 points Math lrg. Gains, 79 points Rdg. Imp. of Lowest 25% -65 points Math Imp. of Lowest 25% - 69 points. Rdg. Progress - Math Progress - 12 '11 '10 '09 School Grade C B C A High Standards Rdg. 50 69 87 91 High Standards Math 49 74 91 91 Lrng Gains-Rdg. 70 60 71 80 Lrng Gains-Math 55 61 74 82 Gains-Rdg-25% 62 61 76 68 Gains-Math-25% 31 75 85 85	

Leanne Akerman		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
Areas	Mathematics, Science	
Credentials	*Bachelors of Science in Education *Masters of Science in Education *Certification/Endorsement: -ESOL -Gifted	
Performance Record	2013-School Grade - C Rdg. Levels 3-5, 47% Math Levels 3-5, 59% Rdg. Lrg. gains, 68 points Math lrg. Gains, 79 points Rdg. Imp. of Lowest 25% -65 points Math Imp. of Lowest 25% - 69 points. Rdg. Progress - Math Progress - 12 '11 '10 '09 School Grade A D D B High Standards Rdg. 41 61 65 56 High Standards Math 45 47 63 67 Lrng Gains-Rdg. 70 61 51 62 Lrng Gains-Math 82 25 46 66 Gains-Rdg-25% 65 65 50 55	

Classroom Teachers

# of classroom teachers	14
# receiving effective rating or higher	13, 93%
# Highly Qualified Teachers	86%
# certified in-field	13, 93%
# ESOL endorsed	10, 71%
# reading endorsed	0, 0%
# with advanced degrees	8, 57%
# National Board Certified	0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

0, 0%

with 6-14 years of experience

7, 50%

with 15 or more years of experience

7, 50%

Education Paraprofessionals**# of paraprofessionals**

1

Highly Qualified

0, 0%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

6

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

We will use Baseline data: Florida Comprehensive Assessment Test (FCAT) Spring 2013, Florida Assessment for Instruction in Reading (FAIR), District Baseline Assessments Fall 2013, and FAIR Fall 2013.

Progress Monitoring: OPM for students in yellow and red zones on FAIR and school-wide bi-weekly assessments will give us insight into the effectiveness of instruction.

Midyear: District Interim Assessments, FAIR, FCAT Sample Tests, and bi-weekly assessments will be given to assess the effectiveness throughout the year.

End of Year: FCAT and FAIR will determine if the progress monitoring and support throughout the year were effective in meeting the needs of the students.

Edusoft Item Analysis reports allow for thorough dissecting 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. Coaches will provide classroom and small group support to classroom teachers. Funding will be allocated from SAC funds.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

- 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 Coach guides teachers on the use of the district's K-12 Reading Plan; facilitates and supports data collection; assists with data analysis; reviews data with teachers; trains and supports teachers on obtaining data from the subtests of the Florida Assessments for Instruction in Reading (FAIR); follows-up with teachers on using data in their classrooms to differentiate Reading instruction; models strategies for reading instruction based on scientifically based reading research appropriate in specific classrooms and with specified groups of students; provides training and support for individuals who will be responsible for working with students using interventions, and identifies students to be added/removed from intervention groups as new data is made available.
- The Science Coach guides teachers on the use of the District's Science Pacing Guide and implementation of STEM; facilitates and supports data collection; assists with data analysis; reviews data with teachers; trains and supports teachers on obtaining data from the District Baseline and District Interim Assessments; trains & supports teachers on how to incorporate writing in Science; follows-up with teachers on using data in their classrooms to differentiate Science instruction; models strategies for Science instruction based on scientifically based programs appropriate in specific classrooms and with specified groups of students; provides training and support for individuals who will be responsible for working with students using interventions, and identifies students to be added/removed from intervention groups as new data is made available.
- The Mathematics Coach guides teachers on the use of the FL GO! Math program, District's Math Pacing Guide, and implementation of STEM; facilitates and supports data collection; assists with data analysis; reviews data with teachers; trains and supports teachers on obtaining data from the District Baseline and District Interim Assessments; trains & supports teachers on how to incorporate writing in Math; follows-up with teachers on using data in their classrooms to differentiate Math instruction; models

strategies for Math instruction based on scientifically based programs appropriate in specific classrooms and with specified groups of students; provides training and support for individuals who will be responsible for working with students using interventions, and identifies students to be added/removed from intervention groups as new data is made available.

- The School Psychologist assists in data collection and analysis; prepares and presents data reports to the MTSS Team; provides the Team with any other pertinent information on students who have been referred to Student Services for various reasons, and aids in identifying students to be added/removed from intervention groups as new data is made available.
- The Curriculum Support Specialist serves as link to the District and shares any new information on the implementation of the MTSS model with the Team; assists in data collection and analysis; prepares and presents data reports to the MTSS Team; aids in identifying students to be added/removed from intervention groups as new data is made available; follows-up with teachers on using data to drive their classroom instruction, and models lessons in classrooms as needed to assist teachers in their whole group and small group instruction.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS Team will meet weekly on a day when all members are available. The Team will review the SIP all new data which has become accessible since the previous meeting, e.g. District Baselines, District Interims, FAIR, and On-going Progress Monitoring (OPM). Classrooms and individual students will be identified as not meeting, meeting, or exceeding benchmarks.

The Team will use this information to identify professional development needs and resources that are available to enhance differentiating core instruction as well as interventions. These needs will be discussed with teachers in PLCs, giving colleagues the opportunity to share best practices and thereby augment the instruction in their grade levels/departments. Changes will be made to the SIP if/as necessary.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data: Florida Comprehensive Assessment Test (FCAT) Spring 2013, Florida Assessment for Instruction in Reading (FAIR), District Baseline Assessments Fall 2013, and FAIR Fall 2013.

Progress Monitoring: OPM for students in yellow and red zones on FAIR and school-wide bi-weekly assessments.

Midyear: District Interim Assessments, FAIR, FCAT Sample Tests, and bi-weekly assessments.

End of Year: FCAT and FAIR.

Edusoft Item Analysis reports allow for thorough dissecting of specific benchmarks which have and have not been mastered and which subgroups have met mastery levels, and which have not.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS Team will facilitate meetings with individuals or small groups of teachers to consider student assessment data from their class and grade level monthly. Students' progress and the use of interventions will be discussed. Teachers will leave these meetings with a clearer understanding of the need to differentiate instruction for their students. This will illustrate for teachers how the MTSS process works. Teachers will attend professional development sessions on the understanding and use of the new reports available on the Progress Monitoring and Reporting Network (PMRN) for the FAIR assessment in the fall.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 6,960

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 Success Maker. Also an after school tutoring program will target 3rd grade students scoring below a 60th percentile on the 2013 Standard Achievement Test, and students in 4th and 5th grade who scored a level 3 or below on the 2013 FCAT. Another program will address 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 Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data from Success Maker 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.

Who is responsible for monitoring implementation of this strategy?

The persons responsible for monitoring the implementation of the programs are Instructional coaches and the Administration.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Laura Tennant	Principal
Denise Vigoa	Assistant Principal
Lori Abreu	Reading Coach
Leanne Akerman	STEM Coach
Joan Gregory	Gifted Teacher
Paula Suarez	Counselor

How the school-based LLT functions

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this

team which should meet at least once a month.

The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join. The RLT maintains a connection to the school's Response to Intervention process by using the Rtl problem solving approach to ensure that a multi-tiered system of reading support is present and effective. Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Major initiatives of the LLT

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 reading coach will work with the Reading Leadership Team 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.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. 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. The Ready Schools Miami Initiative also provides a liaison with these early childhood sites and invites them to attend various activities during the school year. Upon entering Kindergarten all students are assessed to ascertain individual and group needs. All Kindergarten students are administered the Early Childhood Observation System (ECHOS). In the 2012-2013 school year, ECHOS will consist of the Florida Kindergarten Readiness Screener (FLKRS) and FAIR. 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. Data will be collected and aggregated prior to the end of September 2013. 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. FAIR will be re-administered mid-year and at 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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	57%	47%	No	61%
American Indian				
Asian				
Black/African American	49%	43%	No	54%
Hispanic	74%	56%	No	77%
White				
English language learners	62%	40%	No	66%
Students with disabilities	39%	10%	No	45%
Economically disadvantaged	55%	10%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	36	27%	31%
Students scoring at or above Achievement Level 4	26	19%	21%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		68%	71%
Students in lowest 25% making learning gains (FCAT 2.0)		65%	69%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	34	63%	67%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	16	30%	37%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	13	24%	32%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	12	40%	46%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	61%	59%	No	65%
American Indian				
Asian				
Black/African American	52%	56%	Yes	57%
Hispanic	82%	67%	No	84%
White				
English language learners	74%	60%	No	77%
Students with disabilities	61%	24%	No	65%
Economically disadvantaged	60%	24%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	40	30%	33%
Students scoring at or above Achievement Level 4	38	28%	29%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		79%	81%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		69%	72%

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	11	22%	26%
Students scoring at or above Achievement Level 4	11	22%	24%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		7
Participation in STEM-related experiences provided for students	50	100%	100%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	19	6%	5%
Students retained, pursuant to s. 1008.25, F.S.	12	4%	3%
Students who are not proficient in reading by third grade	31	58%	52%
Students who receive two or more behavior referrals	137	48%	47%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	7	2%	1%

Goals Summary

G1. Our goal is to plan for and implement effective instruction following the Gradual Release Model.

Goals Detail

G1. Our goal is to plan for and implement effective instruction following the Gradual Release Model.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels

Resources Available to Support the Goal

- 1.Substitute Budget for PD and follow up 2. Coaches

Targeted Barriers to Achieving the Goal

- Lack of effective teaching strategies utilizing the Gradual Release Model.

Plan to Monitor Progress Toward the Goal

Looking for decrease in teacher ownership and increase in student ownership.

Person or Persons Responsible

Leadership Team, Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Observations, Assessment Data Results

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Our goal is to plan for and implement effective instruction following the Gradual Release Model.

G1.B1 Lack of effective teaching strategies utilizing the Gradual Release Model.

G1.B1.S1 - Provide teachers with professional development which outlines the steps and importance effective of Gradual Release instruction.

Action Step 1

Design and deliver professional development in quality instruction utilizing the Gradual Release Model. Will conduct Professional development to all teachers.

Person or Persons Responsible

School- based leadership team

Target Dates or Schedule

9/25/13

Evidence of Completion

Sign in sheets

Facilitator:

Administration and Instructional Coaches

Participants:

Teachers

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

Leadership team will meet biweekly after conducting walk-throughs and observations to discuss implementation of the Gradual Release Model.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Leadership Team meeting sign in sheets.

Plan to Monitor Effectiveness of G1.B1.S1

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

Person or Persons Responsible

Leadership Team, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment Data Results

G1.B1.S2 Implementation of the Coaching Cycle to model effective instruction following the Gradual Release.

Action Step 1

Coaches will model and support teaching and instruction the implementation of effective teaching strategies during a coaching cycle focusing on Gradual Release.

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations, lesson plans, coaching cycle logs

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Will meet to review the coaching cycle logs and discuss next steps for supporting teachers.

Person or Persons Responsible

Administration and Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching Cycle Logs

Plan to Monitor Effectiveness of G1.B1.S2

Administration will conduct walk-throughs and observations to determine the effectiveness of the Coaching Cycle support.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations, Walk-throughs

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

Services at Colonial Drive Elementary are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to intermediate students.

Reading Coach Develops, leads, and evaluates school

core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. She identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. 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.

Head Start

Colonial Drive Elementary has one Head Start class. Head Start programs are co-located in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

- 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Our goal is to plan for and implement effective instruction following the Gradual Release Model.

G1.B1 Lack of effective teaching strategies utilizing the Gradual Release Model.

G1.B1.S1 - Provide teachers with professional development which outlines the steps and importance effective of Gradual Release instruction.

PD Opportunity 1

Design and deliver professional development in quality instruction utilizing the Gradual Release Model. Will conduct Professional development to all teachers.

Facilitator

Administration and Instructional Coaches

Participants

Teachers

Target Dates or Schedule

9/25/13

Evidence of Completion

Sign in sheets

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
		\$0
Total		\$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Our goal is to plan for and implement effective instruction following the Gradual Release Model.

G1.B1 Lack of effective teaching strategies utilizing the Gradual Release Model.

G1.B1.S1 - Provide teachers with professional development which outlines the steps and importance effective of Gradual Release instruction.

Action Step 1

Design and deliver professional development in quality instruction utilizing the Gradual Release Model. Will conduct Professional development to all teachers.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed