

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Frederick Douglass Elementary School (1361)

Feeder Pattern - Booker T. Washington Senior

Regional Center IV

District 13 - Miami-Dade

Principal - Cathleen McGinnis

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

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 the number of students meeting high standards in grades 3 thru 5 will increase to fifty-eight percent or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, African American students in grades 3 thru 5 will increase their reading skills as evidenced by a minimum of fifty-eight percent of students scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, English Language Learners students in grades 3 thru 5 will increase their reading skills as evidenced by a minimum of fifty-eight percent of students scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades 3 thru 5 will improve their reading skills as evidenced by a minimum of fifty-eight percent of students scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Hispanic in grades 3 thru 5 will improve their reading skills as evidenced by a minimum of fifty-eight percent of students scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged in grades 3 thru 5 will improve their reading skills as evidenced by a minimum of fifty-eight percent of students scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards the number of students meeting high standards in grades 3 thru 5 will increase to sixty-two percent or higher on the 2008 administration of the FCAT Mathematical Assessment.

Given instruction based on the Sunshine State Standards, African American students in grades 3 thru 5 will increase their mathematical skills as evidenced by a minimum of sixty-two percent or higher on the 2008 administration of the FCAT Mathematical Assessment.

Given instruction based on the Sunshine State Standards, English Language Learner students in grades 3 thru 5 will increase their mathematical skills as evidenced by a minimum of sixty-two percent or higher on the 2008 administration of the FCAT Mathematical Assessment.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades 3 thru 5 will improve their mathematical skills as evidenced by a minimum of sixty-two percent or higher on the 2008 administration of the FCAT Mathematical Assessment.

Given instruction based on the Sunshine State Standards, Hispanic students in grades 3 thru 5 will improve their mathematical skills as evidenced by a minimum of sixty-two percent or higher on the 2008 administration of the FCAT Mathematical Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades 3 thru 5 will improve their mathematical skills as evidenced by a minimum of sixty-two percent or higher on the 2008 administration of the FCAT Mathematical 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 3.5 on the 2008 FCAT Writing Plus test, as compared to the 2007 FCAT Writing Plus test.

Given instruction using the Sunshine State Standards, students in grade five will increase their Science skill as evidenced by a minimum of a twenty-five percentage point increase to meet proficiency on the 2008 FCAT Science Test.

Frederick Douglass Parental Involvement will increase by five percent in the 2007-2008 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.

School Improvement Plan

2007-2008



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 2007-2008 school year.

Frederick Douglass Elementary School will train beginning teachers in the effective use of technology infusion strategies and integration in 2007-2008.

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 1 performances as evidenced by three musical events being presented in the 2007-2008 school year, as compared to 2 musical presentations in the 2006-2007 school year.

Frederick Douglass Elementary School will improve its ranking on the State of Florida ROI index publication from the thirty-fourth percentile in 2003 to the thirty-sixth 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.



School Improvement Plan 2007-2008



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.

1361 - FREDERICK DOUGLASS ELEMENTARY SCHOOL

VISION

The Frederick Douglass Elementary School faculty community educators will provide an environment which will enable students to acquire fundamental skills, knowledge, and values which will empower them to function more effectively in our 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 administrators, teachers, and support staff. Administrators, Teachers, and support staff value self-assessment and professional reflection as a means of advancing teaching and learning and their own professional growth.

MISSION

The Frederick Douglass Elementary School's faculty community educators believe 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



School Improvement Plan 2007-2008



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 (NCS Learn - Success Maker, and 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, English Speakers of Other Languages (ESOL), Exceptional Student Education (ESE). The ethnic/racial makeup of the student population is for 48 percent Hispanic, 49 percent African American, one percent Anglo, and one percent Other. The mobility rate of the school is 54 percent. Frederick Douglass Elementary School employs a total of 83 staff members. This group consists of: two administrators; 30 classroom teachers; 3 Exceptional Student Education teachers; 3 Spanish teachers; 2 ESOL teacher, 3 special area (art, music, physical education) teachers; 3 itinerant (music, physical education) teachers, 3 full time paraprofessionals, 3 part time paraprofessionals, 2 part time office clerks, 3 clerical/office employees, 11 cafeteria workers, and 4 custodial service workers. We have a technology specialist, 2 reading coaches, a science laboratory teacher. We employ 4 security monitors, both full time and hourly, 2 cafeteria monitors, a parent aid, a part time social worker, one Community Involvement Specialist, a pool substitute, and a Full Service Clinic Coordinator. 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 schools. Over 50 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 Florida Continuous Improvement Model (FCIM) 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.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

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

Florida Education Priorities

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"/>

Reading Statement

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

Needs Assessment

The results of the 2007 FCAT Reading Test indicate that forty percent of students in grades 3 thru 5 have met the State required mastery level. Results further indicated that thirty-two percent of African-American students, forty-eight percent of Hispanic students, forty-one percent of economically disadvantaged students, and thirty-nine percent of LEP students scored at or above achievement level 3 in Reading. Sixty percent of the lower 25% made learning gains.

In addition, no student subgroup achieved proficiency as per the No Child Left Behind (NCLB) adequate yearly progress report. Ninety-four percent of the students with Disabilities are below grade level in reading.

Content Cluster Analysis Score Reports for Reading indicates: in grade 3 the strengths were Words/Phrases and Compare and Contrast, and the weakness was Main Idea. In grade 4, the strengths were Main Idea and Reference/Research, and the weaknesses were Word Phrases and Comparison. In grade 5, the strengths were Comparison and Reference/Research, and the weaknesses were Main Idea and Word Phrases.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards the number of students meeting high standards in grades 3 thru 5 will increase to fifty-eight percent or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, African American students in grades 3 thru 5 will increase their reading skills as evidenced by a minimum of fifty-eight percent of students scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, English Language Learners students in grades 3 thru 5 will increase their reading skills as evidenced by a minimum of fifty-eight percent of students scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades 3 thru 5 will improve their reading skills as evidenced by a minimum of fifty-eight percent of students scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Hispanic in grades 3 thru 5 will improve their reading skills as evidenced by a minimum of fifty-eight percent of students scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged in grades 3 thru 5 will improve their reading skills as evidenced by a minimum of fifty-eight percent of students scoring at FCAT Achievement Level 3 or higher on the 2008 administration of the FCAT Reading Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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, and Teachers	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
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, and Resource Teachers	08/20/2007	06/5/2008	Academic Enrichment Opportunities	15000
Utilize District's Pacing Guide for (K-5)	Principal, Teachers, Resource Teacher, and Reading Coach	08/20/2007	06/05/2008	Academic Enrichment Opportunities	0
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, and Literacy Leadership Team	08/20/2007	06/05/2008	Academic Enrichment Opportunities	0
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, and Teachers	08/20/07	06/05/08	Academic Enrichment Opportunities	0

Research-Based Programs

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

Professional Development



School Improvement Plan

2007-2008



Professional development will be provided for teachers by the District, Regional Center IV Curriculum Support personnel, and on-site reading coaches in the following areas:

- Continuous Improvement Model (CIM)
- Mentoring
- Co-teaching
- In-class demonstrations
- Reading First
- The Five Components of Reading
- Using graphic organizers across the curriculum
- Differentiated Instruction
- Guided Reading
- Classroom Libraries
- Literacy Centers
- Small Group Instruction
- Classroom Management
- Creating Independence through Student-Owned Strategies (CRISS)
- Edusoft Training
- FCAT Training/Reading Standards
- Effective Use of the FCAT Reading Item Specifications

Evaluation

Formal Evaluation:

1. Utilize Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to kindergarten through grade five students
2. FCAT 2008 Reading Test results for grades three through five students
3. District Interim Assessment

Informal Evaluation:

1. Success Maker
2. Voyager, Early Success and Soar to Success
3. Biweekly Assessments
4. Utilize monthly Reading Benchmark tests

Mathematics Goal

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

Florida Education Priorities

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"/>

Mathematics Statement

Increase the mathematical performance of all students.

Needs Assessment

The results of the 2007 FCAT Mathematics Test indicate that forty-two percent of students in grades 3 thru 5 have met the State required mastery level. Results further indicated that thirty-one percent of African-American students, fifty-two percent of Hispanic students, forty-three percent of Economically Disadvantaged students, and forty-six percent of LEP students scored at or above achievement level 3 in Mathematics. Ninety-one percent of the lower 25% made learning gains.

In addition, no student subgroup achieved proficiency as per the No Child Left Behind (NCLB) adequate yearly progress report. Seventy percent of the students with Disabilities are below grade level in mathematics.

Content Cluster Analysis Score Reports for Mathematics indicates; in grade 3, the strengths were Geometry and Data Analysis, measurement and numbers sense and the weakness was Algebraic Thinking.

In grade 4, the strengths were Geometry, Number Sense and Measurement, and the weaknesses were Algebraic Thinking and Data Analysis.

In grade 5, the strength was in Geometry and the weaknesses were Number Sense, Measurement, Data Analysis and Algebraic Thinking.

NCLB Subgroup Target



School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

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Given instruction based on the Sunshine State Standards, African American students in grades 3 thru 5 will increase their mathematical skills as evidenced by a minimum of sixty-two percent or higher on the 2008 administration of the FCAT Mathematical Assessment.

Given instruction based on the Sunshine State Standards, English Language Learner students in grades 3 thru 5 will increase their mathematical skills as evidenced by a minimum of sixty-two percent or higher on the 2008 administration of the FCAT Mathematical Assessment.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades 3 thru 5 will improve their mathematical skills as evidenced by a minimum of sixty-two percent or higher on the 2008 administration of the FCAT Mathematical Assessment.

Given instruction based on the Sunshine State Standards, Hispanic students in grades 3 thru 5 will improve their mathematical skills as evidenced by a minimum of sixty-two percent or higher on the 2008 administration of the FCAT Mathematical Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades 3 thru 5 will improve their mathematical skills as evidenced by a minimum of sixty-two percent or higher on the 2008 administration of the FCAT Mathematical Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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, and Resource Teachers	8/20/2007	06/05/2008	Academic Enrichment Opportunities	15000
Provide students with performance-based activities incorporating the use of manipulatives, problem solving, critical thinking, communication, and technology.	Principal, Classroom Teachers, and Resource Teachers	8/20/2007	6/05/2008	Academic Enrichment Opportunities	10000
Utilize paraprofessionals to provide small group instruction.	Principal, and Asst. Principal	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Utilize District Pacing Guide for kindergarten through fifth grade.	Principal Classroom Tchrs. Resource Teachers	8/20/2007	06/05/2008	Academic Enrichment Opportunities	0
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	8/20/2007	06/05/2008	Academic Enrichment Opportunities	15000

Research-Based Programs

1. Scott Foresman Mathematics series (K thru 5)-core
2. Pearson Digital Learning SuccessMaker Mathematics courseware-supplemental
3. On-Target-supplemental
4. Riverdeep-supplemental

Professional Development



School Improvement Plan

2007-2008



Professional Development and resources in mathematics will be provided for teachers by the District, school-site Mathematics Facilitator and Region IV Curriculum Support personnel. This will include mentoring, coaching, in-class demonstrations and Edusoft training.

- Mentoring
 - Coaching
 - In-class demonstrations
 - Effective Use of Manipulatives
 - Effective Use of the FCAT Mathematics Test Item Specifications
 - Edusoft Training
 - On Target Mathematics
 - Effective One Hour Mathematics Block
 - Math Centers
 - All teachers will attend district staff development specific to their assigned grade level.
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- Beginning teachers and teachers new to the school or grade will receive continuous mentoring.
 - Design professional development in mathematics according to the needs of the school.

Evaluation

Formal Evaluations:

1. FCAT 2008 Mathematics Test results for grades 3 thru 5 students
2. District interim assessment

Informal Evaluation:

1. Success Maker
2. Biweekly Assessments
3. Weekly Mathematics Benchmark tests

Writing Goal

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

Florida Education Priorities

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"/>

Writing Statement

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

Needs Assessment

After analyzing the current data and with input from the School Advisory Council, it was concluded that the percentage of students meeting high standards needs to be increased by a minimum of 1 percent.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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 3.5 on the 2008 FCAT Writing Plus test, as compared to the 2007 FCAT Writing Plus test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	08/20/2007	06/05/2008	Continuous Improvement Model	0
Plan and provide a workshop for parents on the writing process.	Principal, Asst. Principal and Lead Teacher	08/20/2007	06/05/2008	Exchange Meaningful Information	0
Utilize pre and post tests for both narrative and expository writing.	Principal, Asst.Principal, Teachers and Grade Chairs	08/20/2007	06/05/2008	Academic Enrichment Opportunities	0
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, and Grade Chairs	08/20/2007	06/05/2008	Academic Enrichment Opportunities	0
Utilize monthly writing prompts for grades kindergarten through five to ensure that students learn effective narrative and expository writing techniques.	Principal, Asst. Principal, Teachers, and Grade Chairs	08/20/2007	06/05/2008	Academic Enrichment Opportunities	0
Utilize the fourth grade department chair to provide coaching, modeling, and in-services on the writing process.	Principal, Asst.Principal, and Grade Chair	08/20/2007	06/05/2008	Academic Enrichment Opportunities	5000

Research-Based Programs

1. Houghton Mifflin Reading Series
2. 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 prompts 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.

1. All new and beginning teachers will receive continuous mentoring.
2. In-house training and in services will be provided to all teachers and staff members when deemed necessary.
3. Provide professional growth activities for teachers focused on effective writing strategies and monitor implementation of new strategies gleaned from workshops on a quarterly basis.

Evaluation

Formal Evaluation:

1. 2008 FCAT Writing tests.

Informal Evaluation:

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

Science Goal

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

Florida Education Priorities

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

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

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will increase their Science skill as evidenced by a minimum of a twenty-five percentage point increase to meet proficiency on the 2008 FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the District's Science Curriculum Pacing Guide for K-5 students.	Principal, Resource Teacher, and Teachers	08/20/2007	06/05/2008	Academic Enrichment Opportunities	0
Utilize the Item Specifications for Science in grades 3-5 to deliver instruction.	Principle, and Resource Teacher	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Implement biweekly, monthly and quarterly assessments that are aligned to the Sunshine State Standards.	Principal, Resource Teacher	8/20/2007	06/05/2008	Academic Enrichment Opportunities	0
Foster parental involvement by providing workshops on FCAT science skills.	Principal, and Resource Teacher	08/20/07	06/05/08	Academic Enrichment Opportunities	2000
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, and Resource Teacher	08/20/2007	06/05/2008	Academic Enrichment Opportunities	0
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, and Teachers	08/20/2007	06/05/2008	Academic Enrichment Opportunities	20000

Research-Based Programs

1. 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

Formal Evaluations:

1. Pre/Post Science Test
2. 2008 FCAT Science Test

Informal Evaluations:

1. Administer monthly FCAT test items
2. Weekly benchmark Science Objectives

Parental Involvement Goal

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

Florida Education Priorities

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

District Strategic Plan

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

Parental Involvement Statement

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

Needs Assessment

The Results from the 2006-2007 Parental Involvement Attendance Roster indicated that 615 parents attended Open House, PTA Meeting, Parent Workshops, and EESAC Meetings, as compared to 290 during the 2007-2008 school year. There is a need to improve Parental Involvement by five percent increase to improve parent involvement and student achievements.

Measurable Objective

Frederick Douglass Parental Involvement will increase by five percent in the 2007-2008 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.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	8/20/2007	06/05/2008	Academic Enrichment Opportunities	1000
Provide incentives to increase attendance at parent meetings.	Principal, Asst. Principal	08/20/07	06/05/08	Exchange Meaningful Information	1000
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	Other/ Not Applicable	0
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.	Principal, Asst. Principal, Teachers, Community Involvement Specialist	08/20/2007	06/05/2008	Exchange Meaningful Information	2000
Utilize the Title 1 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	Other/ Not Applicable	2500

Research-Based Programs

1. Families Building Better Readers "Blue Print Activities"
2. "Involvement in My Child's Education", U.S. Department of Education.
National Parent Teachers Association

Professional Development

1. Title 1 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.

1. Parent participation will be monitored by meeting attendance rosters, agendas, and minutes.

Discipline & Safety Goal

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

Florida Education Priorities

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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Discipline & Safety 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 2006-2007 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 2007-2008 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 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Create a committee which consists of administrators, teachers, parents, and a guidance counselor to form a school-wide attendance policy.	Principal	08/20/07	06/05/08	Truancy Prevention	0
Distribute and implement a school attendance plan to teachers, students, and parents.	Principal/Assistant Principal	8/20/2007	6/05/2008	Truancy Prevention	0
Utilize the Information Technology System (ITS) to track students with excessive absences.	Principal/Assistant Principal/Guidance Counselor	8/20/2007	6/5/2008	Truancy Prevention	0
Provide parents with information regarding the Truancy Intervention Program (TIP).	Principal, Assistant Principal/Guidance Counselor	8/20/2007	6/5/2008	Truancy Prevention	1000
Provide incentives that celebrate regular attendance on a daily, biweekly, and monthly basis.	Principal/Assistant Principal/Guidance Counselor	8/20/2007	6/5/2008	Truancy Prevention	5000
Implement small group counseling to remediate students with excessive absences and modify negative behavior.	Principal/Guidance Counselor	8/20/2007	6/5/2008	Truancy Prevention	0
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	8/20/2007	06/05/08	Truancy Prevention	0

Research-Based Programs

Non-Applicable

Professional Development

Non-Applicable

Evaluation

Utilize District Attendance report from 2007-2008 school year.

Technology Goal

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

Florida Education Priorities

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
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Technology Statement

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

Needs Assessment

The 2006-2007 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 2007-2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Train faculty and staff in technologies used for individualizing instruction, developing assessment tools and managing assessment results.	Principal/Microsystem Tech, Resource Teachers	8/20/2007	6/05/2008	Academic Enrichment Opportunities	0
Publish a newsletter highlighting teacher and student work.	Principal/Technology Mentor/Classroom Teacher	8/20/2007	6/5/2008	Other/ Not Applicable	0
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	8/20/2007	06/05/2008	Academic Enrichment Opportunities	0
Utilize FCAT forecasters to identify students requiring additional remediation and intervention in reading and mathematics.	Principal, Assistant Principal Reading Coach/Reading Leader/Classroom Teachers	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Analyze and monitor the student achievement reports generated from the integrated learning programs to drive instruction (Success Maker).	Principal, Assistant Principal/Classroom Teacher	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Provide software that can be used to enhance instruction in mastering state standards and benchmarks ie, Powerpoint presentations.	Principal/Resource Teachers/Grade Chairs	8/20/2007	06/05/2008	Academic Enrichment Opportunities	0
Utilize Edusoft to analyze individual classroom performance on benchmark assessment.	Principal, Assistant Principal Reading Coach/Reading Leader/Classroom Teacher/Lead Teacher	08/20/07	06/05/08	Academic Enrichment Opportunities	0

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.

Health & Physical Fitness Goal

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

Florida Education Priorities

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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Health & Physical Fitness 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 2006-2007 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.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Plan, implement, and monitor a regular fitness schedule for continuous improvement.	Principal/Physical Education Teachers	8/20/2007	06/05/2008	Healthcare & Healthy Choices	0
Utilize and incorporate motivational strategies into physical fitness instruction.	Principal, Assistant Principal, Physical Education Teacher	08/20/07	06/05/08	Healthcare & Healthy Choices	0
Administer pre and post tests for the FITNESSGRAM.	Principal/Physical Education Teachers	8/20/2007	06/05/2008	Healthcare & Healthy Choices	0
Facilitate a physical education program based on the Sunshine State Standards in 4-5 grades.	Principal/Physical Education Teachers	8/20/2007	06/05/2008	Healthcare & Healthy Choices	0

Research-Based Programs

Non-Applicable

Professional Development

District Physical Education Workshops.

Evaluation

The formative assessment will be the FITNESSGRAM Exercise Component Test.

Electives & Special Areas Goal

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

Florida Education Priorities

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
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Electives & Special Areas 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 two musical performances during the 2006-2007 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 1 performances as evidenced by three musical events being presented in the 2007-2008 school year, as compared to 2 musical presentations in the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	08/20/2007	06/05/2008	Other/ Not Applicable	0
Provide additional practice time for chorus members before and after school.	Principal/MusicTeacher	08/20/2007	06/05/2008	Other/ Not Applicable	2000
Provide all(3-5)students the opportunity to audition for the school chorus.	Principal/Music Teacher	08/20/2007	06/05/2008	Other/ Not Applicable	0

Research-Based Programs

Non-Applicable

Professional Development

Non-Applicable

Evaluation

The Music teachers will document all musical performances during the 2007-2008 school year.

Return On Investment Goal

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

Florida Education Priorities

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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Return On Investment 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 2003, Frederick Douglass Elementary School ranked at the thirty-fourth 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-fourth percentile in 2003 to the thirty-sixth percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	Other/ Not Applicable	0
Collaborate with the District on resource allocation.	Principal/Assistant Principal	08/08/2005	05/24/2006	Other/ Not Applicable	0
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	Other/ Not Applicable	0

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-sixth percentile.

EESAC Compliance

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:

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
Reading	15000
Mathematics	40000
Writing	5000
Science	22000
Parental Involvement	6500
Discipline & Safety	6000
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	2000
Return On Investment	0
Total	96500



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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