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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 1761 - David Fairchild Elementary School

*FeederPattern:* South Miami Senior

*Region:* Regional Center V

*District:* 13 - Miami-Dade

*Principal:* William Kinney

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



# SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

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## *David Fairchild Elementary School*

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David Fairchild Elementary serves a total of 595 students from the surrounding area, as well as students from outside of the school attendance boundaries. Many of our parents work at nearby hospitals, the University of Miami, and the business district of Coral Gables. The ethnic/racial makeup of the student population is 12 percent African American, 54.2 percent Hispanic, 27 percent White Non-Hispanic, and 6 percent others. Four percent of the student body participates in the ESE program, five percent of the population participates in the ESOL program and nine percent participates in the gifted program. David Fairchild Elementary offers an array of programs beyond the regular M-DCPS academic program to meet the needs of every segment of our population. Among the programs offered are: AEP Drama, AEP Print publishing, Gifted, Extended Foreign Language at every grade level, Chorus, Art, and a variety of tutoring classes.

Given instruction using the Sunshine State Standards, grade three, four and five students will increase their reading skills as evidenced by 89% of the students meeting high standards scoring 3 or higher on the 2006 administration of the FCAT Reading Test.

Given the implementation of the Sunshine State Standards, the percent of grade three, four and five students achieving Level 3 or higher in Mathematics will 89% or higher on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students will maintain or increase their writing skills as evidenced by 95 percent scoring 4.0 or higher on the 2006 FCAT Writing Plus test.

Given instruction using the Sunshine State Standards, students in grade five will increase their science skills by meeting or exceeding the District Mean Scale Score on the 2006 administration of the FCAT Science Test.

Given the school emphasis on parental involvement, we will provide at least five opportunities for parents to participate in activities that enhance student achievement, as documented by logs, agendas or notes.

Given the necessity for students to be present in order to take advantage of the academic program, the student average daily attendance for the 2005-2006 school year will increase by 0.2 percent over that of the 2004-2005 school year.

Given the necessity to be familiar with the use of modern computer technology, 100% of the staff members will be able to comfortably use computers for communication and for in-class instructional

enhancement by the completion of the 2005-2006 academic school year.

Given the importance of learning to live a healthy lifestyle, 83% of the students in grades four and five will receive gold or silver medal on the 2006 administration of the FITNESSGRAM Test.

Increase the number of students who participate in afterschool enrichment activities over last year when comparing rosters from last year to this year.

David Fairchild Elementary School will improve its ranking on the State of Florida ROI index publication from the 86% percentile in 2003 to the 90th percentile on the next publication of the index.

Utilizing the objectives and information generated in this School Improvement Plan our aim is to provide an excellent education for every student, to open our school and facility to parents and community and to progress beyond the State of Florida's expectations on all standardized testing.

According to the Organizational Performance Improvement Snapshot, two areas to be addressed internally with staff revolve around information gathering and distribution. Of note, 6 percent of staff members indicated that they are not fully aware how well the organization is doing financially, in addition, three percent of staff indicated that obstacles to their progress are sometimes not removed.

These issues will be addressed through staff meetings dealing with financial issues of the school as well as grade level meetings dealing with the issue of problems blocking success.

# 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.

## David Fairchild Elementary School

### VISION

Students of all ethnicities, abilities and socio-economic backgrounds will be accomplished readers by grade two and overall outstanding academic students by the conclusion of grade five.

The David Fairchild Elementary staff, parents and community will nurture each child's academic, social, physical and emotional growth in a safe environment that supports the development of lifelong learners and citizens who are prepared to be productive in a multicultural, technological world.

### MISSION

David Fairchild Elementary is a safe, nurturing learning environment that will enrich every child and family through its strong academic, social and aesthetic position in the neighborhood.

Students will attend a happy, aesthetically pleasant, and nurturing site, where they and their families feel welcome, wanted and an integral part of the educational team.

### CORE VALUES

Every child has potential to learn and become an active contributing member of the school and society.

Every staff member can instill the love of learning and academic gain into every student.

All children have the right to be in a safe, accepting and fair environment while in school.

## *School Demographics*

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David Fairchild Elementary serves a total of 595 students from the surrounding area, as well as students from outside of the school attendance boundaries. Many of our parents work at nearby hospitals, the University of Miami, and the business district of Coral Gables.

The ethnic/racial makeup of the student population is 12 percent African American, 54.2 percent Hispanic, 27 percent White Non-Hispanic, and 6 percent others. Four percent of the student body participates in the ESE program, five percent of the population are ESOL and nine percent participate in the gifted program.

The staff of David Fairchild Elementary consists of a diverse population of professional educators with 22 percent White, 19 percent Black and 58 percent being Hispanic. There are five males and thirty one females on the staff. The average number of years experience of the teaching staff is nine years. Forty eight percent of the staff have Bachelor's Degrees, with forty two percent having Master's Degrees and nine percent having Specialist Degrees.

The staff of David Fairchild Elementary is a diverse group that meets challenges, strives for perfection and continually updates credentials in order to meet the differing needs of the student population.

# *School Foundation*

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## ***Leadership:***

Through the use of leadership teams, grade level chairpersons, and stakeholder groups, the school administration uses information and directives from District and Region to guide curricular decisions and goals.

As a result of the 2005 OPI survey an average score of 4.5 indicates a high degree of staff agreement with Administrative Leadership.

Staff meetings offer opportunity for input and feedback from all staff members regarding schedules, curriculum, policies and procedures.

Parent input is solicited through the EESAC and PTA organizations.

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

Staff members agree with schoolwide goals and objectives as demonstrated via OPI survey where the staff members were in agreement by a score of 4.3 out of 5 that their feedback is reflected in the schoolwide objectives.

Staff remains informed regarding relative success of objectives and strategies through meetings at grade and staff levels throughout the year. Success is communicated via test scores and ongoing data collection.

## ***Stakeholder Engagement:***

According to OPI survey staff members are in agreement that their decision making ability affects their ability to control their environment.

Results of the OPI survey an average of 4.4 of 5 staff members feel that they are kept abreast with current, available information regarding their customers (parents and students).

Staff members feel that their needs and wants, as related to their job teaching children, are heard and addressed.

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

OPI survey indicates an average score of 4.3 of 5 staff satisfaction with Human Resource focus. Leadership teams including key staff members, and grade level groups work cooperatively with the administration to refine scheduling, grade level curriculum issues and assessments that affect student achievement.

Beginning and Annual teachers are provided with a Professional Growth Team as well as ongoing opportunities for professional development programs.

Each grade-level chairperson serves as a mentor for our Beginning and Annual teachers. In addition, at anytime is deemed necessary staff members needing assistance are assigned a mentor.

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

OPI survey indicates by an average score of 4.4 of 5 that staff members are knowledgeable on how to use statistical data.

Staff members are kept abreast of student achievement and gains through the use of the PMRN program. Grade level testing, Interim Assessments are discussed at grade level meetings as well as with the entire staff. Staff members meet in grade groups to articulate information within and between grade levels.

Test data is used quarterly to update staff members regarding student progress in reading, mathematics and science. The Accelerated Reader program is used schoolwide to increase reading for pleasure.

### ***Education Design:***

David Fairchild Elementary implements many processes that drive the academic function of the school. These opportunities are provided through the use of the computer lab, the Academic Excellence Program, tutoring for students below grade level identified by staff, or through testing and the use of paraprofessionals to further reduce the teacher student ratio. In addition, David Fairchild Elementary is implementing the Continuous Improvement Model, and Data from FCAT and SAT is analyzed and implemented to focus instruction to remediate areas of weakness.

### ***Performance Results:***

OPI survey results of an average 4.3 of 5 that David Fairchild Elementary improves its effectiveness in improving student performance by addressing student attendance; absences and tardies are minimized, tutoring is provided during school hours in addition to after school tutoring programs.

Extra curricular activities after school help to round the day for students as they take part in such activities as Art, Chorus, Drama, Student Council activities and Print Publishing.

## 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 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:**

Improve students' achievement in reading by providing student data-driven instruction and targeted remediation supported by appropriate staff development.

**Needs Assessment**

Results of the 2005 administration of the FCAT Reading test indicate that 74 percent of tested students made learning gains and 73 percent of the lowest 25 percent of students made adequate progress.

It is felt that the percent of students in the lowest 25 percent will increase after receiving instruction during the academic year.

**NCLB SUBGROUP TARGET**

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



## Measurable Objective

Given instruction using the Sunshine State Standards, grade three, four and five students will increase their reading skills as evidenced by 89% of the students meeting high standards scoring 3 or higher on the 2006 administration of the FCAT Reading Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Use Accelerated Reader reports with students school-wide to increase student interest in reading.	Language Arts Teachers	9/11/05	4/21/06
Provide Grade three, four and five students who scored Level 1 or in the lowest 25 percent with daily tutoring in a small group setting using the Soar to Success program.	Reading Lab Staff	10/4/05	4/6/06
Give teachers access to SPI so they can utilize the Academic Improvement Plan process to individualize instruction in reading to meet the needs of their level 1 and 2 students in accordance to the Continuous Improvement Model (CIM).	Classroom Teachers	10/02/05	4/21/06
Use the District approved Houghton- Mifflin reading series and the Comprehensive Revised Reading Plan.	Classroom Teachers	8/8/05	5/24/06
Offer after-school tutoring to Level 1 students for one hour two times per week.	Tutoring Staff	10/02/05	4/21/06

## Research-Based Programs

Houghton-Mifflin Reading Series

Soars to Success

Early Success

## Professional Development

Staff participation in Houghton-Mifflin Reading Series inservice.

Administration participation in Houghton-Mifflin Reading Series inservice.

CRISS training

## **Evaluation**

Success will be achieved if the percentage of grades three, four and five students scoring in the lowest 25 percentile making adequate progress increases at least 2 percent on the 2006 administration of the FCAT Reading test.

## GOAL 2: MATHEMATICS

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

*Florida Education Priorities*

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 2 STATEMENT:**

Improve student achievement in Mathematics by providing student data-driven instruction and targeted remediation.

**Needs Assessment**

Data from the 2004-2005 Mathematics FCAT indicate that 88 percent of students tested met high standards and 78 percent made learning gains.

**NCLB SUBGROUP TARGET**

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

## Measurable Objective

Given the implementation of the Sunshine State Standards, the percent of grade three, four and five students achieving Level 3 or higher in Mathematics will 89% or higher on the 2006 FCAT Mathematics Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Practice use of FCAT Math terms provided on school website.	Classroom Teachers, Media Specialist	9/11/05	5/13/06
Implement RiverDeep with Level 1 and 2 students on a daily basis.	Classroom Teachers, Media Specialist	10/02/05	5/12/06
Implement RiverDeep with Level 1 and 2 students on a daily basis.	Classroom Teachers, Media Specialist	10/02/05	5/12/06
Give teachers access to SPI so they can utilize the Academic Improvement Plan process to individualize instruction in Mathematics to meet the needs of their level one and two students in accordance to CIM.	Teachers, Media Specialist	9/11/05	5/13/06
Provide students in kindergarten through grade five daily skill drill, "Fabulous Five".	Homeroom Teachers	8/14/05	5/12/06
Provide students in grades three, four and five that scored in Levels 1 and 2 with the opportunity for after-school tutoring using the Houghton-Mifflin math series.	Math Tutors	10/02/05	4/21/06

### Research-Based Programs

Houghton-Mifflin Core Mathematics Program  
 River Deep Mathematics Intervention Program  
 District Mathematics Scope and Sequence

### Professional Development

Houghton-Mifflin Core Mathematics Program Overview  
 CRISS

## **Evaluation**

Success will be achieved if the percentage of students in grades three, four and five making learning gains on the 2006 FCAT Mathematics test increases by 2 percent over the 2005 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.)

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 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 3 STATEMENT:**

Improve student achievement in writing by providing students data-driven instruction and targeted remediation.

**Needs Assessment**

Results of the 2005 FCAT Writing Test indicate that students scored a mean score of 4.2 in Narrative writing and 4.2 in Expository writing. Test scores indicate that 95 percent of our students met high standards, while ninety-three percent of the students scored 3.5 or above.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students will maintain or increase their writing skills as evidenced by 95 percent scoring 4.0 or higher on the 2006 FCAT Writing Plus test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Give teachers access to SPI so they can utilize the Academic Improvement Plan process to individualize instruction to meet the needs in Writing of their level 1 and 2 students in accordance with the CIM.	Classroom Teachers, Paraprofessionals	10/3/05	5/12/06
Use journal writing daily to promote creative writing experience at all grade levels.	Homeroom Teachers	9/11/05	5/12/06
Administer Writing prompts bi-weekly to classes at all grade levels.	Language Arts Teachers	9/11/05	5/13/06
Use Writing Across the Curriculum modeling effective writing techniques and incorporating story prediction, story mapping and journal writing across all grade levels.	Classroom Teachers	9/11/05	5/13/06
Administer monthly mock FCAT Writing tests in a "testing environment" to all grade four students to prepare for the rigors of the actual FCAT Writing test and to assess progress in the writing process.	Grade Four Teachers	10/02/05	4/21/06

### Research-Based Programs

Houghton-Mifflin Reading Series

### Professional Development

Data analysis of mock Writing Tests.

In-service on writing correction rubric.

CRISS

## **Evaluation**

Success will be achieved if students in grade 4 maintain or increase the percentage meeting high standards on the 2006 FCAT Writing Plus Test as compared to the 2005 FCAT Writing Plus Test.



## 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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<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*

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

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

Improve student achievement in science by providing students with data-driven instruction and targeted remediation.

### ***Needs Assessment***

Scores of 2005 administration of the FCAT Science Test indicate a 12 point increase over the mean scale score of the 2004 administration. Weakest areas on the 2005 Science FCAT were the Earth/Space and Scientific Thinking strands.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will increase their science skills by meeting or exceeding the District Mean Scale Score on the 2006 administration of the FCAT Science Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Participate in the annual Science Fair by providing a research project completed using cooperative group learning by all students grades two through five.	Classroom Teachers, Media Specialist, Computer Lab Instructor	1/08/06	4/24/06
Implement grade level time-lines following District Scope and Sequence that include identification of skills to be taught based on Sunshine State Standards.	Classroom Teachers	9/11/05	4/21/06
Provide students opportunities to participate in computer/technology based science research projects in grades three, four and five.	Classroom Teachers	10/13/05	5/12/06
Use computer /technologybased science research projects in grades three, four and five.	Classrooms Teachers, Computer Tech, Media Specialist	9/11/05	4/21/06

## Research-Based Programs

Harcourt-Brace Science Series

## Professional Development

Staff development on the Scientific Method

Hands-on Science

CRISS

## Evaluation

Success will be achieved if students in grade five increase their scores on 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### *Miami-Dade County Public Schools*

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

### ***GOAL 5 STATEMENT:***

Increase parental involvement by providing parents additional avenues to become more involved in David Fairchild Elementary School.

### ***Needs Assessment***

Though parental involvement is high at David Fairchild Elementary as documented by the 2004-2005 volunteer logs, it is felt that students and staff will benefit from more active parent involvement in school activities.

## Measurable Objective

Given the school emphasis on parental involvement, we will provide at least five opportunities for parents to participate in activities that enhance student achievement, as documented by logs, agendas or notes.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide Bilingual Parent Outreach free parent seminars.	Assistant Principal, District Bilingual Staff	9/13/05	12/13/05
Provide evening FCAT strategies parent meetings.	Principal, Classroom Teachers	1/10/06	3/24/06
Encourage parent/teacher communication in all grades through use of student agenda books.	Assistanat Principal Classroom Teachers	8/15/05	5/19/06

## Research-Based Programs

National PTA Standards for Parents/Family Involvement Program

## Professional Development

General PTA meetings

County Based PTA meetings

Family oriented county wide meetings

Inservices regarding FCAT strategies

## Evaluation

Success will be achieved by having logs, agendas or notes from at least five parent activities that enhance student achievement.

## 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.)

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

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

Student average daily attendance for the 2005-2006 year will increase by 0.2 percent over that of the previous year.

### ***Needs Assessment***

Though the average daily attendance reports indicate an excellent rate of 96.25 percent for the entire 2004-2005 school year, it is felt that student attendance can improve given a higher priority.

## Measurable Objective

Given the necessity for students to be present in order to take advantage of the academic program, the student average daily attendance for the 2005-2006 school year will increase by 0.2 percent over that of the 2004-2005 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Award classes at each grade level having the most one hundred percent coupons for each month a banner to post on their classroom door for the month.	Assistant Principal	9/12/05	5/15/06
Send letters from the principal to the parents of students experiencing poor attendance regarding the excessive absences.	Principal	9/12/05	5/15/06
Implement TIP program for students with excessive absences.	Principal, Counselor	9/11/05	5/01/06
Award classes that have one hundred percent attendance coupons. Classes receive reward when ten coupons are awarded.	Classroom Teachers, Principal	9/15/05	5/08/06
Announce attendance daily over the closed circuit tv broadcast to encourage improvement.	TV Broadcaster	9/12/05	5/15/06

## Research-Based Programs

M-DCPS Attendance Policy  
TIP Program

## Professional Development

Staff will be appraised of strategies for increasing attendance and use of incentives for reward.

## Evaluation

Success will be achieved by showing an increase of 0.2 percent gain in average daily attendance on the year-end average daily attendance report for 2005-2006 school year over that of the 2004-2005 school year report.

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

### *Miami-Dade County Public Schools*

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

### ***GOAL 7 STATEMENT:***

Make all staff members proficient in the use of technology available at the school site.

### ***Needs Assessment***

A survey indicates that 50 percent of staff members do not have sufficient command of the technology available at the school site.

It is determined that numerous staff members still are uncomfortable with computers and do not incorporate them into their daily activities.

E-mail communication within school is limited.

## Measurable Objective

Given the necessity to be familiar with the use of modern computer technology, 100% of the staff members will be able to comfortably use computers for communication and for in-class instructional enhancement by the completion of the 2005-2006 academic school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Offer staff members the opportunity to take on site in-service sessions for computer use.	Staff Members; Assistant Principal, Computer Instructor	9/22/05	5/03/06
Direct staff members needing computer skills to take in-service sessions on their annual PDP.	Individual Staff Members	9/19/05	5/01/06
Include web-sites used in classroom instruction in daily lesson plan books.	Individual Teachers	9/06/05	5/01/06
Increase the use of e-mail for internal communication to all staff members by the school site administration.	Principal, Staff Members	10/04/05	5/23/06
Present in-service to staff members to introduce commonly used and successful educational web sites.	Media Specialist, Staff Members	3/20/06	4/03/06

## Research-Based Programs

N/A

## Professional Development

School site inservice will be provided to staff members to increase and enhance their personal knowledge and use of computers.

Staff members determined by the school administration to need computer skills will be recommended to register for technology/computer classes as part of their Professional Development Plans.

A technology strand offered at the school site will enable staff members to become more comfortable with current technology available at the school site.



## **Evaluation**

Success will be achieved by final review of Professional Development Plans with appropriate staff members that indicates their compliance with the technology requirement.

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

**GOAL 8 STATEMENT:**

Provide an active physical education program that incorporates health, safety and physical fitness for all students in grades two through five.

**Needs Assessment**

Students need to be exposed to the benefits of physical activity, healthy eating and safety in daily activities to live a healthy lifestyle. Students who participated in the 2005 FITNESSGRAM program showed that 83% received medals.

## Measurable Objective

Given the importance of learning to live a healthy lifestyle, 83% of the students in grades four and five will receive gold or silver medal on the 2006 administration of the FITNESSGRAM Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Students receive skill development activities during PE instruction to improve large muscle group and hand-eye coordination development.	PE Staff	8/10/05	5/19/06
Implement recess across all grade levels to provide for students time to exercise and interact with one another.	Classroom Teachers	9/19/05	5/19/06
Students receive health and nutrition instruction from PE teachers.	PE Staff	8/10/05	5/19/06
Lead students in performing stretching and warmup activities to begin each PE class.	PE Staff	8/10/05	5/19/06
Provide group activities during PE classes to develop cooperative group skills.	PE Staff	8/10/05	5/19/06

## Research-Based Programs

Preventative Health and Safety Education  
Human Kinetics-Aerobic Institute of Illinois

## Professional Development

The Physical Education teacher will provide inservice to staff members relating to the importance of physical activity, healthy eating habits and safety for students.

Inservice for teachers on how to implement the core curriculum provided by M-DCPS.

## Evaluation

Success will be achieved by an increase of two percent of grade four and five students receiving the gold or silver award on the 2006 FITNESSGRAM Test as compared to the 2005 administration of the 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.)

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 9 STATEMENT:***

Provide extra-curricular activities for students of all ethnic and socio-economic groups to add enrichment activities to the curriculum driven daily routine.

### ***Needs Assessment***

Students of all ethnicities and socio-economic groups should have the opportunity for enrichment activities to develop interests outside of the academic routine of the school day.

## Measurable Objective

Increase the number of students who participate in afterschool enrichment activities over last year when comparing rosters from last year to this year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop Student cooperative groups to develop sharing and interpersonal relationship skills.	Club Sponsors	10/17/05	5/08/06
Convene meetings twice weekly during after-school hours.	Club Staff Sponsors	9/19/05	5/15/06
Present students' products/skills to the entire student body in the form of plays, exhibits and printed materials.	Club Sponsors	11/14/05	5/15/06
Offer incentives to students who participate in after-school activities.	Club Sponsors	10/17/05	5/08/06

## Research-Based Programs

N/A

## Professional Development

District provided Drama inservice for instructor.

Print publishing inservice for instructor.

## Evaluation

Success will be achieved by having groups of multi-ethnic and varied socio-economic groups participate in plays by the drama group, programs by the chorus, a school newspaper published by the print publishing group and art exhibits by the art group.

These activities will be documented by logs, programs and photograph albums of the activities.

## GOAL 10: RETURN ON INVESTMENT

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

*Florida Education Priorities*

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

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 10 STATEMENT:**

David Fairchild Elementary School will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

**Needs Assessment**

The most recent data supplied from the FLDOE indicate that in 2003, David Fairchild Elementary ranked at the 86% percentile on the State of Florida ROI index.

## Measurable Objective

David Fairchild Elementary School will improve its ranking on the State of Florida ROI index publication from the 86% percentile in 2003 to the 90th percentile on 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 program.	Classroom Teachers	10/17/05	4/07/06
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Classroom Teachers	10/17/05	4/07/06
Consider shared use of facilities, partnering with community agencies.	Classroom Teachers, Principal	10/17/05	4/06/06
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Classroom Teachers	10/17/05	4/07/06
Collaborate with the District on resource allocation.	Classroom Teachers, Assistant Principal	10/17/05	4/7/06
Consider shared use of facilities, partnering with community agencies.	Classroom Teachers, Principal	10/17/05	4/06/06

### Research-Based Programs

N/A

### Professional Development

Staff participation in an in-house overview of the State of Florida ROI index publication as it relates to David Fairchild Elementary performance.

### Evaluation

On the next State of Florida ROI index publication, David Fairchild Elementary will show progress toward reaching the 90th percentile.

## *EESAC Compliance*

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

### ***Budget:***

School budget training will be provided to EESAC members during a scheduled meeting. Consensus will be reached regarding the use of EESAC funds, based on current school needs. Additional budget issues and status will be shared on an on-going basis.

### ***Training:***

All incoming members receive training at the school level each year.

### ***Instructional Materials:***

Members will be informed of materials purchased using EESAC funds that support the School Improvement Plan.

### ***Technology:***

The school shall continue to integrate the use of technology in the instructional program, continue staff training in technology use and upgrade equipment as budget allows.

### ***Staffing:***

The school will continue to employ paraprofessionals to tutor students at-risk at a 4:1 student/teacher ratio.

Classrooms are staffed according to the District budget office and the school site SBAB at budget conferences.

### ***Student Support Services:***

The school guidance counselor will continue to be an active member of the committee. Additionally, Academic Improvement Plan conferences, Child Study Team meetings and student tutoring programs in support of academic achievement for all students will continue to be held as needed.

### ***Other Matters of Resource Allocation:***

Resources will continue to be allocated to enhance the instructional program and to meet the needs of the lowest performing students as recommended by the administration.



***Benchmarking:***

Sunshine State Standards and Grade Level Expectations at each grade level will be taught throughout the year. Students with the most serious academic need will receive extra resources in the form of tutoring and necessary materials.

***School Safety & Discipline:***

In order to maintain a safe learning environment, school safety and discipline issues are discussed during EESAC meetings as appearing on the agenda when necessary.

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

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

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*EESAC Student Representative, as applicable*

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

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*Region Superintendent*