
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 1361 - Frederick Douglass Elementary School

FeederPattern: Booker T. Washington Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Cathleen McGinnis

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Frederick Douglass Elementary School

Frederick Douglass Elementary School is a federally funded school serving approximately 580 students. The school is located in the inner-city with students of predominantly low socio-economic background: sixty-four percent Hispanic; thirty-four percent African American; one percent Anglo; and one percent Other. Ninety-seven percent of the students are on free or reduced lunch. The student stability rate is forty-six percent. Thirty-three percent of the students are Limited English Proficient and ten percent of the students receive Exceptional Student Education services.

Frederick Douglass Elementary School, in conjunction with the Educational Excellence School Advisory Committee (EESAC), has identified the following objectives as schoolwide priorities for the 2006-2007 school year:

Given instruction based on the Sunshine State Standards, students in grades 3-5 will improve their reading skills as evidenced by fifty-one percent scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, African American students in grades 3-5 will increase their reading skills as evidenced by seventeen percentage point increase of students scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades 3-5 will improve their reading skills as evidenced by a twenty-one percentage point increase of students scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades 3-5 will increase their mathematics skills as evidenced by a twenty-two percentage point increase in the percent of students scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, African American students will improve their mathematics skills as evidenced by a twenty-six percentage point increase of students scoring at level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantage students will improve their mathematics skills as evidenced by a twenty-one percent increase of students scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Limited English Proficiency students will improve their mathematics skills as evidenced by a twenty-one percent increase of students scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their mathematics skills as evidenced by a sixteen percentage point increase of students scoring at level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, students in grade four will increase their Writing skills as evidenced by a one percent increase in the percentage of students scoring at least 4.0 on the 2007 FCAT Writing Plus test, as compared to the 2006 FCAT Writing Plus test.

Given results from the Sunshine State Standards, twenty-five percent of students in grade five will increase their science skills as evidenced by a twenty-two percentage point increase to meet proficiency on the 2007 FCAT Science Test.

Parental Involvement will increase by five percent in the 2006-2007 school year. Documentation of Parental Involvement will be evidenced by the sign-in roster from the "Second Cup Of Coffee meetings," Parent-Teacher Association (PTA) meetings and the Educational Excellence School Advisory Council (EESAC) meetings.

Given a school-wide focus for improving student attendance and decreasing Case Management Referrals, Frederick Douglass will increase student attendance by one percentage point and decrease the number of Case Management Referrals by three percent during the 2006-2007 school year.

Frederick Douglass Elementary School will train beginning teachers in the effective use of technology infusion strategies and integration in 2006-2007.

Given instruction in Physical Fitness, students in grades 4 and 5 will increase in physical fitness as evidenced by two percent of students reaching either the Gold or Silver awards on the Physical Fitness Test.

Given an emphasis on student pursuit of areas of interest and special talents, opportunities for student participation in musical presentations will increase by 2 performances as evidenced by two musical events being presented in the 2006-2007 school year, as compared to no musical presentations in the 2005-2006 school year.

Frederick Douglass Elementary School will improve its ranking on the State of Florida ROI index publication from the thirty-two percentile in 2004-2005 to the thirty-three percentile on the next publication of the index.

Based on the results of the Organizational Performance Improvement Snapshot Survey, the following areas were identified as needing improvement: Business Results and Strategic Planning. Stakeholders indicated that they do not know how well the organization is doing financially, and the organization does not solicit ideas from constituents as it relates to future organizational planning. The school has not incurred any audit exceptions within the past five years and consistently implements the Miami-Dade County Public Schools business practices. The results of the annual financial audits will be shared with the EESAC and the school's strategic plans. The Continuous Improvement Model(CIM) and School Climate Survey will be used to analyze institutional programs and develop strategies to increase the effectiveness of the educational programs, business practices, professional development component, and community relations.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

Frederick Douglass Elementary School

VISION

The faculty and staff of Frederick Douglass Elementary School believe that the purpose of the school is to provide an environment which enables students to acquire fundamental skills, knowledge, attitudes, and values which will help empower them to function in a global society. We promote an environment in which learners have strong beliefs in their capabilities to learn, and teachers have strong beliefs in their capabilities to facilitate learning. We provide an atmosphere where each student's learning is valued by staff, students, parents, and the larger community. We strive to establish a strong culture of professionalism among teachers, administrators, and support staff. Teachers, administrators, and support staff value self-assessment and professional reflection as a means of advancing teaching and learning and their own professional growth. Students feel challenged to be lifelong learners and productive citizens as well as contributors to society.

MISSION

The Frederick Douglass Elementary School's family believes that to accomplish our vision, our mission is to: develop a long range comprehensive plan; strengthen organizational capacity (human, technical, and financial resources); establish, communicate, and monitor the expectations and outcomes; enable leadership density; and involve all stakeholders in understanding and taking part in the change process.

CORE VALUES

Frederick Douglass Elementary School pursues the highest standards in academic achievement and organizational performance. We build positive relationships through honesty, respect, and compassion which enhance the self-esteem, safety, and well-being of our students, families, and staff. We foster an environment that serves all students and aspire to eliminate the achievement gap. We honor the diversity of our community by working as a team to ensure the educational success of all of our students, and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

School Demographics

Frederick Douglass Elementary School is a federally funded school that provides fundamental educational services, based on the Sunshine State Standards, enhanced through computer-based activities (SuccessMaker, Accelerated Reader) to 582 students (including standard curriculum students, ESE students, ESOL students, and economically disadvantaged students) in grades pre-kindergarten through five, from Little Havana and Overtown neighborhoods. Included in the student population are standard curriculum students, ESE students, and ESOL students. The ethnic/racial makeup of the student population is forty-eight percent Hispanic, forty-nine percent African American, one percent Anglo, and one percent Other. The mobility rate of the school is fifty-four percent. Frederick Douglass Elementary School employs a total of 68 staff members. The group consists of: two administrators; 30 classroom teachers; 2 Exceptional Student Education teachers; 3 Spanish teachers; 1 ESOL teacher; 3 special area (art, music, physical education) teachers; 2 itinerant (1 art, 1 music) teachers; 1 Guidance Counselor; 2 full time paraprofessionals; of whom 1 is a Community Involvement Specialist; 3 part time and 3 fulltime paraprofessionals; 2 part-time office clerks; 3 clerical/office employees; 11 cafeteria workers; and 4 custodial service workers. We have a two reading coaches, a science laboratory teacher, and a computer technician. We employ 4 security monitors, both full time and hourly, 2 cafeteria monitors, 1 parent aide, a pool substitute, and a Part Time Social Worker. Of the teaching staff, 24 percent are teachers new to this school. The support provided to the new teachers falls within the implementation of the Professional Growth Team (PGT), weekly common planning time, opportunities to observe other teachers modeling lessons within the school, and involvement in the professional learning community at the school. Over fifty percent of the new teachers are in the Miami Teaching Fellows program which provides additional training outside of school time. Because of the relatively low income bracket of the area surrounding the school, students are in need of support to secure the basic resources that will enable them to participate fully in the life of the community. The Full Service Clinic is instrumental in identifying the families in need of support and provides both direct assistance and referrals to appropriate social service agencies. School-to-home connections are fostered through access to a school web page, home learning, and the Second Cup of Coffee Program. In addition, students who are in need of extra help in mastering the skills taught in the classroom are served through tutoring programs. Extended learning opportunities are provided through Supplemental Educational Services (SES), after school tutoring, and the Academic Excellence Program (AEP). Instruction is provided in traditional classroom settings. The Continuous Improvement Model (CIM) is used to drive instruction. The eight step model, in conjunction with the PLAN/DO/STUDY ACT, is the driving force in decision making as it relates to the overall academic plan.

School Foundation

Leadership:

Based on the results of the Organizational Performance Improvement Snapshot survey, staff members at Frederick Douglass Elementary School feel that the leadership frequently share the mission and vision of the school, frequently creates a positive working environment, and frequently involves staff members in the day to day operation of the school.

District Strategic Planning Alignment:

Based on the results of the Organizational Performance Improvement Survey, staff members at Frederick Douglass Elementary School are frequently involved in the development of the school's goal and objectives. Staff members also feel that they frequently know the parts of the School Improvement Plan (SIP) that affect their work and also frequently feel they are making adequate progress in the School Improvement Plan.

Stakeholder Engagement:

Based on the results of the Organizational Performance Improvement Survey, staff members at Frederick Douglass Elementary School feel that they know who their most important stakeholders are, they frequently keep in touch with their stakeholders, they frequently ask their stakeholders if they are satisfied, and they are allowed to make decisions to solve stakeholder problems.

Faculty & Staff:

Based on the results of the Organizational Performance Improvement Survey, staff members feel that they can frequently make changes that will improve their work. Their supervisor frequently encourages them to develop their job skills. They are frequently recognized for their work. Their work-place is safe and their supervisor cares about them.

Data/Information/Knowledge Management:

Based on the results of the Organizational Performance Improvement Survey, staff members at Frederick Douglass Elementary School feel that they know how to measure their work quality. They frequently know how to use analysis for making work related decisions, and they frequently know how to use analysis for making work related decisions, and frequently get all of their information to get their work done.

Education Design:

Based on the results of the Organizational Performance Improvement Survey, staff members at Frederick Douglass Elementary School feel that they can frequently get all of the resources they need to do work. They frequently collect data about the quality of their work, and they frequently have good processes for doing their work. Frederick Douglass Elementary School also has extended learning opportunities such as an afterschool tutoring program to increase student achievement and help close the achievement gap, Frederick Douglass Elementary has also adopted the 8-step Continuous Improvement Model (CIM) as part of the school-wide improvement plan.

Performance Results:

Based on the results of the Organizational Performance Improvement Survey, staff members at Frederick Douglass Elementary School feel that they are frequently satisfied with their work. They frequently feel that their work is of high quality. They sometimes know how well the school is doing financially. Their time and talents are frequently used well. The school obeys laws and regulations. The school has high standards and ethics. The school helps them help their community, and they are satisfied with their job.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Frederick Douglass Elementary School is committed to selecting the most qualified teachers available. To attract highly qualified teachers, the school participates in student teaching programs with local colleges and universities, attends teacher fairs, positively promotes the school in the community, and thoroughly screens potential applicants.

• Highly Qualified, Certified Administrators:

The school's administrative team is composed of one principal and one assistant principal. Both administrators are dedicating 100 percent of their time at the school site. The principal, Cathleen A. McGinnis, has been at Frederick Douglass Elementary School since 2001. During her years as the curriculum leader of the school, Ms. McGinnis has motivated the faculty and staff to "make every minute count". Teaching starts immediately after morning announcements and continues until the end of the day. She has been the driving force in raising the school's grade from the "F" that it was when she took the reins in 2001, to the "C" that we earned in 2005-2006. The dedication shown by the administration continues to drive teachers and students to be the best that they can be. Prior to her assignment at Frederick Douglass Elementary School, she served as assistant principal at Allapattah Elementary School for six years, and taught both regular and gifted students at Morningside Elementary School for ten years. She was elected Region 4's Assistant Principal of the Year, is an active member of the educational sorority Alpha Delta Kappa, a member of University Baptist Church, and currently serves as Lead Principal for the Booker T. Washington Senior High School feeder pattern.

The assistant principal, Wanda L. Cunningham, has been an educator for over 16 years with the Miami-Dade County Public School System. She received her Masters of Science Degree from Nova Southeastern University. She is certified in Elementary Education and Educational Leadership. Prior to becoming an Assistant Principal at Frederick Douglass Elementary School for the 2005-2006 school year, Mrs. Cunningham worked at Natural Bridge Elementary School for 14 years. She has taught T.E.A.M., Alternative Education, ESOL, ESE, Academic Excellence, second, third, and fourth grade students. She represented Natural Bridge Elementary School as the 1989 Teacher of the Year. Mrs. Cunningham was instrumental in developing a Satellite Community School where she served as the program manager. She facilitated many programs which directly impacted student achievement. Mrs. Cunningham served as a member of the EESAC, PACES Professional Growth Team, and the Instructional Improvement Team. She also served as grade level chair and committee chair for Reading, Mathematics, Science, and Discipline.

Mrs. Cunningham provides a positive atmosphere which welcomes her staff, students, parents, as well as all members of the community. She is looking forward to an exciting productive school year.

• Teacher Mentoring:

At Frederick Douglass Elementary School, we have a full time Reading Coach who works closely with kindergarten through third grade teachers and a Reading Leader who works with fourth and fifth grade teachers. New teachers are given the opportunity to select members for their Professional Growth Teams, according to the Professional Assessment and Comprehensive Evaluation System (PACES) model. Mentoring is provided to all beginning teachers and new teachers to our school. Focus is placed on how to develop and organize instructional practices which include benchmarks for instruction, lesson planning, classroom management, and reading strategies.

• School Advisory Council:

The purpose of the Frederick Douglass Elementary Educational Excellence School's Advisory Council (EESAC) is to work collaboratively to ensure student achievement. The EESAC is responsible for preparing and evaluating our School Improvement Plan (SIP). The function of our Educational Excellence School Advisory Council is to bring together all stakeholders and involve them in the decision making process which affects instruction and the delivery of programs. Meetings are held on an "as needed basis" and address a variety of issues and concerns related to school improvement. The EESAC assists the administration with the school budget and allocates the money received per student based on the FTE to enhance student achievement.

• Extended Learning Opportunities

Our students have several options for extended learning opportunities. The Overtown Youth Center works closely with our teachers to develop an after school homework program for the students who attend the Center. Shake-A-Leg offers educational field trips and summer programs to enhance our students' knowledge through hands-on experimental education in the areas of mathematics, science, and literacy learning. We also have small tutoring sessions during the school day to help struggling students and provide Saturday and after school tutoring through Supplemental Educational Services and Title I funds. In addition, an after school Academic Excellence Program provides hands on science experiences to selected students and affords them the opportunity to extend learning through enrichment activities.

• School Wide Improvement Model

The school shall continue to implement the Eight-Step Continuous Improvement Model. The Eight-Step Instructional Process begins with the disaggregating of test scores, whereby grade level and subject area teams of teachers disaggregate school-based and FCAT results by individual student groups and identify learning objectives that need improvement, along with objectives successfully mastered. Step Two is the development of an instructional calendar that is used for teaching and assessing each benchmark and skills by subject and grade level teams of teachers. Step Three uses the instructional calendar to focus on a targeted lesson. Step Four is the assessment of the targeted lesson. Steps Five and Six address tutorials and enrichments to meet individual student needs. Step Seven is providing ongoing maintenance and re-teaching of objectives. The last step, Step Eight, is the monitoring process through informal classroom visitations, ongoing grade level meetings, and administrative evaluations.

GOAL 1: READING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Students will master the skills to meet the state proficiency standards in reading.

Needs Assessment

The results of the 2006 FCAT Reading Test indicate that forty-nine percent of students in grades 3-5 have met the State required mastery level. Scores on the 2006 FCAT Reading Test indicate that sixty-six percent of students in grades 3-5, scoring in the lowest twenty-fifth percentile by grade level, have demonstrated acceptable levels of learning gains in reading as compared to the fifty-one percent required by the Florida Department of Education. Adequate Yearly Progress was not met by the African American students on the 2006 FCAT Reading Test. These students need to make a seventeen percentage point gain to reach the No Child Left Behind target of fifty-one percent. Adequate Yearly Progress was not met by the Economically Disadvantaged students in grades 3-5 on the 2006 FCAT Reading test. These students need to make a nine percentage point gain to reach the No Child Left Behind target of fifty-one percent. Content Cluster Analysis Score Reports for Reading indicates: in grade 3, and 4 the strengths were Words/Phrases, and the weaknesses were Main Idea, Comparison and Research. Content Cluster Analysis score Reports for Reading indicates: in grade 5, the strengths were Comparison and Reference/Research, and the weaknesses were Word Phrases, and Main Idea.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades 3-5 will improve their reading skills as evidenced by fifty-one percent scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, African American students in grades 3-5 will increase their reading skills as evidenced by seventeen percentage point increase of students scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades 3-5 will improve their reading skills as evidenced by a twenty-one percentage point increase of students scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Infuse technology through the use of Success Maker, and analyze the data provided by this program in order to assess and differentiate instructions for all sub-groups.	Principal Asst. Principal Resource Teacher Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement before/during/after school and Saturday tutorial programs to address the reading deficiencies of African Americans and the Economically Disadvantage students, using a diagnostic/prescriptive approach.	Principal Teachers Resource Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$15000.00
Utilize District's Pacing Guide for (K-5)	Principal Teachers Resource Teacher Reading Coach	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Identify the students in all subgroups scoring at Achievement Levels 1 or 2 of the FCAT Reading Test, to provide differentiated instruction in grades (K-5).	Principal, Asst.Principal Literacy Leadership Team	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Implement a daily 30-minute reading intervention program for students in grades 3-5 utilizing differentiated instructional model.	Principal Asst. Principal Reading Coach Reading Leader Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Houghton Mifflin Reading series (K-5)-core program, Pearson Digital Learning Success Maker Reading courseware (K-5)-supplemental, Voyager, Early Success and Soar to Success.

Professional Development

District staff development, Continuous mentoring for beginning teachers. and DIBELS.

Evaluation

Utilize Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to kindergarten through grade five students, FCAT 2007 Reading Test results for grades three through five students, District Interim Assessment, Read 180, Success Maker, Voyager, Biweekly Assessments, and utilize monthly Reading Benchmark tests.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Increase the mathematical performance of all students.

Needs Assessment

The results of the 2006 FCAT concluded that the percentage of students meeting high standard need to be increased from the present thirty-eight percent to at least fifty-six percent.

The results of the 2006 FCAT Mathematics Assessment indicates that eighteen percent of students still need to make learning gains.

The results of the Adequate Yearly Progress Report indicates that students in the African-American, Economically Disadvantaged, Hispanics, and LEP subgroups need to make adequate yearly progress in mathematics.

Content Cluster Analysis Score Reports for Mathematics indicates; in grade 3, the strengths were Geometry and Data Analysis, and the weaknesses were Number Sense, Measurements and Algebraic Thinking.

Content Cluster Analysis Score Reports for Mathematics indicates; in grade 4, the strengths were Number Sense and Measurement, and the weaknesses were Geometry, Algebraic Thinking and Data Analysis.

Content Cluster Analysis Score Reports for Mathematics indicates; in grade 5, the strength was Data Analysis and the weaknesses were Number Sense, Measurement, Geometry and Algebraic Thinking.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 3-5 will increase their mathematics skills as evidenced by a twenty-two percentage point increase in the percent of students scoring at FCAT Achievement Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, African American students will improve their mathematics skills as evidenced by a twenty-six percentage point increase of students scoring at level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

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Given instruction based on the Sunshine State Standards, Limited English Proficiency students will improve their mathematics skills as evidenced by a twenty-one percent increase of students scoring at Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their mathematics skills as evidenced by a sixteen percentage point increase of students scoring at level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Infuse technology through the use of Success Maker, and analyze the data provided by this program in order to assess and differentiate instruction for all sub groups.	Principal Asst.Principal Classroom Teacher Resource Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$15000.00
Provide students with performance-based activities incorporating the use of manipulatives, problem solving, critical thinking, communication, and technology.	Principal Classroom Tchrs. Resource Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$10000.00
Utilize paraprofessionals to provide small group instruction.	Principal Asst. Principal	08/14/06	05/30/07	District Strategic Plan	\$0.00
Utilize District Pacing Guide for kindergarten through fifth grade.	Principal Classroom Tchrs. Resource Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Identify the students in all subgroups scoring at Achievement Levels 1 or 2 of the FCAT Mathematics Test, to provide differentiated instruction in grades (K-5).	Principal Asst.Principal Literacy Leadership Team	8/14/2006	5/30/2007	District Strategic Plan	\$15000.00

Research-Based Programs

Scott Foresman Mathematics state adopted textbook series and Success Maker Program.

Professional Development

District professional development in programs and strategies designed to support the delivery of the mathematics curriculum and the Sunshine State Standards will be offered to staff including mentoring, modeling of lessons, and training in differentiated instructional strategies. Additional in-services will include those sponsored by the District's Division of Mathematics and Science.

Evaluation

FCAT 2007 Mathematics Test results for grades 3-5 students, district interim assessment, Read 180, Success Maker, Biweekly Assessments, and Weekly Mathematics Benchmark tests.

GOAL 3: WRITING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

The students will make Writing skill gains to meet and compete at the highest levels statewide.

Needs Assessment

Results of the 2005-2006 Writing Plus Assessment indicates a combined score of 3.5 with an average Expository score of 3.6. The mean score in Narrative was 3.1, which is below the State required mastery level of 3.5 or higher. The results of the 2006 FCAT Writing scores indicate our area of opportunity is on the Narrative Writing as our overall area of concentration for the 2007 FCAT Writing Plus Assessment.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will increase their Writing skills as evidenced by a one percent increase in the percentage of students scoring at least 4.0 on the 2007 FCAT Writing Plus test, as compared to the 2006 FCAT Writing Plus test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Plan, implement, and monitor a schedule for writing using the Continuous Improvement Model (CIM) that includes daily instruction and weekly practice opportunities across the curriculum.	Principal Asst.Principal	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Plan and provide a workshop for parents on the writing process.	Principal Asst. Principal Lead Teacher	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize pre and post tests for both narrative and expository writing.	Principal Asst.Principal Teachers Grade Chairs	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Accommodate individual differences among learners through flexible groups within each classroom based on on-going analysis of individual student data which will be monitored quarterly by peers and administrators.	Principal Asst. Principal Teachers Grade Chairs	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize monthly writing prompts for grades kindergarten through five to ensure that students learn effective narrative and expository writing techniques.	Principal Asst. Principal Teachers Grade Chairs	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize the fourth grade department chair to provide coaching, modeling, and in-services on the writing process.	Principal Asst.Principal Grade Chair	08/14/2006	05/30/2007	District Strategic Plan	\$5000.00

Research-Based Programs

Houghton Mifflin Reading Series, Writers Workshop

Professional Development

The Fourth Grade Department Chair will provide coaching, modeling, and in-services on the writing process in both expository and narrative prompts, The Fourth Grade Department Chair will assist teachers in utilizing information gathered from monthly writing prompt to diagnose and delineate the emphasis of instruction.

The Fourth Grade Department Chair will provide professional growth activities for teachers focused on effective writing strategies and monitor implementation of new strategies learned from workshops on a quarterly basis. Additional in services will include those sponsored by the District's Division of Language Arts, the District's Division of Special Education, and the District's Division of World Languages and ESOL.

Evaluation

This objective will be evaluated by the scores of the 2007 FCAT Writing tests.

Weekly and monthly benchmarks will provide formative assessments to monitor progress made toward achieving the objectives.

GOAL 4: SCIENCE

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Students will make annual learning gains sufficient to acquire scientific knowledge, skills, and competencies needed to master district and state Science Standards.

Needs Assessment

The Results from the 2005-2006 FCAT Science Assessment indicates that the percentage of students meeting high standards needs to be increased from three percent to twenty-five percent when compared to the 2006-2007 FCAT Science Assessment. A review of the Content Clusters shows that students scored below the District's mean in Life/Environment, Physical/Chemical, Earth and Space Sciences, three of the four content strands.

Measurable Objective

Given results from the Sunshine State Standards, twenty-five percent of students in grade five will increase their science skills as evidenced by a twenty-two percentage point increase to meet proficiency on the 2007 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the District's Science Curriculum Pacing Guide for K-5 students.	Principal Resource Teacher Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Utilize the Item Specifications for Science in grades 3-5 to deliver instruction.	Principle Resource Teacher	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement biweekly, monthly and quarterly assessments that are aligned to the Sunshine State Standards.	Principal Resource Teacher	8/14/2006	05/30/07	District Strategic Plan	\$0.00
Foster parental involvement by providing workshops on FCAT science skills.	Principal Resource Teacher	08/14/06	05/30/07	District Strategic Plan	\$2000.00
Infuse technology in the science curriculum through the use of the internet as a means of research for project-based topics in grades (3-5).	Principal Resource Teacher	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide a minimum of twenty hands-on science lab activities that are related to the Sunshine State Standards for students in grade 5.	Principal Resource Teacher Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$20000.00

Research-Based Programs

McGraw Hill Science Series

Professional Development

New and beginning teachers will receive continuous mentoring. In-house training and in-services will be provided to all teachers and staff members when deemed necessary. Coordinate workshops that model instruction to be implemented in the classroom in science skills. District and school personnel will model and mentor the strategies learned from provided in-services, and teachers will be trained in the scientific method process.

Evaluation

Pre/Post Science Test

2007 FCAT Science Test

Administer monthly FCAT test items

Weekly benchmark Science Objectives

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

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

GOAL 5 STATEMENT:

Frederick Douglass Elementary is dedicated and committed to increasing Parental Involvement in all school activities.

Needs Assessment

Results from the 2005-2006 Parental Involvement Attendance Roster indicated that 615 parents attended Open House, PTA Meetings, Parent Workshops, and EESAC Meetings, as compared to 290 during the 2004-2005 school year. There is a need to improve Parental Involvement by a five percent increase to improve student achievement.

Measurable Objective

Parental Involvement will increase by five percent in the 2006-2007 school year. Documentation of Parental Involvement will be evidenced by the sign-in roster from the "Second Cup Of Coffee meetings," Parent-Teacher Association (PTA) meetings and the Educational Excellence School Advisory Council (EESAC) meetings.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide monthly workshops and in-services to empower parents with the skills needed to assist students in Reading, Writing, Mathematics and Science.	Principal Community Involvement Specialist Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$1000.00
Provide incentives to increase attendance at parent meetings.	Principal Asst. Principal	08/14/06	05/30/07	District Strategic Plan	\$1000.00
Provide parents with a Resource Center to disseminate information which focuses on developing family literacy.	Principal Asst. Principal Community Involvement Specialist	08/14/06	05/30/07	District Strategic Plan	\$0.00
Maintain an on-going line of communication between the school and home through the use of student progress reports, report cards, letters, flyers, Connect Ed, calendars and home visits.	Asst.Principal, Teachers, Community Involvement Specialist	08/14/2006	05/30/2007	District Strategic Plan	\$2000.00
Utilize the Title I Community Involvement Specialist to coordinate and implement a parent outreach program to traditionally non-participating families, as evidenced by parent outreach logs.	Principal Asst.Principal	8/14/2006	5/30/2007	District Strategic Plan	\$2500.00

Research-Based Programs

National Parent Teachers Association

Professional Development

Title I Community Involvement Specialist will attend district professional development.

Evaluation

The evaluation component will be measured by using attendance rosters from PTA, Second Cup of Coffee and EESAC meetings.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 6 STATEMENT:

Frederick Douglass Elementary will improve student attendance and decrease student Case Management Referrals.

Needs Assessment

Frederick Douglass Elementary ranked at ninety-two percent on the 2005-2006 District Attendance Report. There was a five percent increase of Student Case Management Referrals. Both reports indicate an opportunity for improvement needed in student attendance and discipline for the 2006-2007 school year.

Measurable Objective

Given a school-wide focus for improving student attendance and decreasing Case Management Referrals, Frederick Douglass will increase student attendance by one percentage point and decrease the number of Case Management Referrals by three percent during the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Create a committee which consists of administrators, teachers, parents, and a guidance counselor to form a school-wide attendance policy.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Distribute and implement a school attendance plan to teachers, students, and parents.	Principal/Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the Information Technology System (ITS) to track students with excessive absences.	Principal/Assistant Principal/Guidance Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide parents with information regarding the Truancy Intervention Program (TIP).	Principal,Assistant Principal/Guidance Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$1000.00
Provide incentives that celebrate regular attendance on a daily, biweekly, and monthly basis.	Principal/Assistant Principal/Guidance Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$5000.00
Implement small group counseling to remediate students with excessive absences and modify negative behavior.	Principal/Guidance Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Maintain an on-going line of communication between teachers and parents through the use of Connect Ed, progress reports and parent, teacher conferences to ensure that parents are aware of their child's excessive absences and negative behavior.	Principal Asst. Principal Attendance Clerk	8/14/2006	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Non-Applicable

Professional Development

Non-Applicable

Evaluation

Utilize District Attendance report from 2006-2007 school year.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

Frederick Douglass Elementary School will utilize technology to provide supplemental instructional tools in all curriculum areas.

Needs Assessment

The 2005-2006 Success Maker Forecast report indicated that computer based integrated learning programs played an integral role in reinforcing skills needed to increase reading skills.

This section requires stakeholders to review data pertaining to the objective (i.e. FCAT scores, AYP data, test scores disaggregated by clusters and strands, interim assessment data, other data sources) that are used to develop goals objectives and action steps to impact student achievement.

Measurable Objective

Frederick Douglass Elementary School will train beginning teachers in the effective use of technology infusion strategies and integration in 2006-2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Train faculty and staff in technologies used for individualizing instruction, developing assessment tools and managing assessment results.	Principal/Microsystem Tech, Resource Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Publish a newsletter highlighting teacher and student work.	Principal/Technology Mentor/Classroom Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Establish a training area for teachers, staff members and students in a readily accessible location of the school ie. Computer Lab.	Principal/Microsystem Tech, Media Specialist and Resource Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize FCAT forecasters to identify students requiring additional remediation and intervention in reading and mathematics.	Principal Assistant Principal Reading Coach/Reading Leader Classroom Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Analyze and monitor the student achievement reports generated from the integrated learning programs to drive instruction (Success Maker).	Principal Assistant Principal Classroom Teacher	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide software that can be used to enhance instruction in mastering state standards and benchmarks ie, Powerpoint presentations.	Principal/ Resource Teachers/Grade Chairs	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize Edusoft to analyze individual classroom performance on benchmark assessment.	Principal Assistant Principal Reading Coach/Reading Leader Classroom Teacher Lead Teacher	08/14/06	05/30/07	District Strategic Plan	\$0.00

Research-Based Programs

SuccessMaker computer based program.

Professional Development

On site technology instructors will train instructional personnel on how to utilize various programs to analyze data and determine areas of need.

Workshops will be offered on site in Success Maker, and Atomic Learning.

Evaluation

The Success Maker Forecasting report will include the percentage of beginning teachers utilization of computer based instructional programs.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 8 STATEMENT:

The goal of the Physical Education program at Frederick Douglass is to meet or exceed Miami Dade County standards on the FITNESSGRAM Exercise Component Test.

Needs Assessment

Based on the 2005-2006 Physical Fitness Summary, fifty-seven percent of the students passed while forty-three percent did not meet the standard.

Measurable Objective

Given instruction in Physical Fitness, students in grades 4 and 5 will increase in physical fitness as evidenced by two percent of students reaching either the Gold or Silver awards on the Physical Fitness Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Plan, implement, and monitor a regular fitness schedule for continuous improvement.	Principal/Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize and incorporate motivational strategies into physical fitness instruction.	Assistant Principal Physical Education Teacher	08/14/06	05/30/07	District Strategic Plan	\$0.00
Administer pre and post tests for the FITNESSGRAM.	Principal/Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Facilitate a physical education program based on the Sunshine State Standards in 4-5 grades.	Principal/Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Non-Applicable

Professional Development

District Physical Education Workshops.

Evaluation

The formative assessment will be the FITNESSGRAM Exercise Component Test.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 9 STATEMENT:

Increase students' musical experiences beyond the scope of the classroom.

Needs Assessment

Frederick Douglass Elementary School students will be given the opportunity to pursue areas of interest and special talents.

There were zero musical performances during the 2005-2006 school year.

Measurable Objective

Given an emphasis on student pursuit of areas of interest and special talents, opportunities for student participation in musical presentations will increase by 2 performances as evidenced by two musical events being presented in the 2006-2007 school year, as compared to no musical presentations in the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide chorus students the opportunity to collaborate on art projects such as backdrops, posters and signs for performance by the chorus.	Principal/Art and Music Teacher	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Provide additional practice time for chorus members before and after school.	Principal/Music Teacher	08/14/2006	05/30/2007	District Strategic Plan	\$2000.00
Provide all(3-5)students the opportunity to audition for the school chorus.	Principal/Music Teacher	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Non-Applicable

Professional Development

Non-Applicable

Evaluation

The Music teachers will document all musical performances during the 2006-2007 school year.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 10 STATEMENT:

Frederick Douglass Elementary School will increase to the thirty-three percentile on the ROI index of value and cost effectiveness of its program.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004, Frederick Douglass Elementary School ranked at the thirty-two percentile on the State of Florida ROI index.

Measurable Objective

Frederick Douglass Elementary School will improve its ranking on the State of Florida ROI index publication from the thirty-two percentile in 2004-2005 to the thirty-three percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Principal/Assistant Principal/Reading Coach	08/08/2005	05/24/2006	District Strategic Plan	\$0.00
Collaborate with the District on resource allocation.	Principal/Assistant Principal	08/08/2005	05/24/2006	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteers.	Principal/Assistant Principal	08/08/2005	05/24/2006	District Strategic Plan	\$0.00

Research-Based Programs

Non-Applicable

Professional Development

Non-Applicable

Evaluation

On the next State of Florida ROI index publication, Frederick Douglass Elementary School will show progress toward reaching the thirty-three percentile.

EESAC Compliance

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

Budget:

Funds from the EESAC budget have been allocated towards school improvement.

Training:

From the EESAC budget have been allocated for teacher training and in-service.

Instructional Materials:

Instructional from the EESAC budget have been allocated towards the purchase of additional instructional materials.

Technology:

EESAC has collaborated with the administration in developing the technology program at the school.

Staffing:

EESAC has collaborated with the administration on the interviewing of potential staff members.

Student Support Services:

EESAC has collaborated with the Full Service Clinic and other support personnel.

Other Matters of Resource Allocation:

Our EESAC committee made recommendations of other resources to utilize to increase student achievement.

Benchmarking:

EESAC is involved with all aspects of academic achievement.

School Safety & Discipline:

EESAC has collaborated on the development of a school-wide discipline plan and has addressed and made suggestions about improving both discipline and safety issues.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$15,000.00
Goal 2: Mathematics	\$40,000.00
Goal 3: Writing	\$5,000.00
Goal 4: Science	\$22,000.00
Goal 5: Parental Involvement	\$6,500.00
Goal 6: Discipline & Safety	\$6,000.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$2,000.00
Goal 10: Return On Investment	\$0.00
<hr/>	
Total:	\$96,500.00

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent