School Name and Number: 1371 - Marjory Stoneman Douglas Elementary School

School Performance Excellence Plan

Principal: Manuel C. Barreiro

Telephone #: (305) 226-4356

High School Feeder Pattern: 7051 - G. Holmes Braddock Senior

ACCESS Center Five

Board District #: 5 - Mr. Frank J. Bolaños

Title I Budget and Waivers

This school is receiving Title I funding and its Title I Budget is appended to this document.

This school is currently operating under a waiver of state, school board, and/or labor contract mandate(s). The pertinent waiver(s) is/are appended to this document.
2003 - 2004
SCHOOL PERFORMANCE EXCELLENCE PLAN
(SCHOOL IMPROVEMENT PLAN)

School Name: 1371 - Marjory Stoneman Douglas Elementary School

                        A    B    C    C    D

Vision/Mission/Belief Statement(s):

VISION: We, at Marjory Stoneman Douglas Elementary, share the vision, feel the pride, and experience the commitment to excellence everyday. This vision is reflected in a school where all children will learn to be biliterate, bilingual, critical thinkers as a result of the dual-language instructional program.

MISSION: Our Mission at Marjory Stoneman Douglas Elementary is to bilingually foster student achievement with respect for historical, cultural, and individual diversities with an emphasis on the preservation of our environment.

Title I Schoolwide Program: No
Comprehensive School Reform Program: No
SACS Accreditation Process: No
School Profile/ Needs Assessment:

EXECUTIVE SUMMARY
Marjory Stoneman Douglas Elementary School

Marjory Stoneman Douglas Elementary is located in Southwest Miami-Dade County and serves approximately 1100 students in grades prekindergarten to five. The school’s curriculum includes a dual language program, and the Teaching Enrichment Activities to Minorities (TEAM) Program in grades one through five. The student population is comprised of 94 percent Hispanic, 4 percent White Non-Hispanic, 1 percent Black Non-Hispanic, and 1 percent Asian, Indian, Multi-racial. More than 58 percent of the students participate in the free lunch program or the reduced lunch program.

After analyzing test data and results, the EESAC recommends the following:

Given instruction using the Sunshine State Standards and the Competency Based Curriculum, students in grades three through five will maintain or increase their reading skills by two percentage points on the 2004 administration of the FCAT Reading Test, while 31 percent of students in each subgroup will score at the proficiency level on the 2004 administration of the FCAT Reading Test, as measured by the NCLB AYP.

Given instruction using the Sunshine State Standards and the Competency Based Curriculum, students in grades three through five will maintain or increase their mathematics skills by two percentage points on the 2004 administration of the FCAT Mathematics Test, while 38 percent of students in each subgroup will score at the proficiency level on the 2004 administration of the FCAT Mathematics Test, as measured by the NCLB AYP.

Given instruction using the Sunshine State Standards and the Competency Based Curriculum, students in grade five will increase their science skills by two percentage points as evidenced by scores on a site-developed science post-test as compared to the pre-test.

In order to achieve these objectives, appropriate strategies include: the implementation of peer tutorial programs, enhancement of classroom libraries, student and parent workshops provided by the Faculty and Administration, simulated testing situations, use of computer software and hands-on activities, and teacher participation in District and/or in-house inservice training in the areas of reading, writing, mathematics, science, technology, and bilingual school organization.
1. ENVIRONMENT

1.1 Pedagogy

This item explores the teaching process at the school, including programs, services, and delivery systems.

Major Programs:
- Sunshine State Standards
- Competency-Based Curriculum
- Comprehensive Reading Plan
- Comprehensive Mathematics and Science Plan

Additional Delivery Models:
Marjory Stoneman Douglas Elementary School provides dual-language educational services based on the Competency-Based Curriculum and the Sunshine State Standards for students in Kindergarten through grade five. A Primary Learning Center is located approximately three miles from the Main Campus and services prekindergarten and kindergarten students.

Our school utilizes the District’s Comprehensive Reading Plan. Students who need remediation in reading are afforded the opportunity to participate in Saturday Academy classes. School-to-home connections are fostered through monthly newsletters and adult education courses (computers, parenting skills, science fair, and ESOL classes).

Student Services:
The Student Services Department at Marjory Stoneman Douglas provides integral support to the individual and/or group counseling of students who are experiencing familial problems or irregularities in attendance. Additionally, Student Services coordinates all activities related to the referral of students who are experiencing academic difficulties or are in need of an academic challenge. The Student Services Department coordinates career awareness activities culminating with "Speaker Day" during "Career Week." This department also coordinates articulation between the fifth grade students and the middle school, as well as, ongoing programs such as: "Do the Right Thing," Youth Crime Watch, DARE, Red Ribbon, Green Ribbon Week, and the Safe Child Program sponsored by Hands in Action, Inc.

1.2 Culture

This item explores the culture of the school, included are the vision, mission, and core values of the school.

Vision:
We, at Marjory Stoneman Douglas Elementary, share the vision, feel the pride, and experience the commitment to excellence everyday. This vision is reflected in a school where all children will learn to be biliterate, bilingual, critical thinkers as a result of the dual-language instructional program.

Mission:
Our Mission at Marjory Stoneman Douglas Elementary is to bilingually foster student achievement with respect for historical, cultural, and individual diversities with an emphasis on the preservation of our environment.

Core Values:
Vision Statement:
We, at Marjory Stoneman Douglas Elementary, share the vision, feel the pride, and experience the commitment to excellence everyday. This vision is reflected in a school where all children will learn to be critical thinkers in a dual-language instructional program.

Mission Statement:
Our mission at Marjory Stoneman Douglas Elementary is to bilingually foster student achievement with respect for historical, cultural, and individual diversities with an emphasis on the preservation of our environment.
1.3 Human Resources
This item describes the people who carry out the work of the school.
This school employs a total of 101 full-time staff members and 20 part-time staff members. Of this group, there are three administrators, 63 classroom teachers, five Exceptional Student Education teachers, two guidance counselors, five classroom paraprofessionals, nine clerical employees, and nine custodial service workers. Of the teaching staff, the average length of time teaching in Florida is twelve years. Thirty-seven have advanced degrees.

1.4 Building Resources
This item explores budgetary commitments for facilities, technologies, and equipment.
Marjory Stoneman Douglas Elementary School is located on nine acres in West Miami-Dade County at 11901 S.W. 2nd Street. Approximately three miles from our Main Campus is our Primary Learning Center that serves Prekindergarten and Kindergarten students. This 13 year-old school has recently undergone a rewiring for Internet and Intranet access that allows all classrooms to connect to the World Wide Web via a T-1 connection. To further complement the network upgrade, our school recently utilized awarded grant money to acquire 120 IBM computers. The school’s Media Center houses a state of the art closed-circuit television system, and a video production studio that airs daily morning announcements schoolwide. In addition, the Media Center houses one of the largest English and Spanish elementary collections in the District which supplements our dual-language curriculum.

1.5 Constraints
This item explores standards, laws, and rules that strongly influence the school to take action.

Please refer to Appendix A and B for legislative issues.

2. RELATIONSHIPS

2.1 Student
This item explores the unique requirements, expectations, and needs of the key student groups.
Marjory Stoneman Douglas Elementary School serves approximately 1100 students from the surrounding neighborhood, including ESE students (15 percent), ESOL students (25 percent) and free/reduced lunch students (58 percent). The ethnic/racial makeup of the student population is one percent Black-Non-Hispanic, 94 percent Hispanic, four percent White-Non-Hispanic, and one percent Asian/Indian. The mobility index of the school is 23.

Computers are made readily available in both the classroom and the computer lab, in order to expose disadvantaged students to their usage. A grant was written and awarded, which has ensured that each classroom has at least three computers.

There are two ESE teachers who work diligently to ensure that learning disabled students can return to a regular class setting. An annual project is performed by these students, which instills a sense of pride to all participants. Additionally, the gifted students are able to show their skills in countywide competitions such as the Miami-Dade County Geography Bee and the Math Brain Bowl.

Students of all backgrounds are taught to respect each other by becoming more familiar with different cultures. “Multicultural Week” exposes students to other languages, customs, and foods by studying and presenting the facets of these cultures to parents and visitors alike during the festivities.

2.2 Stakeholder
This item explores the unique requirements, expectations, and needs of the key stakeholder groups, including parents/caregivers and the surrounding community/businesses.
Marjory Stoneman Douglas Elementary offers a Before-School and an After-School Care Program. These services are vital for working parents. The After-School Program offers karate, flag football and dance classes. Additionally, this program provides supervised homelearning sessions.

Parents are encouraged to schedule appointments with teachers to review their child’s progress. Any potential language barrier can be easily remedied with the help of the bilingual office staff or counselors. Parents are invited to attend School Support Team to discuss learning difficulties with the child’s teacher,
counselor, and school psychologist. The community is always encouraged to volunteer as is evidenced by the numerous parents assisting in the kindergarten and first grade wings. The school has received the annual Golden School Award in recognition of the thousands of volunteer hours donated to the school. Additionally, parents are welcomed to attend numerous programs and classroom activities.

Marjory Stoneman Douglas Elementary School offers parents a variety of programs that include Adult Basic Education, English for Speakers of Other Languages, FCAT Reading and Mathematics workshops, parenting skills, basic literacy classes, and computer literacy.

The community enjoys the benefits of using the school as a meeting place. The Boy Scouts and the Girl Scouts of America as well as the South Dade Amateur Orchid Club hold regular meetings at the school.

2.3 Human Resources
This item explores the unique requirements, expectations, and needs of the faculty and staff.

Please refer to Staff Development (Appendix C).

2.4 Supplier and Partner
This item explores the unique requirements, expectations, and needs of the key supplier groups, including providers of goods and services such as social services, food, transportation, and key partners such as other schools, workforce connections, and community connections.

Marjory Stoneman Douglas Elementary School enjoys a collaborative relationship with Florida International University. Students from the university provide tutoring and mentoring for Marjory Stoneman Douglas Elementary School students and, at the same time, our teachers provide supervision to interns from FIU. The majority of fifth grade students leaving Marjory Stoneman Douglas Elementary will attend Paul Bell Middle School. Marjory Stoneman Douglas Elementary School works closely with Paul Bell Middle School on articulation issues ensuring that incoming sixth graders will continue the dual-language program foundation.

Marjory Stoneman Douglas Elementary School enjoys a beneficial partnership with Washington Mutual Bank. The bank president is very active in the school community and is a member of the Education Excellence School Advisory Council (E.E.S.A.C.). Furthermore, students are afforded the opportunity to start a savings account that helps build an understanding of the banking process.

3. COMPETITION

3.1 Position:
This item explores the competitive position and explores the factors which strongly influence students to enroll at this school instead of a competing school.

Marjory Stoneman Douglas Elementary is presently servicing approximately 1100 students in prekindergarten through grade five. The school has been recognized by the Metro-Dade County Office of the Mayor and the Board of County Commissioners for the accomplishment of the Bilingual Literature Accelerated Student Tutorial (BLAST) project. The “Bringing Literature to Life” program was featured at the 2003 National Association of Bilingual Education Conference. Our school has added prestige in that it has been awarded an “A” school by the state.

3.2 Competitors
This item explores the alternate schools available to students.

Marjory Stoneman Douglas Elementary School is surrounded by a number of reputable private schools (both parochial and secular). The following private schools are within or close to the boundaries of Marjory Stoneman Douglas Elementary: Conchita Espinosa Academy, High Point Academy, El Redentor Presbyterian School, La Divina Providencia, Vann Academy and The Greater Miami Adventist School. Most of these schools have been approved to receive vouchers from the Florida Department of Education for eligible students. The surrounding public elementary schools are Sweetwater Elementary, Wesley Matthews Elementary, and Dr. Carlos J. Finlay Elementary. Dr. Carlos J. Finlay’s curriculum is also a dual-language program with a capped enrollment policy due to their partnership with Florida International University. Village Green Elementary recruits and draws students from Marjory Stoneman Douglas Elementary for their self-contained National Geographic gifted program. Additionally, local charter schools, such as Doral Academy, Pinecrest Preparatory Academy, and Ryder Elementary, have opened.
3.3 Mode

This item explores the Critical Success Factors for the areas identified by the school as being essential to the achievement of the vision/mission of the school.

The education program at Marjory Stoneman Douglas Elementary provides dual-language instruction in both English and Spanish. This program is based on the philosophy of the transfer of skills from one language to another. In this dual language model, all students are taught in English 60 percent of the day and in Spanish the remaining 40 percent of the day. The school’s curriculum also includes the Teaching Enrichment Activities to Minorities (TEAM) program in grades one through five, a Gifted Program, and an Academic Excellence Program (AEP). In addition to the Marjory Stoneman Douglas Elementary’s Main Campus, a Primary Learning Center houses its prekindergarten and kindergarten programs. The Bilingual Literature Accelerated Student Tutorial (BLAST) is the school’s newest project designed to enhance the schoolwide dual-language program for our Limited English Proficient (LEP) students. This project also involves students’ parents in the educational process by providing workshops, activities and English classes.

To achieve the objectives of the above-mentioned programs, the following strategies are used: enhancement of classroom libraries, simulated testing situations, use of computer software and hands-on activities, and teacher participation in training in the areas of reading, writing, mathematics, science, technology, and bilingual school organization.

Marjory Stoneman Douglas Elementary flourishes with a collaborative system of leadership that includes representatives from all stakeholder groups on its primary decision-making group, the Educational Excellence School Advisory Council (EESAC).

3.4 Dynamics

This item explores the changing threats and opportunities to which the school must respond.

A grant awarded by the Federal Department Of Education has allowed Marjory Stoneman Douglas Elementary to pursue parental involvement activities that were formerly outside of the budget constraints of the school. This grant targets Limited English Proficient (LEP) students in grades one, two, and three.

4. CHALLENGES

4.1 Learning

This item explores the challenges the school faces in providing educational activities that result in student learning.

Marjory Stoneman Douglas Elementary School has identified the achievement of Students with Disabilities (SWD) as an area that needs improvement. This is based on the results of the FCAT Reading and Mathematics Test for the 2002-2003 school year.

4.2 Faculty

This item explores the challenges the school faces in ensuring the quality of teachers, providing for the satisfaction of the faculty, and the challenges the school faces in the delivery of educational programs.

Marjory Stoneman Douglas Elementary School has identified several challenges in relationships with faculty. Among these are staffing the school with teachers fluent in Spanish and certified in Elementary Education and teachers expressing a need for further training in the areas of FCAT math, reading, and writing strategies.

4.3 Operational and External Forces

This item explores the challenges the school faces in internal daily operations and in interactions with the surrounding community.

Marjory Stoneman Douglas Elementary has identified several issues concerning relationships with internal operations and external forces. Among these are:

An increase in the influx of immigrant students has created a strain on the services offered to Limited English Proficient students. Additionally, new construction in the area will create the need for additional student stations in the near future.

4.4 Process Improvement

This item explores the challenges the school faces in improving educational program design, student support services, operational and strategic planning processes, cycle time, data usage, and organizational learning.

Marjory Stoneman Douglas Elementary School has identified several issues concerning challenges in process improvement. Among these are the need for additional grade level collaboration as well as the need for increased teacher, school, and parent communication.

5. IMPROVEMENT
School Profile/Needs Assessment: (continued)

5.1 Education Design and Support Processes
This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.1 Learning.

Marjory Stoneman Douglas Elementary has identified several issues concerning improvement in education design and support process improvement. Among these are:

- Based on the results of the FCAT Reading and Mathematics Test for the 2002-2003 school year, we have identified the performance of Students with Disabilities (SWD) as an area that needs improvement. In order to address this issue, we have provided these students with an additional hour of instructional time. Marjory Stoneman Douglas Elementary will redesign the Saturday Academy curriculum for those students identified as needing remediation. Additionally, tutoring will be provided through our Intensive Care Unit (ICU), an in-house tutorial program for students in Grades 2 through 5 and the America Reads Program for identified students in Grade 1.
- Based on teacher input, we have identified technology as an area of concern. In order to address this need, Marjory Stoneman Douglas Elementary has implemented a computer lab equipped with 24 computers and classrooms with a minimum of three computers. These computers have Internet and Intranet access that link to various educational websites.
- Based on teacher input, there is a concern regarding the challenges of providing hands-on activities during the science instructional block. In order to address this need, Marjory Stoneman Douglas Elementary will provide hands-on activities for students such as a Full Option Science System (FOSS). Additionally, students will systematically carry out science activities that are related to classroom instruction.

5.2 Education Delivery Process
This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.2 Faculty.

Marjory Stoneman Douglas Elementary has identified issues concerning improvement in the Education Delivery process. Staffing the school with teachers, fluent in Spanish and certified in Elementary Education, presents a challenge in the area of personnel. In order to address this need, Marjory Stoneman Douglas Elementary will develop a bilingual interviewing committee in order to assess the bilingual capabilities of each candidate. Additionally, we will continue to assist teachers in the area of Spanish curriculum through the assistance of our school-site Bilingual Coordinator. Teacher training and support will be available throughout the year.

- Teachers have expressed a need for further training in the areas of FCAT math, reading and writing. In order to address these needs, teachers will be given the opportunity to attend both in-house and District training in the identified areas of instruction. Additionally, the school-site Reading Leader will assist with FCAT instructional strategies, when needed.
- New teachers have expressed a need for a mentoring program. Marjory Stoneman Douglas Elementary will address this need by providing an in-house mentoring program for new teachers. Veteran teachers will guide and assist new teachers with day-to-day teacher responsibilities, instructional planning and classroom discipline.

5.3 Operational and External Forces Processes
This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.3 Operational and External Forces.

Marjory Stoneman Douglas Elementary has identified issues concerning challenges in improving relationships with internal operations and external forces. Among these are:

- Marjory Stoneman Douglas Elementary has experienced an increase in the influx of immigrant students. This has caused a strain on the services offered to Limited English Proficient students. In order to address this need, Limited English Proficient students in grades one, two, and three are serviced through a federal grant, Project BLAST. This project enhances the schoolwide dual-language program for our LEP students.
Marjory Stoneman Douglas Elementary has identified issues concerning challenges in process improvement. Among these are:

Marjory Stoneman Douglas Elementary has a need for grade level collaboration. Grade level meetings will be held on a weekly basis. An administrator will be attending these grade level meetings. Any concerns will be addressed by the administration to assist teachers. Common grade level planning will allow for teacher networking, grade level consistency and quality instruction.

Another issue is the need for teacher, school, parent, and community communication. Marjory Stoneman Douglas Elementary will continue to communicate with parents and the community via our school's website. Monthly calendars with school events, school information, education web links and Parent Student Teacher Organization (PSTO) information are a few of the features.
School Profile/ Needs Assessment: (continued)

OVERALL ANALYSIS OF ASSISTANCE PROVIDED BY EESAC

The following information will explain how the EESAC has assisted in the preparation of the School PEP relative to the following issues:

<table>
<thead>
<tr>
<th><strong>Budget:</strong></th>
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</thead>
<tbody>
<tr>
<td>The EESAC recommended to review the proposed school budget for the 2003 - 2004 school year with the principal on September 25, 2003. EESAC also recommended procedures for the expenditures of EESAC monies.</td>
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<table>
<thead>
<tr>
<th><strong>Training:</strong></th>
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<tbody>
<tr>
<td>The EESAC recommended that our school continue to provide inservice training in the areas of technology and FCAT enhancement. In addition, the EESAC recommended the continued use of faculty and staff meetings as professional development trainings.</td>
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<tr>
<th><strong>Instructional Materials:</strong></th>
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<tbody>
<tr>
<td>The EESAC recommended to support the purchase and use of materials for all grade levels.</td>
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<thead>
<tr>
<th><strong>Technology:</strong></th>
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<tbody>
<tr>
<td>The EESAC recommended to support the school's recent technology upgrades.</td>
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<tr>
<th><strong>Staffing:</strong></th>
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<tbody>
<tr>
<td>The EESAC recommended that any available funds be used for the hiring of FCAT tutors.</td>
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<tr>
<th><strong>Student Support Services:</strong></th>
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<tr>
<td>The EESAC recommended to work with staff to implement appropriate activities to achieve school-to-career strategies. The EESAC also recommended to provide assistance to the school counselor in developing the annual &quot;Career Week.&quot;</td>
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<thead>
<tr>
<th><strong>School Safety and Discipline:</strong></th>
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<tbody>
<tr>
<td>The EESAC recommended to continue to maintain the school safety committee to ensure the safety of the staff and the students. In addition, a recommendation was made to continue the &quot;Do the Right Thing&quot; Program. Also, the school will maintain its school safety patrol.</td>
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<tr>
<th><strong>Other Matters of Resource Allocation:</strong></th>
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<tr>
<td>The EESAC recommended to continue to support its Dade Partners. In addition, interns from university programs should continue to participate in the school.</td>
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<tr>
<th><strong>Benchmarking:</strong></th>
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<tr>
<td>The EESAC recommended to continue networking with other schools during District and ACCESS Center conferences.</td>
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<tr>
<td>School Data Summary: (compare the last 5 years, if available)</td>
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<tr>
<td>---------------------------------------------------------------</td>
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<tr>
<td>ACCOUNTABILITY DATA</td>
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<tr>
<td><strong>School Performance Grades</strong></td>
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<td>A</td>
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### 2002-2003

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<thead>
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<th>Category</th>
<th>Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Grade Points</th>
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<tr>
<td>% Meeting High Standards</td>
<td>70</td>
<td>62</td>
<td>91</td>
<td>223</td>
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<tr>
<td>% Making Learning Gains</td>
<td>77</td>
<td>83</td>
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<td>160</td>
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<td>Adequate Progress of Lowest 25% in the school?</td>
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<td>Total School Grade Points</td>
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### 2001-2002

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<th>Math</th>
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<td>% Meeting High Standards</td>
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<td>58</td>
<td>78</td>
<td>195</td>
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<tr>
<td>% Making Learning Gains</td>
<td>59</td>
<td>82</td>
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<td>141</td>
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<tr>
<td>Adequate Progress of Lowest 25% in the school?</td>
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<tr>
<td>Total School Grade Points</td>
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### Grade Level: 03

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| Grade Level: 04

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## School Data Summary: (compare the last 5 years, if available)

### FCAT Writing (all curriculum groups)

**Grade Level:** 04  
**Test Prompt:** Combined  

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## School Data Summary: (compare the last 5 years, if available)

### FCAT Writing (all curriculum groups)

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Objective
Given instruction using the Sunshine State Standards and the Competency Based Curriculum, students in grades three through five will maintain or increase their reading skills by two percentage points on the 2004 administration of the FCAT Reading Test, while 31 percent of students in each subgroup will score at the proficiency level on the 2004 administration of the FCAT Reading Test, as measured by the NCLB AYP.

Definition of Adequate Progress:
Adequate progress will be deemed to have been achieved if the students improve by two percentage points on the 2004 FCAT Reading Test as compared to the 2003 FCAT Reading Test, while 31 percent of students in each subgroup will score at the proficiency level or show a 10 percent improvement, as evidenced by scores on the 2004 FCAT Reading Test.

Evaluation:
This objective will be evaluated by scores on the 2004 FCAT Reading Test. Teachers will provide formative assessment, which will be used to monitor progress towards the objective.

SAC members involved in the development of this objective:

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<tr>
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## Action Plan

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<th>Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.</th>
<th>School Level Resources Allocated</th>
<th>Timeline</th>
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<tbody>
<tr>
<td>STRATEGIES</td>
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<tr>
<td>1. Maintain and enhance reading achievement through a variety of curriculum materials including classroom libraries composed of both fiction and non-fiction materials.</td>
<td>*Classroom/ESE Teachers/Media Specialist</td>
<td>Media Center</td>
<td>Sep. ’03  Jun. ’04</td>
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<tr>
<td>2. Provide a small-group tutorial program for students scoring Level 1 on the 2003 FCAT Reading Test or students scoring 40 percentile or below on the 2003 Stanford Achievement Test.</td>
<td>*Classroom Teachers/Reading Leader</td>
<td>Test Data</td>
<td>Sep. ’03  Jun. ’04</td>
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<tr>
<td>3. Provide daily guided reading small-group instruction for students reading below grade level as evidenced by the Developmental Reading Assessment (DRA).</td>
<td>*Classroom/ESE Teachers</td>
<td>Curriculum, Instructional Materials</td>
<td>Sep. ’03  Jun. ’04</td>
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<tr>
<td>5. Utilize the 2003 FCAT Reading Test results and District-wide Reading Test Form A results to tailor instruction to remediate individual student deficiencies.</td>
<td>*Classroom/ESE Teachers</td>
<td>Test Data</td>
<td>Sep. ’03  Jun. ’04</td>
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<tr>
<td>6. Students with Disabilities (SWD) will receive two hours of uninterrupted Reading instruction at grade level as well as one additional hour of Reading instruction at their individual reading level as stated in their Individualized Educational Plan (IEP).</td>
<td>*Classroom/ESE teachers</td>
<td>ESE resource room</td>
<td>Sep. ’03  Jun. ’04</td>
</tr>
</tbody>
</table>

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.
Objective
Given instruction using the Sunshine State Standards and the Competency Based Curriculum, students in grades three through five will maintain or increase their mathematics skills by two percentage points on the 2004 administration of the FCAT Mathematics Test, while 38 percent of students in each subgroup will score at the proficiency level on the 2004 administration of the FCAT Mathematics Test, as measured by the NCLB AYP.

Needs Assessment
Results of the 2003 FCAT Mathematics Test indicate that 57 percent of students in grades three through five scored at or above FCAT achievement Level 3. According to the NCLB Adequate Yearly Progress (AYP), 17 percent of Students with Disabilities (SWD) were deemed proficient in mathematics. AYP requires that 38 percent of this subgroup be proficient in mathematics.

Definition of Adequate Progress:
Adequate progress will be deemed to have been achieved if students demonstrate two percentage points increase on the 2004 FCAT Mathematics Test as compared to the 2003 FCAT Mathematics Test administration while 38 percent of students in each subgroup will score at the proficiency level or show a 10 percent increase, as evidenced by scores on the 2004 FCAT Mathematics Test.

Evaluation:
The objective will be evaluated by scores of the 2004 FCAT Mathematics Test and on-going assessments.

SAC members involved in the development of this objective:

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## Action Plan

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<th>School Level Resources Allocated</th>
<th>Timeline</th>
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<tr>
<td>1. Provide a small-group tutorial program for students scoring a Level 1 on the 2003 FCAT Mathematics Test.</td>
<td>*Selected Classroom Teachers</td>
<td>Instructional Materials/Curriculum</td>
<td>Sep. '03 Jun. '04</td>
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<tr>
<td>2. Utilize the FCAT Explorer website to enhance students' FCAT problem-solving skills.</td>
<td>*Computer Lab Teacher</td>
<td>Computer Lab/Website</td>
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</tr>
<tr>
<td>3. Utilize 2003 FCAT Mathematics Test results and District-wide Mathematics Test Form A results to tailor instruction to remediate individual student deficiencies.</td>
<td>*Classroom/ESE Teachers</td>
<td>Test Data</td>
<td>Sep. '03 Jun. '04</td>
</tr>
<tr>
<td>4. Utilize manipulatives and games to provide hands-on exploration of mathematical concepts.</td>
<td>*Classroom/ESE Teachers</td>
<td>Instructional Materials</td>
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<tr>
<td>6. Students with Disabilities (SWD) will be exposed to interactive educational technology.</td>
<td>*Classroom/ESE Teachers</td>
<td>Software</td>
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</table>

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.
**School Name:** Marjory Stoneman Douglas Elementary School

**District Name:** Miami-Dade County Public Schools

**Performance Grade:** A

**School Performance Excellence Goal:** #3 : Science

**Aligns with District Goal #:** 1 2 3 4 5 6 7

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**Needs Assessment**

Results of the 2003 FCAT Science Test indicate that students in grade five achieved a 300 mean scale score (scores were not broken down by levels). Students in grade five are being prepared to meet high standards on the 2004 FCAT Science Test.

**Definition of Adequate Progress:**

Adequate progress will be deemed to have been achieved if the students demonstrate an increase of two percentage points as evidenced by scores on a site-developed science post-test as compared to the pre-test.

**Evaluation:**

This objective will be evaluated by the scores of the site-developed Science pre and post-tests, which will be used to monitor the progress of this objective.

**SAC members involved in the development of this objective:**

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## Action Plan

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<th>School Level Resources Allocated</th>
<th>Timeline</th>
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<tbody>
<tr>
<td>1. Participate in Career Week activities and attend related field trips which relate to science careers.</td>
<td>*Teacher/Counselor</td>
<td>Curriculum</td>
<td>Sep. ’03 Jun. ’04</td>
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<tr>
<td>2. Introduce students to the scientific method through classroom activities.</td>
<td>*Classroom Teachers</td>
<td>FOSS Kits</td>
<td>Sep. ’03 Jun. ’04</td>
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<tr>
<td>3. Participate in District or County Science Fair competitions.</td>
<td>*Science Fair Chair</td>
<td>District</td>
<td>Jan. ’03 Jun. ’04</td>
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<tr>
<td>4. Utilize science equipment properly and effectively in order to carry out investigations.</td>
<td>*Classroom Teachers</td>
<td>FOSS Kits / Instructional Materials</td>
<td>Sep. ’03 Jun. ’04</td>
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<tr>
<td>5. Utilize computer-based programs to assist with the understanding of the scientific method.</td>
<td>*Computer Lab Teacher</td>
<td>Software</td>
<td>Sep. ’03 Jun. ’04</td>
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</tbody>
</table>

All staff members will participate in the implementation of this plan. Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE).
Adequate Progress Statement for the entire School Performance Excellence Plan:

A Progress Assessment meeting is scheduled for each school at the end of each school year. Present are to be the school principal, the Educational Excellence School Advisory Council (EESAC) chair, the United Teachers of Dade steward, an EESAC parent representative, the EESAC community/business representative, and the EESAC student representative, if there is one. The Progress Assessment meeting is held at the Region office or supervising District office. At this meeting, the EESAC makes a presentation of findings. Included in the presentation are data that identify the Strengths and Opportunities for Improvement (OFIs) of the school. These results provide guidance for the future direction of the school and are included, as appropriate, as objectives and strategies in the subsequent School Performance Excellence Plan. NOTE: This meeting is subject to Florida’s Government-in-the-Sunshine Law.

In the event that a school does not make progress on an objective found in the School Board-approved School Performance Excellence Plan, the Region office or supervising District office will collaborate with the EESAC to determine whether, and in what format, that objective will be readdressed.

The school must also meet the Florida Definition of Adequate Progress. Florida's High-Quality Education System states that if a school fails to meet criteria set forth in Florida State Board of Education Rule 6A-1.09981 pertaining to School Performance Grades, the school cannot be said to have made adequate progress.
Mid-Year Review of School Performance Excellence Plan:

A mid-year review of the implementation of the current School Performance Excellence Plan will be conducted. This meeting, conducted by the Region Director or supervising District administrator, is subject to Florida's Government-in-the-Sunshine Law. This review will provide useful information for revising School Performance Excellence Plans for the following year and for assessing where resources need to be targeted for the remainder of the school year. A self-study of the progress made in implementing the current School Performance Excellence Plan at each school site will constitute a major portion of the mid-year review.
The following 10 essential components for Title I Schoolwide Program have been reviewed and addressed as required by Title I, Part A, Section 1114 of No Child Left Behind.

*Comprehensive Needs Assessment of the Entire Plan*

*Schoolwide Reform Strategies*

*Instruction by Highly Qualified Teachers*

*High-quality and Ongoing Professional Development*

*Strategies to Attract High Quality Qualified Teachers to High-need Schools*

*Strategies to Increase Parental Involvement*

*Plans for Assisting Preschool Children*

*Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments*

*Activities to Ensure that Students Who Experience Difficulty Mastering the Proficient or Advanced Levels of Academic Achievement Standards Shall be Provided with Effective, Timely Additional Assistance*

*Coordination and Integration of Federal, State and Local Services and Programs.*
All of the following 11 essential components for the Comprehensive School Reform Program has been reviewed and addressed as required by Title I, Part F of No Child Left Behind.

(if applicable)

• Proven Scientifically-Based Strategies and Methods

• Comprehensive Design with Aligned Components

• Continuous Professional Development

• Measurable Goals and Benchmarks for Student Academic Achievement

• Support within School

• Support for School Personnel

• Meaningful Parental and Community Involvement

• High Quality External Technical Support and Assistance

• Annual Evaluation

• Coordination of General Resources

• Coordination of Scientifically-Based Resources
All of the following 7 components of an Effective School Improvement Framework have been reviewed and addressed as required by the Quality School Improvement Process by the SACS Commission on Elementary and Middle Schools.

(if applicable)

• A process for stakeholders’ participation in school improvement planning
• The identification, development, and analysis of information that is summarized in a profile of the students, school, and community.
• A list of beliefs and a mission statement that represent community expectations and student needs, and provide direction and focus for the work of a school.
• A list of clearly defined goals and performance expectations for student learning, and comprehensive assessment of students’ performance on each.
• A comprehensive analysis of the instructional and organizational effectiveness of a school.
• An action plan for school improvement that details strategies for addressing areas identified through the planning process as needing improvement.
• An implementation process that provides for continuous monitoring and annual assessments of the plan and supplies the data for making necessary revisions.

All of the following 7 elements for the school improvement process have been reviewed and addressed as required by the SACS Commission on Secondary and Middle Schools.

(if applicable)

• Identification of the students, school, and community the school serves.
• Development of the beliefs and mission of the school; basis for the school’s existence.
• Completion of a comprehensive needs assessment that focuses on areas that relate to student performance.
• Identification of specific goals for student learning.
• Adoption of a process that must support and enable the school to conduct a self-evaluation of the effectiveness of the instructional and organizational practices within the school.
• Development and implementation of an action plan for improvement.
• Development of an action plan ensuring the capacity of the school to evaluate its progress and provide for accountability to its intended goals.
APPENDIX A

The School Advisory Council has reviewed and addressed all of the following required components of a School Performance Excellence Plan as pursuant to Section 230.23, Florida Statutes.

State Education Goals:
• Goal 1: Readiness to Start School
• Goal 2: Graduation Rate for Postsecondary Education and Employment
• Goal 3: Student Performance
• Goal 4: Learning Environment
• Goal 5: School Safety and Environment
• Goal 6: Teachers and Staff
• Goal 7: Adult Literacy
• Goal 8: Parental, Family and Community Involvement

Based on an analysis of student achievement and school performance data:
• FCAT Reading Sunshine State Standards
• FCAT Math Sunshine State Standards
• FCAT Writing Sunshine State Standards
• FCAT Science Sunshine State Standards

Issues relative to:
• budget
• training
• instructional materials
• technology
• staffing
• student support services
• specific school safety
• discipline strategies
• other matters of resource allocation
Goal I: School to Career

Focus: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

Objectives:

Ia. Improve student achievement emphasizing reading, writing skills, mathematics, and science.
Ib. Monitor and assess the implementation of standards for students in the areas of academic, career, and personal/social development.
Ic. Expand opportunities for students to participate in cultural and physical fitness experiences.
Id. Decrease the number of schools receiving "D" and "F" grades and increase the number of schools receiving "A" and "B" grades on the State's School Accountability Report.
Ie. Integrate technology and its proficient use for all students and faculty into the instructional program to facilitate learning, with the intent of producing technologically skilled graduates.
If. Enhance vocational/technical programs and adult education programs to meet the demands of business and industry.
Ig. Broaden the scope of civic, law, and character education programs offered in the district to provide all students with necessary skills.
II. Narrow the achievement gap between minority and non-minority students.
II. Increase the number of students and adults who are bilingual and biliterate.
Ih. Increase public educational choice options.

Goal II: Effective Learning Environment

Focus: Enhance the safety of students and staff, and increase the quality of the learning environment

Objectives:

IIa. Reduce the percentage of incidents related to violence, weapons, drugs, vandalism, and truancy.
IIb. Strengthen counseling and academic programs for all at-risk students with particular emphasis placed on at-risk students located at alternative schools and juvenile justice centers.
IId. Reduce school overcrowding.
IIE. Increase skills, knowledge, and professionalism of school staff.
IIe. Increase the number of educationally productive partnerships with the community.
II. Increase opportunities for parents and guardians to become active partners in achieving educational success for all students.
IIg. Promote the community focus of schools as neighborhood learning and cultural centers for both students and other members of the community

Goal III: Efficient Management Practices

Focus: Ensure that school system operations conform to the highest business and professional standards of effectiveness, ethics, and efficiency

Objectives:

IIIa. Improve the financial planning and management process to ensure that resources are allocated and expended according to district needs and priorities.
IIib. Decrease the average duration of new construction, additions, and renovations and ensure that Capital Outlay programs/projects are completed within budget.
IIIc. Improve the delivery of services such as maintenance, classroom materials, and transportation.
IIId. Ensure that personnel maintain professional standards and effectively fulfill their assigned responsibilities.
IIle. Improve the perception of the Miami-Dade School District for various stakeholders.
## Provided or in Progress in the Area of Reading Instruction

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PROFESSIONAL DEVELOPMENT

provided or in progress in the area of writing instruction

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provided or in progress in the area of science instruction

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## APPENDIX C

### PROFESSIONAL DEVELOPMENT

#### Other Professional Development Provided or in Progress

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This School Performance Excellence Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page; including signatures of EESAC members is on file at the Region/District Supervisor's Office.

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