
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 1361 - Frederick Douglass Elementary School

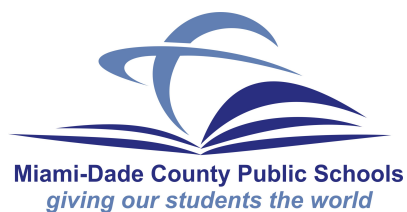
FeederPattern: Booker T. Washington Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Cathleen McGinnis

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Frederick Douglass Elementary School

Frederick Douglass Elementary School is a federally funded school serving approximately 580 students. The school is located in the inner-city with students of predominantly low socio-economic background: Forty-eight percent Hispanic, forty-nine 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 school wide priorities for the 2005-2006 school year:

Given instruction using the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by a three percentage point increase in the percent of students scoring FCAT achievement level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, African American students in grades three through five will increase their reading skills as evidenced by an eight percentage point increase to reach the target of forty-four percent.

Given instruction using the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by a seven percentage point increase in the percent of students scoring at FCAT achievement level 3 or higher on the 2006 administration of the FCAT.

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

Given instruction using the Sunshine State Standards, students in grade five will increase their science skills as evidenced by an increase of fifty-five points to meet the district's mean scale score of the 2006 FCAT Science Test.

Parental involvement will increase by five percentage points in the 2005-2006 school year. Documentation of parental involvement will be evidenced by the sign-in roster from the "Second Cup Of Coffee meetings," Parent-Teacher Association meetings, and the Educational Excellence School Advisory Council meetings.

The percent of attendance at Frederick Douglass Elementary School will increase by one percentage point during the school year of 2005-2006.

Frederick Douglass Elementary School will train five additional teachers in the effective use of technology infusion strategies and integration in 2005-2006.

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

Students will increase the number of exhibits entered into art shows by five percent during the 2005-2006 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.

The stakeholders who participated in the Organizational Performance Self-Assessment Survey ranked the Strategic Planning and the Business results sections of the survey slightly lower than the other sections. More effort will be applied to improving collaborations and communication regarding planning and financial matters.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

Frederick Douglass Elementary School

VISION

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

MISSION

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

CORE VALUES

Frederick Douglass Elementary School pursues the highest standards in academic achievement and organizational performance. We build positive relationships through honesty, respect, and compassion which enhance the self-esteem, safety, and well-being of our students, families, and staff. We foster an environment that serves all students and aspires 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, SuccessMaker, 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, ESE students, and ESOL students. The ethnic/racial makeup of the student population is forty-eight percent Hispanic, forty-nine percent African American, one percent Anglo, and one percent Other. The mobility rate of the school is fifty percent. Instruction is provided in traditional classroom settings. School-to-home connections are fostered through access to a school web page, home learning, and the Second Cup of Coffee Program. Frederick Douglass Elementary School employs a total of 68 staff members. The group consists of: two administrators, 30 classroom teachers, 2 Exceptional Student Education teachers, 3 Spanish teachers, 1 ESOL teacher, 3 special area (art, music, physical education) teachers, 2 itinerant (1 physical education, 1 music) teachers, 1 Guidance Counselor, 2 full time paraprofessionals, of whom 1 is a Community Involvement Specialist, 3 part time paraprofessionals, 3 clerical/office employees, 11 cafeteria workers, and 4 custodial service workers. We have a reading coach, a science laboratory teacher, and a computer technician. We employ 4 security monitors, both full time and hourly, 2 cafeteria monitors, a pool substitute, and a Full Service Clinic Coordinator. Of the teaching staff, 13 percent are teachers new to this school, with the average length of time teaching in Florida being 11 years. 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 most in need and providing both direct assistance and referrals to appropriate social service agencies. In addition, students who are in need of extra help in mastering the skills taught in the classroom are served through tutoring programs. Many of these students require extensive redirection of unproductive behaviors and thus are referred to the Child Study Team for Assistance.

School Foundation

Leadership:

The stakeholders who participated in this survey are very satisfied with the organizations leadership.

District Strategic Planning Alignment:

The stakeholders who participated in this survey are satisfied with the goals and objectives in the District Strategic Plan.

Stakeholder Engagement:

The stakeholders who participated in this survey are interested in the satisfaction of its customers.

Faculty & Staff:

The stakeholders who participated in this survey are highly involved with a team approach to setting the goals and objectives that affect the overall function of the school.

Teacher Mentoring Programs:

PACES Professional Growth Team members were assigned to annual contract teachers to assist them through their first few years of teaching and teacher mentors will be utilized in their area of strength to assist colleagues in instructional delivery.

Data/Information/Knowledge Management:

The stakeholders who participated in this survey fully integrate and utilize data to monitor both their own progress and the functions of the school.

Education Design:

Extended Learning Opportunities: Our students have several options for extended learning opportunities. The Overtown Youth Center works closely with our teachers to develop an after school homework program for the students who attend the Center. Shake-A-Leg offers educational field trips and summer programs to enhance our students' knowledge through hands-on experiential education in the areas of mathematics, science, and literacy learning. We also have small tutoring sessions, during the school day, to help struggling students.

School-wide Improvement Model: The school shall continue to implement the Eight-Step Continuous Improvement Model. The Eight- Step Instructional Process begins with the disaggregation of test scores, whereby grade level and subject area teams of teachers disaggregate school-based data and FCAT results by individual student groups, thus identifying learning objectives that need improvement, along with objectives successfully mastered. Step Two is the development of an instructional calendar by subject and grade level teams of teachers that is used for teaching and assessing each benchmark and skill. Step Three uses the instructional calendar to focus on a targeted lesson. Step

Four is the assessment of the targeted lesson. Students must demonstrate mastery of an objective before the teacher moves on to a new targeted area. Steps Five and Six address tutorials and enrichments in order to meet individual student needs. Step seven is providing ongoing maintenance and re-teaching of objectives. The last step, Step Eight, is the monitoring process through informal classroom visitations, ongoing grade level meetings, and administrative evaluations.

Advanced Courses Initiatives & Post

Unitary Commitments:

Performance Results:

Performance Results: Establish and monitor procedures to promote and maintain a safe learning environment by developing a plan to reduce behavior infractions using strategies obtained from the Conscious Discipline training.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Participation in District sponsored Teacher Fair, where school programs and activities are highlighted.

• Highly Qualified, Certified Administrators:

The school's administrative team is composed of one principal and one assistant principal. Both administrators are dedicating 100 percent of their time at the school site. The principal, Cathleen A. McGinnis, has been at Frederick Douglass Elementary School since 2001. During her years as the curriculum leader of the school, Ms. McGinnis has motivated the faculty and staff to "make every minute count". Teaching starts immediately after morning announcements end and continues until the end of the day. She has been the driving force in raising the school's grade from the "F" that it was when she took the reins in 2001, to the "C" that we were in 2004-2005. The school grade dropped to a "D" in 2005. Although we had the points to maintain the "C", we did not make adequate progress for three consecutive years and therefore dropped a grade. The dedication shown by the administration continues to drive teachers and students to be the best that they can be. Prior to her assignment at Frederick Douglass Elementary School, she served as assistant principal at Allapattah Elementary School for six years, and taught both regular and gifted students at Morningside Elementary School for ten years. She was elected Region 4's Assistant Principal of the Year, is an active member of the educational sorority, Alpha Delta Kappa, a member of University Baptist Church, and currently serves as Lead Principal for the Booker T. Washington Senior High School feeder pattern.

The assistant principal, Wanda L. Cunningham, has been an educator for over 15 years with Miami-Dade County Public School System. She received her Masters of Science Degree from Nova Southeastern University. She is certified in Elementary Education and Educational Leadership. Prior to becoming an Assistant Principal at Frederick Douglass Elementary School for the 2005-2006 school year, Mrs. Cunningham worked at Natural Bridge Elementary School for 14 years. She has taught T.E.A.M., Alternative Education, ESOL, ESE, Academic Excellence, Second, Third, and Fourth grade students. She represented Natural Bridge Elementary School as the 1989 Teacher of the Year. Mrs. Cunningham was instrumental in developing a Satellite Community School where she served as the program manager. She facilitated many programs which directly impacted student achievement. Mrs. Cunningham served as a member of the ESSAC, PACES Professional Growth Team, and the Instructional Improvement Team. She also served as grade level chair and committee chair for Reading, Mathematics, Science, and Discipline.

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

• Teacher Mentoring:

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

• School Advisory Council:

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

• Extended Learning Opportunities

Our students have several options for extended learning opportunities. The Overtown Youth Center works closely with our teachers to develop an after school homework program for the students who attend the Center. Shake-A-Leg offers educational field trips and summer programs to enhance our students' knowledge through hands-on experiential education in the areas of mathematics, science, and literacy learning. We also have small tutoring sessions, during the school day, to help struggling students.

• School Wide Improvement Model

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

GOAL 1: READING

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

Florida Education Priorities

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

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

GOAL 1 STATEMENT:

Increase the reading performance of all students.

Needs Assessment

The results of the 2005 FCAT Reading Test indicate that forty-seven percent of students in grades three through five have met the State required mastery level, while fifty-three percent did not meet state standards. According to these results, fifty-two percent of students in grades three through five have demonstrated acceptable levels of learning gains in reading. Scores on the 2005 FCAT Reading Test indicate that forty-three percent of students in grades three through five, scoring in the lowest twenty-fifth percentile by grade level, have demonstrated acceptable levels of learning gains in reading as compared to the fiftieth percent required by the Florida Department of Education. Adequate yearly progress was not met by the African American student on the 2005 FCAT Reading Test. These students need to make an eight percentage point gain to reach the NCLB target of forty-four percent.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by a three percentage point increase in the percent of students scoring FCAT achievement level 3 or higher on the 2006 administration of the FCAT.

Given instruction using the Sunshine State Standards, African American students in grades three through five will increase their reading skills as evidenced by an eight percentage point increase to reach the target of forty-four percent.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
5. Infuse technology through the use of NCS Learn, and analyze the data provided by this program in order to assess and differentiate instructions for all sub-groups.	Principal/Assistant Principal/Classroom/Resource Teachers	08/08/2005	05/24/2006
2. Identify the students in all subgroups scoring at Achievement Levels 1 or 2 of the FCAT Reading Test, as delineated in adequate yearly progress disaggregated data. Implement before/during/after school and/or Saturday tutorial programs to address the reading deficiencies of students, using a diagnostic/prescriptive approach.	Principal, Assistant Principal and Instructional Improvement Team	08/08/2005	05/24/2006
6. Utilize a school-wide instructional calendar.	Principal/Assistant Principal/Classroom/Resource Teachers	08/08/2005	05/24/2006
3. Provide differentiated instruction within the reading program focusing on specific student needs.	Principal/Classroom/Resource Teachers, Reading Coach	08/08/2005	05/24/2006
4. Implement CRISS strategies.	Principal/Classroom/Resource Teachers	08/08/2005	05/24/2006
1. Utilize state-adopted research-based textbooks in reading for grades kindergarten through five.	Principal/Classroom/Resource Teachers	08/08/2005	05/24/2006

Research-Based Programs

1. Houghton Mifflin Reading series (K-5)-core program 2. Pearson Digital Learning Success Maker Reading courseware (K-5)-supplemental.

Professional Development

1. Teachers will attend District staff development specific to their assigned grade level. 2. Beginning teachers and teachers new to the school or grade will receive continuous mentoring. 3. CRISS training will be made available for new teachers as well as those teachers who need the training.

Evaluation

1. Administer Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to kindergarten through grade five students. 2. Administer 2006 FCAT Reading Test to grades three through five students. 3. Administer monthly Reading Benchmark tests.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 2 STATEMENT:

Increase the mathematical performance of all students.

Needs Assessment

After analyzing the current data and with input from the Educational Excellence School Advisory Council, it was concluded that the percentage of students meeting high standards needs to be increased from the present forty-eight percent to at least fifty percent.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by a seven percentage point increase in the percent of students scoring at FCAT achievement level 3 or higher on the 2006 administration of the FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
5. Infuse technology through the use of NCS Learn, and analyze the data provided by this program in order to assess and differentiate instruction for all sub groups.	Principal, Assistant Principal, Classroom and Resource Teachers	08/08/2005	05/24/2006
3. Identify the students in all subgroups scoring at Achievement Levels 1 or 2 of the FCAT Mathematics Test, as delineated in adequate yearly progress disaggregated data. Implement before/during/after school and/or Saturday tutorial programs to address the mathematics deficiencies of students, using a diagnostic/prescriptive approach.	Principal, Assistant Principal, and Literacy Leadership Team	08/08/2005	05/24/2006
1. Utilize state-adopted research-based textbooks in mathematics for grades kindergarten through five.	Principal/Classroom/Resource Teachers	08/08/2005	05/24/2006
2. Utilize "Suggested Mathematics Long-Range Plans" for kindergarten through fifth grade.	Principal/Classroom/Resource Teachers	08/08/2005	05/24/2006
4. Provide students with performance-based activities incorporating the use of manipulatives, problem solving, critical thinking, communication, and technology.	Principal/Classroom/Resource Teachers	08/08/2005	05/24/2006

Research-Based Programs

1. Scott Foresman Mathematics series (K-5)-core 2. Pearson Digital Learning Success-Maker Mathematics courseware-supplemental 3. Riverdeep-supplemental.

Professional Development

1. Teachers will attend district staff development specific to their assigned grade level. 2. Beginning teachers and teachers new to the school or grade will receive continuous mentoring. 3. Design professional development in mathematics according to the needs of the school.

Evaluation

1. Monthly FCAT Mathematics assessments in grades three through five. 2. Weekly benchmark assessments. 3. Scores of the 2006 FCAT Mathematics administration.

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.)

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Miami-Dade County Public Schools

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

GOAL 3 STATEMENT:

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

Needs Assessment

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

NCLB SUBGROUP TARGET

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

Measurable Objective

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Utilize pre and post tests for both narrative and expository writing.	Principal/Assistant Principal/Writing Coach/Classroom Teachers	08/08/2005	05/24/2006
2. 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/Assistant Principal Writing Coach	08/08/2005	05/24/2006
3. Utilize monthly writing prompts for grades Kindergarten through five to ensure that students learn effective narrative and expository writing techniques.	Principal/Assistant Principal Writing Coach/Classroom Teachers	08/08/2005	05/24/2006
6. Plan and provide a workshop for parents on the writing process.	Principal/Assistant Principal Writing Coach	08/08/2005	05/24/2006
5. Utilize a Writing Coach to provide coaching, modeling, and in-services on the writing process.	Principal/Assistant Principal Writing Coach	08/08/2005	05/24/2006
4. 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/Assistant Principal Writing Coach/Classroom Teachers	08/08/2005	05/24/2006

Research-Based Programs

Houghton Mifflin Reading Series

Professional Development

1. The Writing Coach will provide coaching, modeling, and in-services on the writing process in both expository and narrative prompts. 2. The Writing Coach will assist teachers in utilizing information gathered from monthly writing prompts to diagnose and delineate the emphasis of instruction. 3. The Writing Coach will 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

This objective will be evaluated by the scores of the 2006 FCAT Writing tests. Weekly and monthly benchmarks will provide formative assessments to monitor progress made toward achieving the objectives.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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Miami-Dade County Public Schools

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

GOAL 4 STATEMENT:

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

Needs Assessment

Results from the 2005 FCAT Science Test indicate that students in grade five scored a mean scale score of 231, an increase of 6 mean points above scores of the 2004 administration.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will increase their science skills as evidenced by an increase of fifty-five points to meet the district's mean scale score of the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Provide concentrated science instruction to engage critical thinking in order to show relationships between evidence and explanation in scientific concepts.	Principal/Science Resource Teacher	08/08/2005	05/24/2006
2. Infuse technology in the science curriculum through the use of the internet as a means of research for project-based topics provided by teachers on a monthly basis.	Principal/Science Resource Teacher	08/08/2005	05/24/2006
4. Implement a science scope and sequence aligned to the Florida Sunshine State Standards to provide consistency and purpose within the delivery of content.	Principal/Science Resource Teacher/Classroom Teachers	08/08/2005	05/24/2006
3. Provide resources for a school-based science lab, in which students will participate in monthly hands on inquiry based investigations, highlighting the use of scientific process skills.	Principal/Resource Teacher/Classroom Teachers	08/08/2005	05/24/2006

Research-Based Programs

1. McGraw Hill Science Series-core
2. Riverdeep

Professional Development

1. 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.
2. Coordinate workshops that model instruction to be implemented in the classroom in science skills. District and school personnel will model and mentor the strategies gleaned from provided in-services.
3. Teachers will be trained in the scientific method process.

Evaluation

1. School-site developed Pre/Post Science Test.
2. Scores of the 2006 FCAT Science Test.

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.)

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

GOAL 5 STATEMENT:

Frederick Douglass Elementary School is dedicated and committed to increasing parental involvement in all school activities.

Needs Assessment

Results from Frederick Douglass' Elementary School parental involvement sign-in sheets indicate that an average of ten percent of the parents attend the monthly meetings.

Measurable Objective

Parental involvement will increase by five percentage points in the 2005-2006 school year. Documentation of parental involvement will be evidenced by the sign-in roster from the "Second Cup Of Coffee meetings," Parent-Teacher Association meetings, and the Educational Excellence School Advisory Council meetings.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
4. Encourage parental involvement in decision making groups such as Parent Teacher Association (PTA) and Educational Excellence School Advisory Council (EESAC).	Principal	08/08/2005	05/24/2006
5. Maintain an on-going line of communication between the school and home through the use of student progress reports, report cards, letters, flyers, phone calls, and home visits.	Assistant Principal/ Teachers/Community Involvement Specialist	08/08/2005	05/24/2006
1. Utilize the Title I Community Involvement Specialist to coordinate and implement a parent outreach program to traditionally non-participating families, as evidenced by parent outreach logs.	Principal/Assistant Principal	08/08/2005	05/24/2006
2. Disseminate information about upcoming meetings and events to parents in multi-lingual formats.	Principal/Community Involvement Specialist	08/08/2005	05/24/2006
3. Provide workshops and in-services to empower parents with the skills needed to assist students with home learning activities.	Principal/Community Involvement Specialist/Classroom Teachers	08/08/2005	05/24/2006

Research-Based Programs

1. National Parent Teachers Association
2. Continuous Improvement Model

Professional Development

1. Title I Community Involvement Specialist will attend district professional development.

Evaluation

1. Sign-in sheets from monthly parent meetings will be calculated and compared with the results from the 2004-2005 school year.

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

GOAL 6 STATEMENT:

Improve student attendance for the 2005-2006 school year.

Needs Assessment

Results from the attendance report for the 2004-2005 school year indicate a need to increase the attendance at Frederick Douglass Elementary School by one percentage point.

Measurable Objective

The percent of attendance at Frederick Douglass Elementary School will increase by one percentage point during the school year of 2005-2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Create a committee which consists of administrators, teachers, parents, and a guidance counselor to form a school-wide attendance policy.	Principal	08/08/2005	05/24/2006
2. Distribute and implement a school attendance plan to teachers, students, and parents.	Principal/Assistant Principal	08/08/2005	05/24/2006
3. Utilize the Information Technology System (ITS) to track students with excessive absences.	Principal/Assistant Principal/Guidance Counselor	08/08/2005	05/24/2006
4. Implement small group counseling to remediate students with excessive absences.	Principal/Guidance Counselor	08/08/2005	05/24/2006
5. Provide parents with information regarding the Truancy Intervention Program (TIP).	Principal/Assistant Principal/Guidance Counselor	08/08/2005	05/24/2006
6. Provide incentives that celebrate regular attendance on a daily, biweekly, and monthly basis.	Principal/Assistant Principal/Guidance Counselor	08/08/2005	05/24/2006

Research-Based Programs

Non-Applicable

Professional Development

Non-Applicable

Evaluation

Non-Applicable

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

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

GOAL 7 STATEMENT:

Improve student achievement by building a technology rich school.

Needs Assessment

The school's technology "Enhancing Education through Technology Program" will provide coaching and mentoring opportunities for five teachers in the 2005-2006 school year .

Measurable Objective

Frederick Douglass Elementary School will train five additional teachers in the effective use of technology infusion strategies and integration in 2005-2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Prepare, schedule, and deliver a series of 5 technology workshops for teachers.	Principal/Technology Mentor	08/08/2005	05/24/2006
3. Provide documentation of successful technology integration by assembling a site portfolio.	Principal/Technology Mentor	08/08/2005	05/24/2006
4. Publish a newsletter highlighting teacher and student work.	Principal/Technology Mentor/Classroom Teacher	08/08/2005	05/24/2006
2. Provide technology training by mentoring, modeling, and coaching teachers.	Principal/Technology Mentor	08/08/2005	05/24/2006

Research-Based Programs

1. National Education Technology Plan
2. SuccessMaker

Professional Development

1. Art Technology Program Division of Life Skills
2. Technology Mentor Program
3. Technology Leadership Program Division of Instructional Technology and Media Support Services
4. Enhancing Education Through Technology Program.

Evaluation

1. Performance Assessment
2. Portfolios and Journals

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.)

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

Students will obtain knowledge to make successful and sufficient gains on the FITNESSGRAM Test to maintain a healthy lifestyle.

Needs Assessment

Based on the 2004-2005 Physical Fitness Summary forty-four percent of the students passed while fifty-six percent did not meet the standard.

Measurable Objective

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Utilize pre and post tests for the FITNESSGRAM.	Principal/Physical Education Teachers	08/08/2005	05/24/2006
3. Facilitate a physical education program based on the Sunshine State Standards in second through fifth grades.	Principal/Physical Education Teachers	08/08/2005	05/24/2006
2. Plan, implement, and monitor a regular fitness schedule for continuous improvement.	Principal/Physical Education Teachers	08/08/2005	05/24/2006
5. Implement a 15-minute recess three times per week.	Principal/Classroom Teachers	9/1/2005	05/24/2006
4. Encourage students to participate in Jump Rope For Heart.	Principal/Physical Education Teachers	10/3/2005	4/28/2006

Research-Based Programs

Non-Applicable

Professional Development

1. Workshop on the proper administration of the FITNESSGRAM Test provided by Life Skills Department of Miami-Dade County Public Schools.

Evaluation

Administer the 2006 FITNESSGRAM Test.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

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

GOAL 9 STATEMENT:

Increase students' visual art experiences beyond the scope of the classroom.

Needs Assessment

Art students entered four district wide art exhibits and contests during the 2004-05 school year.

Measurable Objective

Students will increase the number of exhibits entered into art shows by five percent during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Provide second, third, fourth, and fifth grade students the opportunity to enter district-wide art exhibits and contests.	Principal/Art Teacher	08/08/2005	05/24/2006
2. Provide art students the opportunity to audition for expressive arts and magnet school programs.	Principal/Art Teacher	08/08/2005	05/24/2006
3. Provide art students the opportunity to collaborate on community-based art projects.	Principal/Art Teacher	08/08/2005	05/24/2006
4. Provide art students the opportunity to participate in multicultural programs.	Principal/Art Teacher	08/08/2005	05/24/2006

Research-Based Programs

Non-Applicable

Professional Development

Technology Leadership Program In-services

Evaluation

1. Performance Assessment
2. Art Portfolios and Journals

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.)

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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 10 STATEMENT:

Frederick Douglass Elementary School will improve its ranking 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.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. 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
2. Collaborate with the District on resource allocation.	Principal/Assistant Principal	08/08/2005	05/24/2006
3. 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

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"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i>

Budget:

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

Training:

Training Funds from the EESAC budget have been allocated for teacher training and in-service.

Instructional Materials:

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

Technology:

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

Staffing:

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

Student Support Services:

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

Other Matters of Resource Allocation:

Other Matters of Resource Allocation Non-Applicable

Benchmarking:

Benchmarking EESAC is involved with all aspects of academic achievement.

School Safety & Discipline:

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.

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent