
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 1371 - Marjory Stoneman Douglas Elementary School

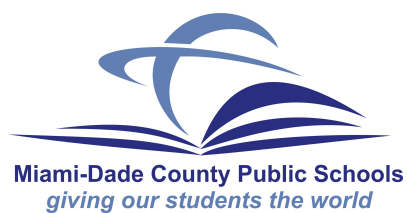
FeederPattern: G. Holmes Braddock Senior

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, two 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 Special 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, 77 percent of students in Grades 3 through 5 will maintain or increase their reading skills, scoring Level 3 or above on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards and Competency Based Curriculum, 74 percent of students in Grades 3 through 5 will maintain or increase their Mathematic skills by scoring at level 3 and above on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards and the Competency Based Curriculum, 90 percent of students in grade four will score a 3.5 or higher on the 2007 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards and Competency Based Curriculum, 61 percent of students in Grade 5 will maintain or increase their science skills by scoring at Levels 3 or above on the 2007 administration of the FCAT Science Test.

Given the need for parental involvement the percentage of Grade 3 parents attending workshops and in-services in the 2006-2007 school year will increase by five percent to thirty percent as compared to the 2005-2006 school year as evidenced by attendance logs.

The percentage of students attending school on time will be increased by 3 percent during the 2006-2007 school year as monitored and evaluated by the use of attendance reports.

The ratio of computers to students in the school will decrease to 3:1 for the 2006-2007 school year through the acquisition of ten additional student stations as opposed to 4:1 student to computer ratio for the 2005-2006 school year.

Given instruction using the Sunshine State Standards and the Competency Based Curriculum, the percentage of students in Grade 4 and 5 who received gold or silver awards on the FITNESS GRAM Test will be increased to 45 percent for the 2006-2007 school year.

Given instruction using the Sunshine State Standards and Competency Based Curriculum, students will be provided exposure to Art and Music through instruction during remedial Reading classes (ICU) as evaluated by atleast eight lessons.

Marjory Stoneman Douglas Elemntary School will improve its ranking on the State of Florida ROI index publication from the 58th percentile in 2005 to the 70th percentile in the next publication of the index.

Data from the 2006-2007 Organizational Performance Improvement Snapshot survey indicates that 94% 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 4.4; Category 2a, "As it plans for the future, my work location asks for my ideas" and 4.1 on 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 in 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 expenditures.

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, two 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 11 percent white. Of these, 46 percent have a Master's degree and 16 have a Specialist/Doctorate degree. Additionally, the school has six National Board certified teachers. The average tenure of teachers at the school is 13 years. The school has been recognized as an "A" school under the State's "A Plus" Education Plan for four 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 4.5, 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 2006 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 four 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 2007 FCAT Sunshine State Standards Reading subtest will be maintained or increased.

Needs Assessment

An analysis of the data indicates that 76% of students in Grades 3 through 5 scored at Level 3 or above on the 2006 administration of the FCAT Reading test.

An analysis of the data indicates that Grade 3 students demonstrated strengths in words/phrases and reference and research. Seventy-six percent of the students in Grade 3 achieved at FCAT Levels 3 and above. Students maintained their average on the 2006 FCAT, as compared to the 2005 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 main idea/purpose and comparisons with no increase in percentage from the 2005 FCAT score. Teachers will focus their instruction on main idea/purpose and comparisons through the use of graphic organizers, weekly drills and the use of context clues when reading.

An analysis of the data indicates that Grade 4 students demonstrated strengths in comparisons and word/phrases. The students increased the percent of correct answers from 57 on the 2005 FCAT to 67 on the 2006 FCAT in the area of words/phrases and from 63 percent to 65 percent in the area of comparisons. 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 two percent in main idea/purpose on the 2006 FCAT, as compared to the 2005 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 main idea/purpose through the use of graphic organizers, weekly drills and the use of context clues when reading.

An analysis of the data indicates that seventy-two percent of the students in Grade 5 achieved an FCAT Levels 3 and above. This was a decrease of five percent from the 2005 FCAT results. Teachers will focus their instruction on main idea/purpose, words/phrases, comparisons and reference and research 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 55 percent of students in the lowest 25 percent made adequate progress on the 2006 FCAT Reading. This was a decrease of twelve percent from the 2005 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	GRADUATIO N 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 and Competency Based Curriculum, 77 percent of students in Grades 3 through 5 will maintain or increase their reading skills, scoring Level 3 or above on the 2007 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide school wide FCAT daily practice and use of question task cards throughout instruction focusing on main idea/purpose, comparisons, word phrases and reference and research.	Classroom Teachers	8/14/2006	5/30/2007	Dual Language Education	\$0.00
Provide Saturday Academy classes for Students scoring Levels 1 and 2 on the FCAT and below the 60th percentile on the 2006 Stanford Achievement Test-10(SAT-10) in Reading using a school-site developed curriculum.	Administrators	11/4/2006	2/24/2007	District-wide literacy plan	\$20000.00
Using the Continuous Improvement Model (CIM), provide appropriate instruction to groups based on results of PMRN screen for students scoring Levels 3 and above.	Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide use of simulation software to imitate test-taking environment such as Leap Frog.	Computer Lab Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide ICU classes for students scoring Levels 1 and 2 on the FCAT and lowest 50th percentile on the 2006 Stanford Achievement Test 10 (SAT 10)in Reading using Early Success and Soar to Success programs.	ICU Teacher	10/3/2006	5/30/2007	District Strategic Plan	\$11000.00
Provide Tier II students with an additional hour of uninterrupted reading instruction using Voyager Passport.	Administrators/ classroom teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Using the Continuous Improvement Model (CIM), provide teachers access to SPI so they can implement a student monitoring system	Classroom Teachers/Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

to better meet the needs of students scoring at Levels 1 and 2, and high risk on the DIBELS and FLKRS using Quick Reads.	
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Research-Based Programs

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

Professional Development

1. FLKRS 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 3 Alternative Assessment
5. Grade 3 Midyear promotion
6. 2007 Grade 2 SAT 10
7. 2007 FCAT Reading Test
8. DAR
9. FLKRS
10. Tutorial Evaluation - Test Ready (Pre/Post Test)

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

The percentage of standard curriculum students scoring at FCAT Levels 3 or above on the 2007 FCAT Sunshine State Standards Mathematics subtest will be maintained or increased.

Needs Assessment

An analysis of the data indicates that 73 percent of Grade 3 through 5 students scored a level 3 and above on the 2006 administration of the FCAT Mathematics Test.

An analysis of the data indicates that Grade 3 students demonstrated strengths in number sense, algebraic thinking and data analysis. Seventy-six percent of students in Grade 3 achieved FCAT Levels 3 or above. 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 measurement and geometry. 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, algebraic thinking, data analysis and geometry. Seventy-eight percent of students in Grade 4 achieved FCAT Levels 3 or above. Students demonstrated an increase of seven percent on the 2006 FCAT SSS, as compared to the 2005 FCAT SSS results. The intervention programs implemented through the School Performance Excellence Plan

facilitated these learning gains.

An analysis of the data indicates sixty-two percent of students in Grade 5 achieved FCAT Levels 3 or above. Students demonstrated an decrease of 14 percent on the 2006 FCAT SSS, as compared to the 2005 FCAT SSS results. An analysis of the data indicates that Grade 5 students demonstrated weaknesses in measurement, geometry, algebraic thinking, data analysis and number sense. 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 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 and Competency Based Curriculum, 74 percent of students in Grades 3 through 5 will maintain or increase their Mathematic skills by scoring at level 3 and above on the 2007 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize manipulatives and games to provide hands-on exploration of mathematical concepts.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Using the Continuous Improvement Model (CIM), provide teachers access to SPI so they can implement a student monitoring system to better meet the needs of students scoring at Levels 1 and 2, while accessing departmental action plans.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Using the Continuous Improvement Model (CIM) analyze the 2006 FCAT Mathematics results in order to tailor instruction to remediate individual student deficiencies for students scoring Levels 3 and above.	Classroom Teachers and Data Analysis Committee	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide Saturday Academy classes for students scoring at Levels 1 and 2 on the 2006 FCAT SSS and below the 60th percentile on the Grade 2 2006 Stanford Achievement Test -10 (SAT-10) in mathematics using a school-site developed curriculum.	Saturday Academy Teachers	11/4/2006	2/24/2007	District Strategic Plan	\$20000.00
Provide school wide FCAT daily practice and use of question task cards throughout instruction emphasizing measurement, geometry, algebraic thinking, data analysis and number sense using FCAT Mathematics Test Item Specifications and District Pacing Guides.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Use FCAT Explorer and River Deep website for Grades 2 through 5.	Computer Lab Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

1. Scott Foresman Core Mathematics Program

Professional Development

1. FCAT Mathematics Test Item Specification
2. Riverdeep
3. Pacing Guide Training

Evaluation

1. Interim Assessment in Mathematics
2. 2007 FCAT Mathematics Test
3. 2007 SAT 10 Mathematics Test
4. Saturday Academy Evaluation - Test Ready Pre/Post Tests

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 2007 FCAT Writing Plus Test will be maintained or increased.

Needs Assessment

An analysis of the data indicates that 89 percent of Grade 4 students scored a 3.5 or higher on the 2006 FCAT Writing Plus Test. Ninety percent of students scored 3.5 or higher on the expository writing prompt with a mean essay score of 4.0. Seventy-one percent of students scored 3.5 or higher on the narrative writing prompt with a mean essay score of 3.7.

An analysis of the data indicates that Grade 4 students demonstrated strengths in both narrative and expository writing. Scores increased by .3 in expository writing on the 2006 FCAT Writing Plus, when compared to the 2005 FCAT results. In narrative writing there was a slight decrease of .3 on the 2006 FCAT Writing Plus over the 2005 FCAT results. Overall, the schools average was maintained on the 2006 FCAT Writing Plus. An analysis of the data indicates that Grade 4 students demonstrated a weakness in narrative 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 action, senses, comparisons, reactions, incidents, pictures and talk (ASCRIP) during narrative writing instruction.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N 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 and the Competency Based Curriculum, 90 percent of students in grade four will score a 3.5 or higher on the 2007 FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Publish student work with word processing programs to improve spelling, grammar, and format.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement school wide "idiom of the week" program on the morning announcements to enhance support in vocabulary acquisition.	Reading leader	8/14/2006	5/30/2007	Dual Language Education	\$0.00
Provide differentiated instruction to students scoring a 1 or 2 on the District Writing Rubric.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Administer District Writing Pre- and Post-Tests to determine students level of writing proficiency and tailor instruction accordingly.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Using the Continuous Improvement Model (CIM), provide teachers access to SPI so they can implement a student monitoring system to better meet the needs of students scoring at Levels 1 and 2, while accessing departmental action plans.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	Dual Language Education	\$0.00
Increase the use of graphic organizers in classroom writing instruction.	Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00

Research-Based Programs

1. Houghton Mifflin Core Language Arts Program

Professional Development

1. Houghton Mifflin Training
2. Graphic Organizers Training

Evaluation

1. District FCAT Writing Pre and Post Test
2. Monthly Writing Samples
3. 2007 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 thirty-seven percent of students in Grade 5 achieved FCAT Levels 3 or above. Students scored eight percent above the district's average score and two percent higher than the state's average score. An analysis of the data indicates that Grade 5 students demonstrated weaknesses in Earth and Space Science. This was a result of the students demonstrating difficulty applying science strategies to short answer responses. Teachers will focus instruction on integrating science strategies with writing strategies in daily FCAT practice, as well as, daily instruction in science. This will be implemented through an increase in the use of diagrams, science vocabulary instruction and inquiry based science instruction.

Measurable Objective

Given instruction using the Sunshine State Standards and Competency Based Curriculum, 61 percent of students in Grade 5 will maintain or increase their science skills by scoring at Levels 3 or above on the 2007 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase circulation of science based literature from the Media Center	Classroom Teachers/Media Specialist	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Participate in Career Week activities and attend related field trips which relate to Science careers.	Classroom Teachers	8/14/2006	5/30/2007	School-to-Career	\$0.00
Integrate hands-on activities into the Science lessons.	Classroom Teachers	8/14/2006	5/30/2007	Career Development Programs	\$0.00
Participate in District/County Science Fair competitions.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Integrate FOSS kits with the science curriculum.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

1. Harcourt Core Science Program

Professional Development

1. Teacher Science Fair Training
2. Pacing Guide Training

Evaluation

1. 2007 FCAT Science Test
2. Interim Assessments

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

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 5 STATEMENT:

The percentage of Grade 3 parents attending school site workshops and inservices in the 2006-2007 school year will increase.

Needs Assessment

An analysis of the data and information for the 2005-2006 school year indicates that parents rated the school highly (A-) on the School Climate Survey. Ninety-eight percent of the parents who took the survey feel the overall climate or atmosphere at Marjory Stoneman Douglas Elementary School is positive and helps children learn. There were fourteen workshops, in-services and courses available to parents throughout the school year. In 2006-2007 parents will be offered eleven 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 to enhance academic achievement.

Measurable Objective

Given the need for parental involvement the percentage of Grade 3 parents attending workshops and in-services in the 2006-2007 school year will increase by five percent to thirty percent as compared to the 2005-2006 school year as evidenced by attendance logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide incentives for students whose parents attend the in-services and workshops.	Administration/ Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Call parents of students receiving intensified remedial instruction in reading to follow-up on written notices of parent meetings.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Notify all the parents in writing of upcoming workshops such as the Grade 3 Parent Training Workshop include in workshops parents access to Just Read, Florida My Child's Academic Success and Families Building Better Readers.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Include workshop and in-service information on the monthly parent newsletters and calendars sent home in English and Spanish such as the Safe Child Program and Child Sexual Abuse Prevention Program.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue Parent Resource Center on campus and Bilingual Parent Outreach Program with Compass training for ESOL parents.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$500.00

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

Professional Development

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

Evaluation

1. Third Grade Attendance Logs for workshops 2006-2007.

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

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

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

Needs Assessment

An analysis of the data and information for the 2005-2006 school year indicates that an average of 364 students were tardy on any given week. This presents academic issues because instruction begins immediately at the beginning of the school day. Students who are tardy are negatively impacted by the loss of this instructional time.

Measurable Objective

The percentage of students attending school on time will be increased by 3 percent during the 2006-2007 school year as monitored and evaluated by the use of attendance reports.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Write a letter to parents of students who have excessive tardies.	Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Send a letter reminding parents about the absence and tardy rules according to School Board Policy.	Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Indicate excessive tardies on the progress report.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Recognize class with best attendance and least tardies with an ice cream party.	PSTO/Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide incentives for students who arrive to school on time.	PSTO/Administrators	8/14/2006	5/30/2007	Community Partnerships	\$0.00

Research-Based Programs

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

Professional Development

N/A

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"/>

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

Acquire additional computers.

Needs Assessment

There are 207 computers available at the school site that are both internet and multi-media capable which were purchased within the last five years. This presents a ratio of 4:1 between students and computers available. Although the present ratio is adequate, the school would like to lower it to 3:1.

Measurable Objective

The ratio of computers to students in the school will decrease to 3:1 for the 2006-2007 school year through the acquisition of ten additional student stations as opposed to 4:1 student to computer ratio for the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Identify outside agencies that have surplus computer equipment for donation.	Administrators	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Send out a letter to parents requesting computer donations.	Administrators	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Request Regional Center support with purchase of additional technology.	Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Identify existing computers that are not internet capable and conduct a feasibility study for their upgrade.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Identify sources of capital such as PSTO that might be used to purchase extra computers.	Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$5000.00

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

1. End of Year Computer Inventory

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

The percentage of students passing the FITNESS GRAM test will be increased. The percentage of students eating breakfast will be maintained or increased.

Needs Assessment

An analysis of the data and information for the 2005-2006 school year indicates that an average of 21 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 2005-2006 school year indicates that an average of 43 percent of Grade 4 and 5 students received gold or silver awards on the 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 received gold or silver awards on the FITNESS GRAM Test will be increased to 45 percent for the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Participate in district and county physical fitness competitions.	PE Teachers	8/14/2006	5/30/2007	Communities of Practice	\$0.00
Continue building physical endurance by incorporating extra activities such as field day, soccer tournaments, basketball tournaments, etc.	PE Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Send a letter home to the parents in both English and Spanish informing them of the free breakfast program and its benefits.	Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Continue practicing the select skills on a weekly basis in preparation for the FITNESS GRAM Test.	PE Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

1. FITNESS GRAM

Professional Development

1. Food and Nutrition Guidelines
2. FITNESS GRAM

Evaluation

1. Meal Count Reports
2. 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 2005-2006 school year indicates that an average of 226 students attended ICU classes on any given week. This presents academic issues because these students miss some of their special area classes such as Art and Music. This situation could impact student's 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 be provided exposure to Art and Music through instruction during remedial Reading classes (ICU) as evaluated by atleast eight lessons.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Incorporate arts based literature into remedial reading instruction.	ICU Teacher	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Incorporate arts based literature into general curriculum subjects.	Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Expose children to topics related to the special areas missed through the use of literature in the classroom libraries.	Classroom Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	Expanding arts opportunities	\$0.00
Expose children to careers and jobs related to the special areas during career week activities.	Career Week Chairperson	8/14/2006	5/30/2007	School-to-Career	\$0.00

Research-Based Programs

1. N/A

Professional Development

1. N/A

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"/>

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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 2004-2005, Marjory Stoneman Douglas Elementary ranked at the 58th 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 58th percentile in 2005 to the 70th percentile in the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the District on resource allocation.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Using the Continuous Improvement Model (CIM) consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

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.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$31,000.00
Goal 2: Mathematics	\$20,000.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$500.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$5,000.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$56,500.00

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