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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name:* 1441 - Paul Laurence Dunbar Elementary School

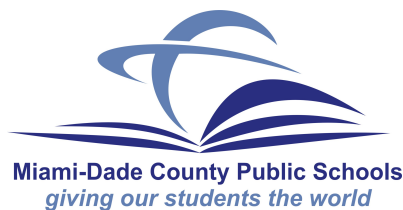
*FeederPattern:* Miami Jackson Senior

*Region:* Regional Center IV

*District:* 13 - Miami-Dade

*Principal:* Marie Destin

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

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## *Paul Laurence Dunbar Elementary School*

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In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Paul Laurence Dunbar Elementary will institute an instructional program with a strong focus on literacy from kindergarten to sixth grade. Common instructional reading materials that demonstrated success will be employed at the school as well as supplemental materials and literacy intervention across grade levels. A structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on continuous assessment that monitors student achievement through a variety of assessments including weekly, monthly, and quarterly assessments. These assessments will yield student performance data to be carefully analyzed and used to focus instruction accordingly.

Given instruction using the Sunshine State Standards, 51 percent of students in grades 3 through 6, will score at Achievement Level 3 or higher on the 2006-2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 51 percent of Black students in grades 3 through 6, will score at Achievement Level 3 or higher on the 2006-2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 51 percent of Economically Disadvantaged students in grades 3 through 6, will score at Achievement Level 3 or higher on the 2006-2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 51 percent of Students with Disabilities in grades 3 through 6, will score at Achievement Level 3 or higher on the 2006-2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 56 percent of students in grades 3 through 6 will score at Achievement Level 3 or higher on the 2006-2007 FCAT Mathematic Test.

Given instruction using the Sunshine State Standards, 56 percent of Black students in grades 3 through 6 will score at Achievement Level 3 or higher on the 2006-2007 FCAT Mathematic Test.

Given instruction using the Sunshine State Standards, 56 percent of Economically Disadvantaged students in grades 3 through 6 will score at Achievement Level 3 or higher on the 2006-2007 FCAT Mathematic Test.

Given instruction using the Sunshine State Standards, 56 percent of Limited English Proficient students in grades 3 through 6 will score at Achievement Level 3 or higher on the 2006-2007 FCAT Mathematic Test.

Given instruction using the Sunshine State Standards, 56 percent of Students with Disabilities in grades 3 through 6 will score at Achievement Level 3 or higher on the 2006-2007 FCAT Mathematic Test.

Given instruction using the Sunshine State Standards, 68 percent of students, in grade four, will score at level 3.5 or higher as evidenced by the 2006-2007 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in grade five, will improve their science skills as evidenced by 32 percent reaching the state required mastery level as documented by scores of the 2006-2007 FCAT Science Test.

Given the need to establish a link between school, home and community, Paul Laurence Dunbar Elementary will increase parental participation in school-sponsored workshops, trainings and hands-on activities by 20 additional parents participating, as evidenced by the 2006-2007 Title I Administration Parental Involvement Monthly School Report.

Given an emphasis on a safe and orderly environment, student behavior will improve by decreasing the number of outdoor suspensions to 118 days during the 2006-2007 school year as compared to 148 days for the 2005-2006 school year, (148 days minus 30 days) as evidenced by the 2006-2007 District Report on suspension Rate-School Profile.

Given an emphasis on the use of educational computer technology, all teachers will attend a minimum of six workshops during the 2006-2007 school year as documented by the sign-in rosters, as compared to four workshops conducted during the 2005-2006 school year.

Based on the recommendations of the Florida Department of Education, students will improve their fitness score as evidenced by a five percent increase in the number of students passing the 2006-2007 FITNESSGRAM as compared to the 2005-2006 FITNESSGRAM.

Given the need to establish culteral awareness, Paul Dunbar Elementary will implement the ArtRageous Visual Art and Music program to 420 students, grades 2 through 6, during the 2006-2007 school year based on the 2005-2006 classroom Action Research study.

Paul Laurence Dunbar Elementary School will improve its Return on Investment index Percent of Highest Value ranking by five percent.

Paul Laurence Dunbar Elementary, as a member of the School Improvement Zone, recognizes that explicit instruction is the foundation that fosters learning. To address this priority, high caliber professional development for teachers and administrators will occur. Collaboration with local universities will ensure that teachers' professional development experiences are based on current and effective research that targets students' academic needs. Additionally, site-based professional development will be delivered by teams of specialists to ensure effective implementation of the professional development activities in classroom instruction. School site administrators, as the instructional leaders of the school, will be involved in the professional development activities in order to effectively monitor instruction. The administrative team for the School Improvement Zone will be at the core of the professional development effort, monitoring and supporting the direct services to Paul Laurence Dunbar Elementary.

Knowledge of Paul Laurence Dunbar Elementary's school mission and what we aim to accomplish, are the highest scored areas in the 2006 Organizational Performance Improvement Snapshot (OPIS) Survey. Receiving the lowest scores are knowledge of how well the work location is doing financially and removal of things that get in the way of progress. To address these low-scored areas, teachers and staff will be informed on a yearly basis, of grants and funds received by the school and how they are being used. Dialogue between administrators and staff regarding pertinent needs for improving student achievement will be established so that obstacles can be addressed.

# 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.

## Paul Laurence Dunbar Elementary School

### VISION

The entire Paul Laurence Dunbar Elementary School family will strive to provide a learning environment where all children will learn. All stakeholders will embrace and demonstrate that each student's learning style, cultural background, and personal experiences, are valued, understood, and incorporated into the total learning process. Each stakeholder in this learning community will continue to expose all students to opportunities that will assist them as life-long learners, productive citizens, and contributors to society.

### MISSION

Paul Laurence Dunbar Elementary School's mission is to develop a long range comprehensive plan where all students can enhance their academic performance, involve all stakeholders in understanding and taking part in the change process to establish, communicate, and monitor clear expectations and outcomes.

## CORE VALUES

Excellence: We pursue the highest standards in academic achievements 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.

## *School Demographics*

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Paul Laurence Dunbar Elementary School is located in historic Overtown on eight acres of land at 505 Northwest 20 Street, Miami, Florida. There are ten buildings that include classrooms, media center, a cafeteria, and a freestanding full service community medical center. Dunbar sits amid a community that is in the process of revitalization with numerous new dwellings and several new business ventures. Most families have low economic status as evidenced by 97.1 percent of the student body receiving free or reduced price. The majority of the student population is African-American. First or second-generation immigrants representing many Caribbean, Central and South American countries comprise the remainder of the student body. All instructional staff members are certified and qualified. The demographics of our current instructional staff are as follows: There are 42 teachers, comprised of 33 percent (14) Black, 45 percent (19) Hispanic, twenty-one percent (9) White, zero percent other, 76 percent ( 32) females, and 24 percent (10) males. Four percent (three) of the teachers have specialist degrees, 20 percent (ten) have Master's degrees. There are two paraprofessionals comprised of one female and one male. Teacher attendance rate is 95.2 percent. The student attendance rate is 93.09 percent. One hundred forty eight days were given for outdoor suspension and 19 days were given for indoor suspension. Twenty-seven point four percent of third grade students were retained.

The ethnically and culturally diverse community within and surrounding the school provides opportunities to positively impact students and the community.

# *School Foundation*

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## ***Leadership:***

School staff agreed that school leadership has established a work environment conducive to teaching and learning. Within this environment professional development and career advancement are encouraged. The school vision is clearly conveyed to staff and based on organizational values. LEADERSHIP received a ranking of 4.0, which reports that the staff who responded to the online survey scored at the "agrees" level.

## ***District Strategic Planning Alignment:***

School staff agreed that they are informed about The District's Strategic Planning and Alignment, how it affects them and their work through the Continuous Improvement Model. School leadership and the support team members keep faculty and staff apprised of the status of continuing progress toward school performance goals. DISTRICT STRATEGIC PLANNING ALIGNMENT received a ranking of 3.8, which reports that the staff who responded to the online survey scored slightly below the "agrees" level.

## ***Stakeholder Engagement:***

School staff are aware of their responsibility for student achievement. Parents are informed regularly through school meetings, parent conferences, and informal communication. Parents are encouraged to communicate their concerns regularly. CUSTOMER AND MARKET FOCUS received a ranking of 4.1, which reports that the staff who responded to the online survey scored slightly above the "agrees" level.

## ***Faculty & Staff:***

Faculty and staff measure the quality of their work based on increased student achievement. Student score reports and daily class assignment results showing student achievement are records that report student progress. Deficits in student performance are addressed through targeted instruction and tutoring. The school support team facilitates the alignment of student needs with instruction through weekly monitoring and feedback. FACULTY AND STAFF received a ranking of 4.2, which reports that the staff who responded to the online survey scored slightly above the "agrees" level.

## ***Data/Information/Knowledge Management:***

School staff plan, organize, and deliver teaching and learning based on formative and summative data. Teachers receive weekly feedback on class and student performance from the support team. Daily instruction is based on this continuously generated data.

MEASURE, ANALYSIS, AND KNOWLEDGE MANAGEMENT, received a ranking of 3.9, which reports that the staff who responded to the online survey scored slightly below the "agrees" level.

## ***Education Design:***

Having analyzed the results of FCAT 2006, school staff placed students in appropriate classroom assignments. Curriculum was aligned to student needs. School staff agreed that data is collected both by individual teachers and



the support team in order to facilitate data-driven instruction. Bi-weekly progress tests are analyzed by the support team who convey the test results to the instructional teacher in order to redirect instruction to meet student needs. Tutorials are arranged as needed for additional focus on remediation of academic skills. PROCESS MANAGEMENT received a ranking of 3.9, which reports that the staff who responded to the online survey scored slightly below the "agrees" level.

***Performance Results:***

School staff are informed of formative and summative performance results on an on-going basis. Careful alignment of students' needs with instruction should positively impact student attendance and reduce student suspensions. BUSINESS RESULTS received a ranking of 3.8, which reports that the staff who responded to the online survey scored slightly below the "agrees" level.

## 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 checked="" 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 1 STATEMENT:**

Students at Paul Laurence Dunbar Elementary School will increase reading skills.

### ***Needs Assessment***

The results of the 2005-2006 FCAT Reading Test indicate that 47 percent of students in grades 3 through 6 met high standards. 52 percent made learning gains, and 59 percent of the struggling students in the lowest 25 percent made adequate progress. Further analysis of the data revealed that forty-eight percent of the students did not make a year's worth of progress. Forty-one percent of the struggling students did not make a year's worth of progress. Specifically, the data reflected that 43 percent of 3rd grade students, 72 percent of 4th grade students, 56 percent of 5th grade students, and 72 percent of 6th grade students scored at levels 1 and 2. Intensive explicit instruction is needed to address the deficits. The grade levels and areas of deficiency were as follows:

Third grade students achieved 59 percent in the area of Word Phrases, 57 percent in Main Idea, 54 percent in Comparisons, and 59 percent in Reference and Research.

Fourth grade students achieved 55 percent in Word Phrases, 46 percent in Main Idea, 44 percent in Comparisons, and 37 percent in Reference and Research.

Fifth grade students achieved 51 percent in Word Phrases, 52 percent in Main Idea, 56 percent in Comparisons, and

55 percent in Reference and Research.

Sixth grade students achieved 55 percent in Word Phrases, 52 percent in Main Idea, 51 percent in Comparisons, and 48 percent in Reference and Research.

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

## Measurable Objective

Given instruction using the Sunshine State Standards, 51 percent of students in grades 3 through 6, will score at Achievement Level 3 or higher on the 2006-2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 51 percent of Black students in grades 3 through 6, will score at Achievement Level 3 or higher on the 2006-2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 51 percent of Economically Disadvantaged students in grades 3 through 6, will score at Achievement Level 3 or higher on the 2006-2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 51 percent of Students with Disabilities in grades 3 through 6, will score at Achievement Level 3 or higher on the 2006-2007 FCAT Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor the implementation of the Comprehensive Reading Plan.	Administrators, Reading Coaches, Teachers.	08/04/06	06/01/07	District Strategic Plan	\$0.00
Use the 8-steps of the Continuous Improvement Model to facilitate instruction.	Administrators, Reading Coaches, Teachers	08/04/06	06/01/07	District Strategic Plan	\$0.00
Implement a daily two and one-half hour block of uninterrupted reading instruction for kindergarten through sixth grade and an additional 30 minutes of reading instruction with third grade Tier II and Tier III students, as evidenced by class schedules and lesson plans.	Administrators, Reading Coaches, Teachers.	08/04/06	06/01/07	District Strategic Plan	\$10667.15
Administer six bi-weekly reading assessments each quarterly period and implement data-driven instruction to monitor student progress according to the results as evidenced by each Assessment Class Summary Report.	Administrators, Reading Coaches, Teachers	08/04/06	06/01/07	District Strategic Plan	\$0.00
Schedule data-review forums in several meetings including but not limited to grade-level, articulation, and EESAC Meetings.	Administrators, Reading Coaches,	08/04/06	06/01/07	District Strategic Plan	\$0.00
Provide students with performance-based	Administrators, Reading Coaches,	08/04/06	06/01/07	District Strategic	\$7239.97

<p>activities incorporating the use of reciprocal teaching, guided reading, and technology as evidenced by lesson plans and reports.</p> <p>Provide small group instruction for students making inadequate progress in reading.</p>				Plan	
<p>Identify students scoring in the lowest 25 percent and on levels 1 and 2 based on the FCAT Reading Test and provide tutoring interventions before and after school</p>	<p>Administrators, Reading Coaches, Counselor and Teachers</p>	<p>08/04/06</p>	<p>06/01/07</p>	<p>District Strategic Plan</p>	<p>\$21600.00</p>

## Research-Based Programs

Houghton Mifflin Literacy Series (Kindergarten through grade 6), Houghton Mifflin's Early Success, Houghton Mifflin's Soar to Success, Houghton Mifflin Invitation to Literacy (grade 3) CRISS, Voyager Passport (Kindergarten and grade 3) Middle School (grade 6), McDougal-Littell Language of Literature, Reading Plus (grades 2 through 6), Scholastic READ 180 textbook and software, Read XL

## Professional Development

Houghton Mifflin's Legacy of Literacy, Houghton Mifflin's Early Success, Houghton Mifflin's Soar to Success, Voyager Passport, CRISS  
 Florida Professional Development System Evaluation Protocol, District staff development, Continuous Improvement Model (CIM)

## Evaluation

The teacher will administer formative weekly and monthly benchmark assessments and summative reading standards bi-weekly assessments and the District interim assessment to students. DIBELS will be administered three times during the 2006-2007 school year to Kindergarten through third grade and FCAT level 1 and 2 students in grades four through six. DIBELS data will be reported using the PMRN. The Diagnostic Assessment of Reading will be administered to all students who are not making adequate progress as indicated by the DIBELS. Final evaluation will be the results of the 2007 FCAT Reading Test.

## 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 checked="" 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 2 STATEMENT:**

Students at Paul Laurence Dunbar Elementary School will increase mathematical skills.

### ***Needs Assessment***

The results of the 2005-2006 FCAT Mathematic Test indicate that 43 percent of students in grades 3 through 6 scored at or above grade level in math. Sixty-one percent of students made a year's worth of progress in math. Further analysis of the data revealed that fifty-seven percent of the students did not score at or above grade level in math. Thirty-nine percent of the students did not make a year's worth of progress in math. Specifically, the data reflected that 34 percent of students in grades 3 through six scored at Achievement Level 1. Twenty-eight percent of students in grades 3 through 6 scored at Achievement Level 2. Twenty-six percent of students in grades 3 through 6 scored at achievement level 3. Eleven percent of students in grades 3 through 6 scored at Achievement Level 4. Two percent of students scored at Achievement level 5. Intensive explicit instruction is needed to address the deficits. The grade levels and areas of deficiency were as follows:

Third grade students achieved 51 percent in the area of Sense Concept, 49 percent in Measurement, 51 percent in Geometry,

59 percent in Algebraic Thinking, and 45 percent in Data Analysis.

Fourth grade students achieved 51 percent in the area of Sense Concept, 48 percent in Measurement, 54 percent in Geometry,

44 percent in Algebraic Thinking, and 51 percent in Data Analysis.

Fifth grade students achieved 31 percent in the area of Sense Concept, 35 percent in Measurement, 41 percent in Geometry, 33 percent in Algebraic Thinking, and 36 percent in Data Analysis.

Sixth grade students achieved 46 percent in the area of Sense Concept, 32 percent in Measurement, 48 percent in Geometry, 33 percent in Algebraic Thinking, and 42 percent in Data Analysis.

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

## Measurable Objective

Given instruction using the Sunshine State Standards, 56 percent of students in grades 3 through 6 will score at Achievement Level 3 or higher on the 2006-2007 FCAT Mathematic Test.

Given instruction using the Sunshine State Standards, 56 percent of Black students in grades 3 through 6 will score at Achievement Level 3 or higher on the 2006-2007 FCAT Mathematic Test.

Given instruction using the Sunshine State Standards, 56 percent of Economically Disadvantage students in grades 3 through 6 will score at Achievement Level 3 or higher on the 2006-2007 FCAT Mathematic Test.

Given instruction using the Sunshine State Standards, 56 percent of Limited English Proficient students in grades 3 through 6 will score at Achievement Level 3 or higher on the 2006-2007 FCAT Mathematic Test.

Given instruction using the Sunshine State Standards, 56 percent of Students with Disabilities in grades 3 through 6 will score at Achievement Level 3 or higher on the 2006-2007 FCAT Mathematic Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop school developed specific benchmark booklets to target each student's weakness based on the benchmark and quarterly tests.	Math Coach	08/04/06	06/01/07	District Strategic Plan	\$0.00
Develop school developed specific benchmark booklets to target each student's weakness based on the benchmark and quarterly tests.	Math Coach	08/04/06	06/01/07	District Strategic Plan	\$0.00
Identify students scoring in the lowest 25 percent and on Levels 1 and 2 based on the FCAT Mathematics Test, and provide tutoring interventions before and after school.	Administrators, Math Coaches and Teachers	08/04/06	06/01/07	District Strategic Plan	\$0.00
Provide a variety of teaching strategies that include CRISS (Creating Independence	Administrators, Math Coaches and Teachers	08/04/06	06/01/07	District Strategic Plan	\$3674.00



Through Student-owned Strategies), hands-on, and manipulative instruction (Technology)					
Provide enrichment activities for FCAT Level 3 students and above.	Administrators, Math Coaches and Teachers	08/04/06	06/01/07	District Strategic Plan	\$3674.00
Provide enrichment activities for FCAT Level 3 students and above.	Administrators, Math Coaches and Teachers	08/04/06	06/01/07	District Strategic Plan	\$3674.00
Utilize district mathematics pacing guide for kindergarten through sixth grade, as evidenced by District Interim Assessment.	Administrators, Math Coaches and Teachers	08/04/06	06/01/07	District Strategic Plan	\$10241.05
Create a spread sheet that records each individual student's on-going progress in Number Sense, Measurement, Geometry, Algebraic Thinking, and Data Analysis based on benchmark and District tests.	Administrators, Math Coaches and Teachers	08/04/06	06/01/07	District Strategic Plan	\$0.00
Develop six benchmark tests every nine weeks for mastery of the District weekly benchmark goals. Administer District quarterly tests.	Administrators, Math Coaches and Teachers	08/04/06	06/01/07	District Strategic Plan	\$0.00
Use the 8 steps of the Continuous Improvement Model to facilitate instruction.	Administrators, Math Coaches and Teachers	08/04/06	06/01/07	District Strategic Plan	\$0.00

## Research-Based Programs

Harcourt Brace Textbook Series (Kindergarten through grade five), Prentice Hall Textbook Series (grade six), SuccessMaker Technology Program (Kindergarten through grade six)

## Professional Development

All teachers will attend district staff development specific to their assigned grade level. Beginning teachers and teachers new to the school or grade level will receive continuous mentoring. Best practices, hands-on manipulatives, differentiated instructions, CRISS Strategies and the Continuous Improvement Model (CIM) will be utilized by all teachers.

## Evaluation

Administer 6 mastery benchmark assessments every nine-week period based on the District's pacing guide weekly goal. Administer the District Quarterly Assessment. Final evaluation will be the results of the 2006- 2007 FCAT Mathematics test.

## 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 checked="" 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:**

Increase writing performance of all fourth grade students.

**Needs Assessment**

The results attained from the School Performance Accountability Report of 2005-2006 indicate that 67 percent of the students in grade 4 met the state standard of 3.5 or above on the FCAT Writing Plus Test. Scores on the 2005-2006 FCAT Expository Writing Plus test indicate that 71 percent of students in grade 4 met high standards. Scores on the 2005-2006 Narrative Writing Plus Test indicate that 46 percent of students in grade 4 met high standards. Twenty nine percent of students in grade 4 did not meet high standards on the Expository Writing Plus Test. Fifty-four percent of students in grade 4 did not meet high standards on the FCAT Narrative Writing Plus Test. The needs assessment reveals that students require explicit instruction and development in Narrative Writing. Continuous monitoring and emphasis will be placed on high standards in Expository and Narrative writing.

**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 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, 68 percent of students, in grade four, will score at level 3.5 or higher as evidenced by the 2006-2007 FCAT Writing Plus Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide students with performance-based activities incorporating the use of timed writing, journal writing as evidenced by lesson plans and reports.	Administrators, Reading Coaches and Teachers	08/04/06	06/01/07	District Strategic Plan	\$0.00
Utilize state adopted research-based textbooks in writing, as evidenced by lesson plans and textbook distribution forms.	Administrators, Reading Coaches and Teachers	08/04/06	06/01/07	District Strategic Plan	\$0.00
Implement and monitor Writing Across the Curriculum as evidenced by lesson plans and student journals.	Administrators, Reading Coaches and Teachers	08/04/06	06/01/07	District Strategic Plan	\$0.00
Provide additional instruction by implementing the extended school day, using CRISS strategies throughout writing instructions.	Administrators, Reading Coaches and Teachers	08/04/06	06/01/07	District Strategic Plan	\$0.00
Provide coaching and mentoring with the implementation of the weekly prompts, interpretation of the 6.0 Scoring Rubric, analysis of student papers, and specific strategies to guide instruction to ensure writing gains.	Administrators, Reading Coaches and Teachers	08/04/06	06/01/07	District Strategic Plan	\$0.00
Use the Continuous Improvement Model to facilitate instruction.	Administrators, Reading Coaches and Teachers	08/04/06	06/01/07	District Strategic Plan	\$0.00
Utilize and analyze data from the District's Pre and Post narrative and expository writing prompts to develop writing prompts and establish differentiated instruction groups.	Administrators, Reading Coaches and Teachers	08/04/06	06/01/07	District Strategic Plan	\$0.00

## **Research-Based Programs**

Houghton Mifflin (Kindergarten through six) Literacy Series, Houghton Mifflin's Early Success, Houghton Mifflin's Soar to Success, Voyager Passport (Kindergarten and third), Middle School (grade six), McDougal-Littell Language of Literature, Scholastic READ 180 textbook and software, Creating Independence Through Student-owned Strategies (CRISS), Reading Plus

## **Professional Development**

All teachers will attend district staff development specific to their assigned grade level. Teachers will receive training in Best Practices, the Continuous Improvement Model, FCAT Writing Strategies, Holistic Scoring Training and CRISS. Additionally, beginning teachers and teachers new to the school or grade level will receive continuous mentoring.

## **Evaluation**

The administration of the 2006-2007 FCAT Writing Plus Test. FCAT Pre-Test and Post-Tests from School Site will be administered.

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

### ***GOAL 4 STATEMENT:***

Students will increase their science performance skills to meet the state standards.

### ***Needs Assessment***

The results of the 2005-2006 FCAT Science Test indicate that 7 percent of students in grade 5 met high standards on the 2005-2006 FCAT Science Test. This indicates a need for a computer lab to emphasize the scientific process of investigations in a hands-on environment.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five, will improve their science skills as evidenced by 32 percent reaching the state required mastery level as documented by scores of the 2006-2007 FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Integrate CRISS Strategies throughout the curriculum.	Administrators, Math Coach, Teachers	08/04/06	06/01/07	District Strategic Plan	\$0.00
Accelerate fourth grade science program to fifth grade science benchmarks.	Administrators, Math Coach, Teachers	08/04/06	06/01/07	District Strategic Plan	\$0.00
Utilize the district develop Pacing Guide to enhance the delivery of instruction in science and ensure that all science benchmarks are taught.	Administrators, Math Coach, Teachers	08/04/06	06/01/07	District Strategic Plan	\$10170.75
Engage students in scientific investigations using the scientific method.	Administrators, Math Coach, Teachers	08/04/06	06/01/07	District Strategic Plan	\$6306.05
Create a hands-on science laboratory as an instructional workshops for teachers and students.	Administrators, Math Coach, Teachers	08/04/06	06/01/07	District Strategic Plan	\$0.00
Administer District monthly science assessments. Utilize results for data driven instruction.	Administrators, Math Coach, Teachers	08/04/06	06/01/07	District Strategic Plan	\$0.00
Utilize the state adopted research-based textbooks in science, as evidenced by lesson plans and textbook distribution forms.	Administrators, Math Coach, Teachers	08/04/06	06/01/07	District Strategic Plan	\$0.00
Develop a school-wide Science Fair based on year-long laboratory investigations.	Administrators, Math Coach, Teachers	08/04/06	06/01/07	District Strategic Plan	\$0.00

### Research-Based Programs

FOSS Kit

## **Professional Development**

All teachers will attend district staff development specific to their assigned grade level, CRISS and other relevant programs.

Beginning teachers and teachers new to the school or grade level will receive continuous mentoring.

## **Evaluation**

Scores of the 206-2007 FCAT Science test will be used to evaluate this objective. In addition, School Improvement Zone Pre/Post Tests and Monthly Assessments will be utilized to monitor progress and drive instruction.

## 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 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 5 STATEMENT:**

Increase parental involvement at Paul Laurence Dunbar Elementary School.

### ***Needs Assessment***

Analysis of the 2005-2006 Title I Administration Parental Involvement Monthly School Report indicates that for 49 parental activities, a total of 532 parents were in attendance. Of those activities, 80 percent were related to the teaching of reading, writing, mathematics and science, and 12 percent were non-academic. Twelve percent of the parents participated in acquiring strategies that would assist in helping their child improve academically. Data indicates that there is a lack of parental participation and demonstrates a need to foster communication to increase parental involvement.



## Measurable Objective

Given the need to establish a link between school, home and community, Paul Laurence Dunbar Elementary will increase parental participation in school-sponsored workshops, trainings and hands-on activities by 20 additional parents participating, as evidenced by the 2006-2007 Title I Administration Parental Involvement Monthly School Report.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Encourage and promote increased community involvement through collaboration with Dade Partners and the School Volunteer Program and other local family-oriented initiatives.	Administrators, Community Involvement Specialist, Faculty, Parents, Community-based organizations, Reading Coaches, Social Worker, Counselor	08/04/06	06/01/07	District Strategic Plan	\$0.00
Disseminate information such as student progress reports, report cards, letters, flyers, school newsletters, parent/teacher conferences and home visits to parents in multi-lingual (in student's home language) formats as evidenced by attachments.	Administrators, Community Involvement Specialist, Faculty, Parents, Community-based organizations, Reading Coaches, Social Worker, Counselor	08/04/06	06/01/07	District Strategic Plan	\$0.00
Encourage parent's active participation and decision-making groups / activities such as the PTA/PTSA, EESAC, Title I PAC/DAC, IEP and AIP Meetings.	Administrators, Community Involvement Specialist, Faculty, Parents, Community-based organizations, Reading Coaches, Social Worker, Counselor	08/04/06	06/01/07	District Strategic Plan	\$0.00
Implement a parent outreach program to traditionally non-participating families as evidenced by parent outreach logs and records.	Administrators, Community Involvement Specialist, Faculty, Parents, Community-based organizations, Reading Coaches, Social Worker, Counselor	08/04/06	06/01/07	District Strategic Plan	\$0.00
Survey parents needs, prioritizing the areas of greatest concerns and planning activities to address the identified areas.	Administrators, Community Involvement Specialist, Faculty, Parents, Community-based organizations, Reading Coaches, Social Worker, Counselor	08/04/06	06/01/07	District Strategic Plan	\$0.00
Utilize the school's website to update and enable parents to access their children's learning assignments and other pertinent	Administrators, Community Involvement Specialist, Faculty, Parents, Community-based	08/04/06	06/01/07	District Strategic Plan	\$0.00

school information. In addition, a school newsletter will be created to inform parents of upcoming events as evidenced by copies kept by the administration.	organizations, Reading Coaches, Social Worker. Counselor				
Plan and deliver a variety of activities for parents to include workshops that will empower them with skills to assist students in grades Kindergarten through sixth and Reading, Mathematics and Home Learning Assignments. Activities will include Second Cup of Coffee (monthly): Family Literacy Night; Motivation-To-Success and participation in the District Parent Academy and other literacy initiatives that promote personal growth for parents.	Administrators, Community Involvement Specialist, Faculty, Parents, Community-based organizations, Reading Coaches, Social Worker. Counselor	08/04/06	06/01/07	District Strategic Plan	\$0.00
Utilize the Parental Resource Center to enhance communication and involvement with parents.	Administrators, Community Involvement Specialist, Faculty, Parents, Community-based organizations, Reading Coaches, Social Worker. Counselor	08/04/06	06/01/07	District Strategic Plan	\$0.00

## Research-Based Programs

Passport To Success, National P.T.A., National Standards of Parental and Family Involvement Program. (Program by the National Parent, Teacher Student Association), Parents as Partners in Reading.

## Professional Development

Title I Community Involvement Specialist and Faculty will attend district professional development.

## Evaluation

Parental involvement will show an increase in attendance to reflect 552 parents participating during the 2006-2007 school year, as compared to 532 parents participating during the 2005-2006 school year, as evidenced by the 2006-2007 Title I Administration Parental Involvement Monthly School Report.

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

### ***GOAL 6 STATEMENT:***

Foster a safe and orderly learning environment for students and faculty at Paul Laurence Dunbar Elementary.

### ***Needs Assessment***

Analysis of data from the District's report indicates that one of the greatest needs is to improve student behavior. Paul Laurence Dunbar's suspension rate during the 2005-2006 school year indicates that 148 days were given for outdoor suspension. An analysis of the data indicates a need for a decrease in the number of outdoor suspensions indicated above. Preventive actions are necessary to decrease the disruptive behavior that will help to create a safe and orderly environment.

## Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve by decreasing the number of outdoor suspensions to 118 days during the 2006-2007 school year as compared to 148 days for the 2005-2006 school year, (148 days minus 30 days) as evidenced by the 2006-2007 District Report on suspension Rate-School Profile.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use character education strategies throughout the year.	Administrators, Counselor, Teachers, EESAC Committee	08/04/06	06/01/07	Academic Teams	\$0.00
Utilize school site counselor and social worker, and outside counseling agency to provide counseling.	Administrators, Counselor, Teachers, EESAC Committee	08/04/06	06/01/07	Academic Teams	\$0.00
Form a Discipline committee with our stakeholders, in order to create a uniform school-wide discipline plan	Administrators, Counselor, Faculty, EESAC Committee	08/04/06	06/01/07	Academic Teams	\$0.00
Expose teachers to a variety of classroom management and disciplinary strategies through professional development.	Administrators, Counselor, Teachers, EESAC Committee	08/04/06	06/01/07	Academic Teams	\$0.00
Utilize a positive incentive program to encourage positive behavior as documented by class summary sheets.	Administrators, Counselor, Teachers, EESAC Committee	08/04/06	06/01/07	Academic Teams	\$8000.00
Review Student Case Management Forms in order to provide counseling during school hours.	Administrators, Counselor, Teachers, EESAC Committee	08/04/06	06/01/07	District Strategic Plan	\$0.00
Conduct grade level assemblies to discuss the Student Code of Conduct with students.	Administrators, Counselor, Teachers, EESAC Committee	08/04/06	06/01/07	Academic Teams	\$0.00

## Research-Based Programs

Project Proud (Peacefully Resolving our Unsettled Differences) and  
Peace Works Mediation for Kids

## **Professional Development**

The faculty at Paul Laurence Dunbar will receive Professional Development in-services using differential approaches to manage student behaviors. "How to Be An Effective Teacher" by Harry and Rosemary Wong, provided by the District will be utilized.

## **Evaluation**

The discipline committee will meet monthly to monitor referrals.

Discipline referrals and the 2006-2007 District Report on suspension Rate-School Profile will be monitored for objective achievement.

## 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.)

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"/>

### *Miami-Dade County Public Schools*

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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 7 STATEMENT:***

Increase student use of technology by providing Professional Development to teachers in technology usage in the classroom.

### ***Needs Assessment***

During the 2005-2006 school year, there were approximately six computers in each classroom and a computer lab for students and teachers' use. Technology access will be advanced. According to the 2004 System for Technology Accountability and Rigor (STaR) School Profile, teachers felt that there was a significant need for technology planning and enhancement of computer usage.

## Measurable Objective

Given an emphasis on the use of educational computer technology, all teachers will attend a minimum of six workshops during the 2006-2007 school year as documented by the sign-in rosters, as compared to four workshops conducted during the 2005-2006 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize technology to retrieve, evaluate, and use information related to student progress in instructional planning.	Administrators, Technology Facilitator, Teachers	08/01/05	05/26/06	Academic Teams	\$0.00
Infuse the student-based programs into the curriculum, giving teachers daily opportunities to utilize technology as an instructional tool.	Administrators, Technology Facilitator, Teachers	08/01/05	05/26/06	Academic Teams	\$0.00
Increase and improve student achievement, delivery of instruction, and teacher technological awareness by providing teachers with training in various available softwares .	Administrators, Technology Facilitators,  Teachers	08/01/05	05/26/06	Academic Teams	\$0.00
Monitor the implementation of computer skills demonstrated to teachers in the computer laboratory to their implementation in the classrooms.	Administrators, Technology Facilitator, Teachers	08/01/05	05/26/06	Academic Teams	\$0.00

## Research-Based Programs

Voyager

## Professional Development

Professional Development will be provided in the following areas, including but not limited to, Edusoft, Power Point, Electronic Grade Book, Microsoft Word, Excel, FCAT Explorer, Voyager, Reading Plus, Success Maker, RiverDeep.

## **Evaluation**

Progress will be monitored by teachers' attendance, sign-in rosters, training packets and the results of the 2006-2007 STaR survey. In addition, student projects displaying computer technological skills will be evaluated and/or displayed during the 2006-2007 school year.



## 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"/>

### *Miami-Dade County Public Schools*

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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 8 STATEMENT:***

To improve Student Health and Physical Fitness.

### ***Needs Assessment***

Based on the results of the 2005-2006 FITNESSGRAM, 65 percent of fourth grade students, 51 percent of fifth grade students, and 37 percent of sixth grade students met the physical fitness requirements. Students received 30 Gold awards, and 57 Silver awards. These results indicate a need for sixth grade students to increase their level of physical activity and health consciousness.

## Measurable Objective

Based on the recommendations of the Florida Department of Education, students will improve their fitness score as evidenced by a five percent increase in the number of students passing the 2006-2007 FITNESSGRAM as compared to the 2005-2006 FITNESSGRAM.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide activities that promote the attainment of knowledge in food and nutrition to raise health consciousness.	Administrators, Physical Education Teachers.	08/04/06	06/01/07	Academic Teams	\$0.00
Provide activities that promote the attainment of knowledge in hygiene and cleanliness to raise health consciousness.	Administrators, Physical Education Teachers.	08/04/06	06/01/07	Academic Teams	\$0.00
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Administrators, Physical Education Teachers.	08/04/06	06/01/07	Academic Teams	\$0.00
Exhibits responsible personal and social behavior that respects self and others in physical activity settings.	Administrators, Physical Education Teachers.	08/04/06	06/01/07	Academic Teams	\$0.00
Direct and oversee student's participation in the following activities in order to prepare for the FITNESSGRAM. Physical Fitness (one mile) 20 curl ups in one minute 10 push-ups in one minute Body stretching for flexibility	Administrators, Physical Education Teachers.	08/04/06	06/01/07	Academic Teams	\$0.00

## Research-Based Programs

FITNESSGRAM

## Professional Development

Physical Education Teachers will attend district staff development specific to physical education.

## Evaluation

2006-2007 FITNESSGRAM

## 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.)

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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 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 9 STATEMENT:***

Introduce a Visual Arts and Music Program to students using technology as a creative tool.

### ***Needs Assessment***

The introduction of technology was shown, by Action Research conducted during the 2005-2006 school year with 450 students, in grades 2 through 6, to significantly increase the interest and productivity level in Art and Music classes.

## Measurable Objective

Given the need to establish cultural awareness, Paul Dunbar Elementary will implement the ArtRageous Visual Art and Music program to 420 students, grades 2 through 6, during the 2006-2007 school year based on the 2005-2006 classroom Action Research study.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Produce a slide show combining student art with recorded student music as a sound track.	Administrators, Special area Teachers	08/04/06	06/01/07	Academic Teams	\$1383.68
Employ skills that foster higher level thinking and creativity to produce various art and music projects electronically.	Administrators, Special area Teachers	08/04/06	06/01/07	Academic Teams	\$0.00
Monitor the skill of singing lyrics, using the Solfege technique and create compositions utilizing technology.	Administrators, Special area Teachers	08/04/06	06/01/07	Academic Teams	\$0.00
Using computer skills, students will produce art work reflective of social studies, science or art history lessons taught.	Administrators, Special area Teachers	08/04/06	06/01/07	Academic Teams	\$1383.68
Provide opportunities for students to utilize technology in the Visual Arts and Music program.	Administrators, Special area Teachers and Faculty	08/04/06	06/01/07	Academic Teams	\$0.00
Implement computer technology in the Visual Arts and Music program.	Administrators, Special area Teachers	08/04/06	06/01/0	Academic Teams	\$0.00

## Research-Based Programs

Adventures in Art Davis Publication

## Professional Development

Training in the Arts program, Continuous Improvement Model (CIM)

## **Evaluation**

Art and Music produced by the 402 students, in grades 2 through 6, will be displayed at the Creativity Fair at the end of 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"/>

*Miami-Dade County Public Schools*

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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:**

To improve student performance by developing an effective relationship between the costs of programs purchased and the effectiveness of programs purchased. To establish cost effective programs that produce a high return on investments and high learning gains.

**Needs Assessment**

The Return on Investment index's Percent of Highest Value for the 04-05 school year at Paul Laurence Dunbar Elementary school was 34 percent. This percentile rank is at the lowest end of the middle third of this ranking.

## Measurable Objective

Paul Laurence Dunbar Elementary School will improve its Return on Investment index Percent of Highest Value ranking by five percent.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Measure whether or not the programs and resources purchased resulted in accomplishing the desired goal to improve school and student performance.	Administrators, EESAC Committee, Faculty	08/04/06	06/01/07	Academic Teams	\$0.00
Make informed decisions about appropriate and effective use of school funds to purchase programs and resources.	Administrators, EESAC Committee, Faculty	08/04/06	06/01/07	Academic Teams	\$0.00
Collaborate with the district/zone on resource allocation and become informed about the use of financial resources in relation to school programs.	Administrators, EESAC Committee, Faculty	08/04/06	06/01/07	Academic Teams	\$0.00
Use student data to target specific areas for improvement and make purchases that will assist in areas as needed.	Administrators, EESAC Committee, Faculty	08/04/06	06/01/07	Academic Teams	\$0.00
Monitor whether or not the programs and resources are improving school and student performance.	Administrators, EESAC Committee, Faculty	08/04/06	06/01/07	Academic Teams	\$0.00
Use student performance data to influence decision-making.	Administrators, EESAC Committee, Faculty	08/04/06	06/01/07	Academic Teams	\$0.00
Use enrichment activities to maintain learning gains by students who scored above 3.5 in reading and or math on the 2005 FCAT Achievement Test.	administrators, EESAC Committee, Faculty	08/04/06	06/01/07	Academic Teams	\$0.00

### Research-Based Programs

N/A



## **Professional Development**

N/A

## **Evaluation**

Next report on Return on Investment Index from the State of Florida

## *EESAC Compliance*

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

*Budget:*

*Training:*

*Instructional Materials:*

*Technology:*

*Staffing:*

*Student Support Services:*

*Other Matters of Resource Allocation:*

*Benchmarking:*

*School Safety & Discipline:*

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$39,507.12
Goal 2: Mathematics	\$21,263.05
Goal 3: Writing	\$0.00
Goal 4: Science	\$16,476.80
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$8,000.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$2,767.36
Goal 10: Return On Investment	\$0.00
<b>Total:</b>	<b>\$88,014.33</b>

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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

---

*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*