
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 1371 - Marjory Stoneman Douglas Elementary School

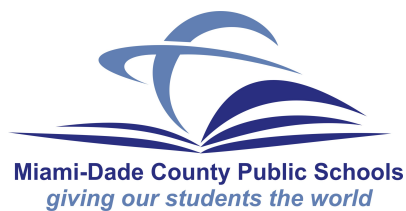
FeederPattern: G. Holmes Braddock Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Manuel Barreiro

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Marjory Stoneman Douglas Elementary School

Marjory Stoneman Douglas Elementary is located in Southwest Miami-Dade County and serves approximately 1,200 students in Pre-K through Grade 5. The student population is comprised of 94 percent Hispanic, four percent White Non-Hispanic, one percent Black Non-Hispanic, one percent Asian, Indian, Multi-racial. More than 58 percent of the students participate in the free or reduced lunch program. The school's curriculum includes the following programs in Kindergarten through Grade 5: Dual-Language, Teaching Enrichment Activities to Minorities (TEAM), Gifted and Exceptional Student Education (ESE), English for Speakers of Other Languages (ESOL), Spanish as a Second Language (Spanish SL). The Saturday Academy program provides identified at-risk students with three additional hours of intensified instruction in Reading and Mathematics in a small group setting. Students enrolled in the After-School Care Program receive home learning assistance. The Academic Excellence Program (AEP) provides identified students with an enrichment curriculum that focuses on drama and journalism.

Given instruction using the Sunshine State Standards and Competency Based Curriculum, 82 percent of students in Grades 3 through 5 will maintain or increase their reading skills, scoring at the proficiency level; demonstrated by an increase of two percentage points on the 2006 administration of the FCAT Reading SSS as compared to the 2005 administration.

Given instruction using the Sunshine State Standards and Competency Based Curriculum, 85 percent of students in Grades 3 through 5 will maintain or increase their mathematic skills by scoring at the proficiency level; demonstrated by an increase of two percentage points on the 2006 administration of the FCAT Mathematics SSS as compared to the 2005 administration.

Given instruction using the Sunshine State Standards and the Competency Based Curriculum, the percentage of students in Grade 4 attaining a 3.5 or higher will maintain, or increase by a minimum of one percent as measured by the 2006 FCAT Writing Plus Test as compared to the 2005 FCAT Writing Plus Test administration.

Given instruction using the Sunshine State Standards and the Competency Based Curriculum, students in Grade 5 will score above the District mean score as evidenced by the 2006 FCAT Science Test.

The percentage of Grade 3 parents attending workshops and in-services in the 2005-2006 school year will be increased by five percent as compared to the 2004-2005 school year as evidenced by attendance logs.

The percentage of students attending school on time will be increased by 3% from the 2004-2005 school year to the 2005-2006 school year as monitored and evaluated by the use of attendance reports.

The ratio of computers to students in the school will decrease to 6:1 for the 2005-2006 school year as evidenced by the STARS survey as opposed to 8:1 student to computer ratio for the 2004-2005 school year.

Given instruction using the Sunshine State Standards and the Competency Based Curriculum, the percentage of students in Grade 4 and 5 who pass the Miami-Dade County Public Schools Physical Fitness GRAM Test will be maintained at 42 percent or increased for the 2005-2006 school year.

Given instruction using the Sunshine State Standards and Competency Based Curriculum, students will have increased instruction in the arts during remedial reading classes (ICU) and general curriculum subjects, as monitored and evaluated by the use of lesson plans.

Marjory Stoneman Douglas Elementary School will improve its ranking on the State of Florida ROI index publication from the 65th percentile in 2003 to the 70th percentile in the next publication of the index.

Data from the 2005-2006 Organizational Performance Improvement Snapshot survey indicates that 93% of the staff members who took the survey were frequently satisfied with all of the categories surveyed. The two lowest areas averaged a score of 4.3; Category 2a, "As it plans for the future, my organization asks for my ideas," and Category 7c, "I know how well my organization is doing financially." As a result, these areas are being targeted for improvement . In order to improve these two areas, a representative of each stakeholder group will serve on an ad-hoc Strategic Site Planning Committee to provide input for their group. Additionally, staff will be provided with a Quarterly Expenditures Report to assist with the actual monitoring of expenses.

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.

Marjory Stoneman Douglas Elementary School

VISION

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

MISSION

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

CORE VALUES

EXCELLENCE

We pursue the highest standard of academic excellence, achievement and performance through our dual language program.

Integrity

We create an environment based upon honesty and integrity in order to foster students' self-esteem and well-being.

Equity

We build an environment that promotes equality among all students and aspires equivalent learning gains among all children to strengthen individual academic achievement.

Citizenship

We invite diverse representation in our school through different associations, such as the EESAC and PSTO. This diversity helps ensure that all students are represented and that their well-being is considered. We pursue the highest standards in academic achievement and organizational performance.

School Demographics

Marjory Stoneman Douglas Elementary is located in Southwest Miami-Dade County and serves approximately 1,200 students in Pre-K through Grade 5. The school's curriculum includes the following programs in kindergarten through Grade 5: Dual-Language, Teaching Enrichment Activities to Minorities (TEAM), Gifted and Exceptional Student Education (ESE), English for Speakers of Other Languages (ESOL) and Spanish as a Second Language (Spanish SL). The student population is comprised of 94 percent Hispanic, four percent White Non-Hispanic, one percent Black Non-Hispanic, one percent Asian, Indian, Multi-racial. Fifty-eight percent of the students participate in the free or the reduced price lunch program. The instructional staff consists of 67 percent Hispanic, 21 percent black, and 13 percent white. Of these, 46 percent have a Master's degree and 11 have a Specialist/Doctorate degree. Additionally, the school has six National Board certified teachers. The average tenure of teachers at the school is 14 years. The school has been recognized as an A school under the State's A Plus Education Plan for three consecutive years. Also, it has surpassed its goal in United Way student donations and the students have received several recognitions during the Feria Ole Spanish language competitions. The students have also received several awards in the area of drama and arts at county competitions such as the Dade County Youth Fair. Several students have also received recognition and awards during the county's Science Fair Competition. The school's biggest strength is its dual-language instruction program, which prepares students for academic success in both Spanish and English. At the same time, it is also its biggest challenge with scheduling, time management and acquisition of teachers prepared to teach in both languages.

School Foundation

Leadership:

With an average score of 4.7, the Organizational Performance Improvement Snapshot (OPIS) Survey indicates that the leadership of the school more than adequately addresses issues that relate to how the leadership sets direction for the school, shares the mission and vision of the school, creates a positive working environment, and involves its employees in the day to day operation of the school.

District Strategic Planning Alignment:

With an average score of 4.6, the OPIS indicates that the goals and objectives of the school and the involvement of its employees in the development of said goals are well aligned with District Strategic Planning. This is accomplished by assigning one member of every grade level to a Curriculum Vertical Planning Team. This team was responsible for aligning school goals with District goals.

Stakeholder Engagement:

With an average score of 4.7, the OPIS indicates a high level of satisfaction of its customers as gauged by employee opinion. This is accomplished by having a multitude of activities which involve parents. Activities such as Career Week, Storytelling Festival, Grandparents' Day, Holiday Shows, and Field Day involve parents in different aspects of their child's life.

Faculty & Staff:

With an average score of 4.7, the OPIS indicates the existence of a high degree of satisfaction with the team approach to the overall function of the school. The existence of adhoc and standing committees help ensure that all faculty members have an opportunity for leadership experience and to have their concerns expressed.

Data/Information/Knowledge Management:

With an average score of 4.8, the OPIS indicates a high degree of satisfaction with the ability to utilize data to monitor the progress of employees and school functions. Utilizing a Professional Development Plan that is tailored by teacher strengths and weakness allows for greater teacher productivity.

Education Design:

School-wide Improvement Model:

Marjory Stoneman Douglas Elementary will incorporate the Continuous Improvement Model. The CIM model will involve a four step process that is a systematic process for making improvements in services. First, the school identifies customer requirements and prioritizes strategic directions by conducting a school climate survey. The school also identifies students needing additional remediation in Reading, Writing and Mathematics based upon the 2005 Florida Comprehensive Assessment Test (FCAT), Stanford Achievement Test Tenth Edition (SAT 10) and other District/State diagnostic test results. From the results of the survey and an analysis of the data, an "Action

Plan” is developed by the EESAC. This plan includes necessary staff development opportunities, timelines and methods for assessing improvement. The plan also provides students with extended learning opportunities in one or more of the following interventions: guided reading instruction, intensified reading tutorial programs (ICU, America Reads), Saturday Academy classes, school-wide daily FCAT practice, and an additional one hour of uninterrupted reading instruction for TIER II and ESE students.

Grade levels meet throughout the year to analyze and “study” student performance data in order to identify strengths and weaknesses in the plan. If positive results are produced, the plan is used on a school-wide scale.

Performance Results:

This Continuous Improvement Model has enabled the school to meet AYP/NCLB for all subgroups, as well as, maintaining “A” status from the Florida Department of Education for the previous three years.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

The percentage of standard curriculum students scoring 3 or above on the 2006 FCAT Sunshine State Standards Reading subtest will be maintained or increased.

Needs Assessment

An analysis of the data indicates that Grade 3 students demonstrated strengths in main idea/purpose, comparisons and reference and research. Seventy-six percent of the students in Grade 3 achieved at FCAT Levels 3 and above. Students demonstrated an increase of seven percent on the 2005 FCAT, as compared to the 2004 FCAT results. Data indicates a decrease in the number of Levels 1 and 2 students from the previous year, decreasing the number of retentions. The intervention programs implemented through the School Performance Excellence Plan facilitated these learning gains. An analysis of the data indicates that Grade 3 students did not demonstrate growth in word/phrases with no increase in percentage from the 2004 FCAT score. Teachers will focus their instruction on vocabulary development through the use of graphic organizers, word walls, weekly drills and the use of context clues when reading.

An analysis of the data indicates that Grade 4 students demonstrated strengths in main idea/purpose and reference and research. The students increased the percent of correct answers from 63 on the 2004 FCAT to 70 on the 2005 FCAT in the area of main idea/purpose. The percent remained constant in the area of reference and research. The intervention programs implemented through the School Improvement Plan facilitated these learning gains. An analysis of the data indicates that Grade 4 students demonstrated weaknesses with a decrease of six percent in word/phrases and a decrease of 14 percent in compare and contrast on the 2005 FCAT, as compared to the 2004

FCAT results. This was a result of a larger number of students demonstrating difficulty in reading at this grade level. Teachers will focus their instruction on vocabulary development through the use of graphic organizers, word walls, weekly drills and the use of context clues when reading. To increase performance in the area of comparison and contrast, teachers will increase the use of Venn diagrams, frames and other graphic organizers to help students grasp the concept of same and different.

An analysis of the data indicates that Grade 5 students demonstrated strengths in all areas. Seventy-seven percent of the students in Grade 5 achieved an FCAT Levels 3 and above. This was an increase of 18 percent from the 2004 FCAT results. The intervention programs implemented through the School Improvement Plan facilitated this level of achievement.

An analysis of the data indicates that 69 percent of students in the lowest 25 percent made adequate progress on the 2005 FCAT Reading. This was an increase of eight percent from the 2004 FCAT test. These students will continue to receive remediation through the different programs offered by our School Wide Improvement Model.

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 and Competency Based Curriculum, 82 percent of students in Grades 3 through 5 will maintain or increase their reading skills, scoring at the proficiency level; demonstrated by an increase of two percentage points on the 2006 administration of the FCAT Reading SSS as compared to the 2005 administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide use of simulation software to imitate test-taking environment.	Computer Lab Teacher	8/8/2005	5/24/2006
Provide school wide FCAT daily practice and use of question task cards throughout instruction.	Classroom Teachers	8/8/2005	5/24/2006
Provide Tier II students with an additional hour of uninterrupted reading instruction using the Comprehensive Research Based Reading Plan.	Administrators/ classroom teachers	8/8/2005	5/8/2006
Provide Students With Disabilities (SWD) with two hours of uninterrupted reading instruction at grade level, as well as, one additional hour of reading instruction at their individual reading level, as stated in their Individualized Education Plan (IEP).	Administrators/ teachers	8/8/2005	5/24/2006
Provide Saturday Academy classes for Students scoring Levels 1 and 2 on the FCAT and below the 60th percentile on the 2005 Stanford Achievement Test-9(SAT-9) in Reading using a school-site developed curriculum.	Administrators	8/8/2005	5/24/2006
Using the Continuous Improvement Model (CIM), provide appropriate instruction to groups based on results of PMRN screen.	Classroom Teachers	8/8/2005	5/24/2006
Using the Continuous Improvement Model (CIM), provide teachers access to SPI so they can utilize the Academic Improvement Plan process to better meet the needs of students scoring at Levels 1 and 2, while accessing departmental action plans.	Classroom Teachers/Reading Coach	8/8/2005	5/24/2006

Research-Based Programs

1. Houghton Mifflin Core Reading Program
2. Voyager Passport
3. Comprehensive Research Based Reading Plan
4. Quick Reads
5. Leap Frog
6. Early Success
7. Soar to Success

Professional Development

1. SRUSS Training
2. DIBELS Training
3. Houghton Mifflin Training
4. PMRN Training
5. Leap Frog/Leap Track Training
6. Edusoft Training

Evaluation

1. DIBELS
2. Interim Assessment in Reading
3. Grade 3 Reading Portfolio
4. Grade 2 SAT
5. 2006 FCAT Reading Test
6. SRUSS (K-2)

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

The percentage of standard curriculum students scoring at FCAT Levels 3 or above on the 2006 FCAT Sunshine State Standards Mathematics subtest will be maintained or increased.

Needs Assessment

An analysis of the data indicates that Grade 3 students demonstrated strengths in number sense, measurement, algebraic thinking, data analysis and geometry. Eighty-one percent of students in Grade 3 achieved FCAT Levels 3 or above. Students demonstrated an increase of six percent on the 2005 FCAT SSS, as compared to the 2004 FCAT SSS results. The intervention programs implemented through the School Improvement Plan facilitated these learning gains. An analysis of the data indicates that Grade 3 students demonstrated weaknesses in geometry and data analysis. Although there was no decrease in percentage points in these areas, there was no increase. This was a result of the students demonstrating difficulty applying computation strategies to problem solving situations. Teachers will focus instruction on integrating problem solving strategies with computation in daily FCAT practice, as well as, daily instruction in mathematics. This will be implemented through the increased use of diagrams, mathematics vocabulary instruction and FCAT task cards.

An analysis of the data indicates that Grade 4 students demonstrated strengths in number sense, measurement, data analysis and geometry. Seventy-one percent of students in Grade 4 achieved FCAT Levels 3 or above. Students demonstrated an increase of two percent on the 2005 FCAT SSS, as compared to the 2004 FCAT SSS results. The intervention programs implemented through the School Performance Excellence Plan facilitated these learning gains.

An analysis of the data indicates that Grade 4 students demonstrated weaknesses in measurement with a decrease

of 11 percent on the 2005 FCAT SSS, as compared to the 2004 FCAT SSS results. This was a result of the students demonstrating difficulty applying computation strategies to problem solving situations. Teachers will focus instruction on integrating problem solving strategies with computation in daily FCAT practice, as well as, daily instruction in mathematics. This will be implemented through the use of diagrams, mathematics vocabulary instruction and FCAT task cards.

An analysis of the data indicates that Grade 5 students demonstrated strengths in algebraic thinking, data analysis and geometry. Seventy-six percent of students in Grade 5 achieved FCAT Levels 3 or above. Students demonstrated an increase of 20 percent on the 2005 FCAT SSS, as compared to the 2004 FCAT SSS results. The intervention programs implemented through the data School Improvement Plan facilitated these learning gains. An analysis of the data indicates that Grade 5 students demonstrated weaknesses in measurement and number sense. Although there was no decrease in percentage points in these areas, there was no increase. This was a result of the students demonstrating difficulty applying computation strategies to problem solving situations. Teachers will focus instruction on integrating problem solving strategies with computation in daily FCAT practice, as well as, daily instruction in mathematics. This will be implemented through an increase in the use of diagrams, mathematics vocabulary instruction and FCAT task cards.

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 and Competency Based Curriculum, 85 percent of students in Grades 3 through 5 will maintain or increase their mathematic skills by scoring at the proficiency level; demonstrated by an increase of two percentage points on the 2006 administration of the FCAT Mathematics SSS as compared to the 2005 administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide school wide FCAT daily practice and use of question task cards throughout instruction.	Classroom Teachers	8/8/2005	5/24/2006
Utilize manipulatives and games to provide hands-on exploration of mathematical concepts.	Classroom Teachers	8/8/2005	5/24/2006
Use FCAT Explorer website for Grades 2 through 5.	Computer Lab Teacher	8/8/2005	5/24/2006
Using the Continuous Improvement Model (CIM) analyze the 2005 FCAT Mathematics results in order to tailor instruction to remediate individual student deficiencies.	Classroom Teachers and Data Analysis Committee	8/8/2005	5/24/2006
Using the Continuous Improvement Model (CIM), give teachers access to SPI so they can better utilize the Academic Improvement Plan process to individualize instruction to meet the needs of students scoring Levels 1 and 2, while accessing departmental action plans.	Classroom Teachers	8/8/2005	5/24/2006
Provide Saturday Academy classes for students scoring at Levels 1 and 2 on the 2005 FCAT SSS and below the 60th percentile on the Grade 2 2005 Stanford Achievement Test -10 (SAT-10) in mathematics using a school-site developed curriculum.	Saturday Academy Teachers	8/8/2005	5/24/2006

Research-Based Programs

1. Scott Foresman Core Mathematics Program

Professional Development

1. SMILE
2. FCAT Mathematics Test Item Specification
3. Riverdeep
4. Scope & Sequence Training

Evaluation

1. Interim Assessment in Mathematics
2. 2006 FCAT Mathematics Test

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

The percentage of Grade 4 standard curriculum students scoring 3.5 or above on the 2006 FCAT Writing Plus Test will be maintained or increased.

Needs Assessment

An analysis of the data indicates that Grade 4 students demonstrated strengths in both narrative and expository writing. Scores increased by .1 in narrative writing on the 2005 FCAT Writing Plus, when compared to the 2004 FCAT results. In expository writing there was a slight decrease of .1 on the 2005 FCAT Writing Plus over the 2004 FCAT results. Overall, the schools average increased by .1 on the 2005 FCAT Writing Plus. An analysis of the data indicates that Grade 4 students demonstrated a weakness in expository writing by slightly decreasing their level of performance. This was a result of the students demonstrating difficulty in combining their understanding of separate components of writing into one continuous written piece. Teachers will focus their instruction on facts, incidents, reasons, examples and statistics (FIRES) during expository writing instruction.

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 and the Competency Based Curriculum, the percentage of students in Grade 4 attaining a 3.5 or higher will maintain, or increase by a minimum of one percent as measured by the 2006 FCAT Writing Plus Test as compared to the 2005 FCAT Writing Plus Test administration.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Publish student work with word processing programs to improve spelling, grammar, and format.	Classroom Teachers	8/8/2005	5/24/2006
Implement school wide "idiom of the week" program on the morning announcements to enhance support in vocabulary acquisition.	Reading leader	8/8/2005	5/24/2006
Increase the use of graphic organizers in classroom writing instruction.	Classroom Teachers	8/8/2005	5/24/2006
Provide differentiated instruction to students scoring a 1 or 2 on the District Writing Rubric.	Classroom Teachers	8/8/2005	5/24/2006
Administer District Writing Pre- and Post-Tests to determine students level of writing proficiency and tailor instruction accordingly.	Classroom Teachers	8/8/2005	5/24/2006
Using the Continuous Improvement Model (CIM), give teachers access to SPI so they can better utilize the Academic Improvement Plan process to individualize instruction to meet the needs of students scoring at Levels 1 or 2, while accessing departmental action plans.	Classroom Teachers	8/8/2005	5/24/2006
Administer and analyze the results of monthly school-wide narrative/expository writing prompts followed by tailored instruction based on student deficiencies in the area of writing.	Classroom Teachers	8/8/2005	5/24/2006

Research-Based Programs

1. Houghton Mifflin Core Language Arts Program
2. Comprehensive Research Based Reading Plan

Professional Development

1. Houghton Mifflin Training
2. Graphic Organizers Training
3. Zelda Glazer Writing Institute

Evaluation

1. District FCAT Writing Pre and Post Test
2. Monthly Writing Samples
3. 2006 FCAT Writing Plus Test Scores

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Grade 5 standard curriculum students will score at or above the State mean scale score on the 2006 administration of the FCAT Science Test.

Needs Assessment

An analysis of the data indicates that students in Grade 5 achieved a mean score of 312 on the 2005 FCAT Science Test. This demonstrates an increase of 23 points on the 2005 FCAT Science Test as compared to the 2004 FCAT results. In order to maintain or increase the mean scale score, teachers will tailor instruction based on and integrate scientific facts and details into other areas of the curriculum.

Measurable Objective

Given instruction using the Sunshine State Standards and the Competency Based Curriculum, students in Grade 5 will score above the District mean score as evidenced by the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase circulation of science based literature from the Media Center	Classroom Teachers/Media Specialist	8/8/2005	5/24/2006
Participate in Career Week activities and attend related field trips which relate to Science careers.	Classroom Teachers	8/8/2005	5/24/2006
Integrate hands-on activities into the Science lessons.	Classroom Teachers	8/8/2005	5/24/2006
Participate in District/County Science Fair competitions.	Classroom Teachers	8/8/2005	5/24/2006
Integrate FOSS kits with the science curriculum.	Classroom Teachers	8/8/2005	5/24/2006

Research-Based Programs

1. Harcourt Core Science Program

Professional Development

1. SMILE
2. Building Bridges Training
3. Teacher Science Fair Training
4. Scope & Sequence Training

Evaluation

1. 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.)

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

Miami-Dade County Public Schools

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

GOAL 5 STATEMENT:

The percentage of Grade 3 parents attending school site workshops and inservices in the 2005-2006 school year will increase.

Needs Assessment

An analysis of the data and information for the 2004-2005 school year indicates that parents rated the school highly (A-) on the School Climate Survey. Ninety-eight percent of the parents feel the overall climate or atmosphere at Marjory Stoneman Douglas Elementary School is positive and helps children learn. There are various workshops, in-services and courses available to parents throughout the school year. Parents will be offered 14 workshops and in-services on various educational topics and parenting skills. A Parent Resource Center is made available before, during and after school in order to provide additional instructional materials and support. Although there is an adequate level of parental involvement at our school, we would like to increase the number of parents that attend the workshops and in-services, primarily in Grade 3.

Measurable Objective

The percentage of Grade 3 parents attending workshops and in-services in the 2005-2006 school year will be increased by five percent as compared to the 2004-2005 school year as evidenced by attendance logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide incentives for students whose parents attend the in-services and workshops.	Administration/ Classroom Teachers	8/8/2005	5/24/2006
Notify all the parents in writing of upcoming workshops such as the Grade 3 Parent Training Workshop.	Administration	8/8/2005	5/24/2006
Include workshop and in-service information on the monthly parent newsletters and calendars sent home in English and Spanish.	Administration	8/8/2005	5/24/2006
Call parents of students receiving intensified remedial instruction in reading to follow-up on written notices of parent meetings.	Classroom Teachers	8/8/2005	5/24/2006
Continue Parent Resource Center on campus.	Administration	8/8/2005	5/24/2006

Research-Based Programs

1. Just Read, Florida
2. My Child's Academic Success (available in Spanish)
3. Families Building Better Readers
4. Bilingual Parent Outreach Program
5. Parent-Child Literacy Program

Professional Development

1. Oyentes Program
2. Child Sexual Abuse Prevention
3. Safe Child Program
4. Compass Training for ESOL parents

Evaluation

1. Attendance Logs

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

The number of Pre-K- Grade 5 students who are tardy will decrease.

Needs Assessment

An analysis of the data and information for the 2004-2005 school year indicates that an average of 350 students were tardy on any given week. This presents academic issues because FCAT practice is done on a daily basis in the morning. Students who are tardy are negatively impacted by the loss of this instructional practice time.

Measurable Objective

The percentage of students attending school on time will be increased by 3% from the 2004-2005 school year to the 2005-2006 school year as monitored and evaluated by the use of attendance reports.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Write a letter to parents of students who have excessive tardies.	Administrators	8/8/2005	5/24/2006
Send a letter reminding parents about the absence and tardy rules according to School Board Policy.	Administrators	8/8/2005	5/24/2006
Indicate excessive tardies on the progress report.	Classroom Teachers	8/8/2005	5/24/2006
Recognize class with best attendance and least tardies with an ice cream party.	PSTO/Administrators	8/8/2005	5/24/2006
Provide incentives for students who arrive to school on time.	PSTO/Administrators	8/8/2005	5/24/2006

Research-Based Programs

1. Code of Student Conduct
2. Parent-Student Handbook

Professional Development

1. School Social Workers Training
2. Guidance Counselors Training
3. Asbestos Awareness
4. Safety and Supervision

Evaluation

1. Tardy Report Logs

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 7 STATEMENT:

The ratio of students to computers in the school will decrease for the 2005-2006 school year.

Needs Assessment

Information garnered from the STAR survey demonstrates that 140 computers are available at the school site that are both internet and multi-media capable and purchased within the last five years. This is a ratio of 8:1 between students and computers. Although this is a good ratio, the school would like to lower it to 6:1.

Measurable Objective

The ratio of computers to students in the school will decrease to 6:1 for the 2005-2006 school year as evidenced by the STARS survey as opposed to 8:1 student to computer ratio for the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify outside agencies that have surplus computer equipment for donation.	Administrators	8/8/2005	5/24/2006
Send out a letter to parents requesting computer donations.	Administrators	8/8/2005	5/24/2006
Identify sources of capital that might be used to purchase extra computers.	Administrators	8/8/2005	5/24/2006
Identify existing computers that are not internet capable and conduct a feasibility study for their upgrade.	Administrators	8/8/2005	5/24/2006
Request Regional Center support with purchase of additional technology.	Administrators	8/8/2005	5/24/2006

Research-Based Programs

1. FCAT Explorer

Professional Development

1. Riverdeep Training
2. Leap Frog Training
3. Excelsior Training
4. Internet Technology Training

Evaluation

1. Results of STAR Survey

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

The percentage of students passing the Miami-Dade County Public Schools Physical Fitness GRAM test will be maintained or increased.

Needs Assessment

An analysis of the data and information for the 2004-2005 school year indicates that an average of 20 percent of students eat breakfast daily at school. This presents academic issues because studies have shown that breakfast is the most important meal of the day in maintaining healthy academic and physical results. An analysis of the data and information for the 2004-2005 school year indicates that an average of 42 percent of Grade 4 and 5 students pass the District's Physical Fitness GRAM Test. This presents a physical fitness problem since children need physical activity and a balanced diet to maintain a happy, healthy and productive lifestyle both physically and emotionally.

Measurable Objective

Given instruction using the Sunshine State Standards and the Competency Based Curriculum, the percentage of students in Grade 4 and 5 who pass the Miami-Dade County Public Schools Physical Fitness GRAM Test will be maintained at 42 percent or increased for the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Participate in district and county physical fitness competitions.	PE Teachers	8/8/2005	5/24/2006
Continue building physical endurance by incorporating extra activities such as field day, soccer tournaments, basketball tournaments, etc.	PE Teachers	8/8/2005	5/24/2006
Continue practicing the select skills on a weekly basis in preparation for the Physical Fitness GRAM Exam.	PE Teachers	8/8/2005	5/24/2006
Send home a sample of a weekly breakfast menu so that parents are aware of items being offered and promote breakfast meals in the morning announcements.	Administrators	8/8/2005	5/24/2006
Send a letter home to the parents in both English and Spanish informing them of the free breakfast program and its benefits.	Administrators	8/8/2005	5/24/2006

Research-Based Programs

1. District's Physical Fitness Plan

Professional Development

1. Food and Nutrition Guidelines
2. HIV/AIDS Training

Evaluation

1. Meal Count Reports
2. MDCP-S Physical Fitness GRAM 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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

GOAL 9 STATEMENT:

Students attending remedial reading classes (ICU) will receive increased instruction in the arts and other special areas during general academic instruction time and ICU.

Needs Assessment

An analysis of the data and information for the 2004-2005 school year indicates that an average of 120 students attended ICU on any given week. This presents academic issues because these students miss some of their special area classes. This situation could impact students career choices as they are not being exposed to the fine arts.

Measurable Objective

Given instruction using the Sunshine State Standards and Competency Based Curriculum, students will have increased instruction in the arts during remedial reading classes (ICU) and general curriculum subjects, as monitored and evaluated by the use of lesson plans.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Incorporate arts based literature into remedial reading instruction.	ICU Teacher	8/8/2005	5/24/2006
Incorporate arts based literature into general curriculum subjects.	Classroom Teachers	8/8/2005	5/24/2006
Expose children to topics related to the special areas missed through the use of literature in the classroom libraries.	Classroom Teacher	8/8/2005	5/24/2006
Expose children to topics related to the special areas missed through the use of shows and presentations at the school.	Special Area Teachers/ Select Classroom Teachers	8/8/2005	5/24/2006
Incorporate tactile-kinesthetic skills into recess periods and field day.	Classroom Teacher	8/8/2005	5/24/2006
Expose children to careers and jobs related to the special areas during career week activities.	Career Week Chairperson	8/8/2005	5/24/2006

Research-Based Programs

1. President's Council on Physical Fitness

Professional Development

1. Media Specialist Training

Evaluation

1. Lesson Plan
2. Scope and Sequence (ICU & SAT Acad.)

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"/>

Miami-Dade County Public Schools

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

GOAL 10 STATEMENT:

Marjory Stoneman Douglas Elementary will rank at or above the 70th percentile statewide in the ROI index of value in cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Marjory Stoneman Douglas Elementary ranked at the 65th percentile on the State of Florida ROI index.

Measurable Objective

Marjory Stoneman Douglas Elementary School will improve its ranking on the State of Florida ROI index publication from the 65th percentile in 2003 to the 70th percentile in the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Administrators	8/8/2005	5/24/2006
Collaborate with the District on resource allocation.	Administrators	8/8/2005	5/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators	8/8/2005	5/24/2006
Consider shared use of facilities, partnering with community agencies.	Administrators	8/8/2005	5/24/2006

Research-Based Programs

1. State's A Plus education plan

Professional Development

1. Fiscal Management training
2. Money Matters

Evaluation

On the next State of Florida ROI index publication, Marjory Stoneman Douglas Elementary will show progress toward reaching the 70th 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:

The EESAC reviews the annual budget in order to recommend procedures for the expenditures of EESAC monies.

Training:

The EESAC recommends that our school continue to provide in-service training in the areas of technology and FCAT enhancement. In addition, the EESAC recommends the continued use of teacher planning days as professional development days.

Instructional Materials:

The EESAC recommends supporting the purchase and use of materials for all grade levels.

Technology:

The EESAC recommends supporting the school's recent technology upgrades.

Staffing:

The EESAC recommends the school hire retired teachers as FCAT tutors.

Student Support Services:

The EESAC recommends student support personnel work with staff to implement appropriate activities to achieve school-to-career strategies.

Other Matters of Resource Allocation:

The EESAC recommends continuing to support the school's Dade Partners. In addition, interns from university programs should continue to participate with the school.

Benchmarking:

The EESAC recommends continuing to network with other schools during District and Regional Center conferences.

School Safety & Discipline:

The EESAC considered the school's safety and discipline plan and made changes as needed.

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