
SCHOOL IMPROVEMENT PLAN

2006-2007



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

David Fairchild Elementary School

David Fairchild Elementary serves a total of 562 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, 57 percent Hispanic, 24 percent White Non-Hispanic, and seven 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, 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 improve their reading skills as evidenced by 83 percent scoring Level 3 or higher on the 2007 FCAT Reading Test.

Given the instruction using the Sunshine State Standards, grade three, four and five students will improve their mathematics skills as evidenced by 81 percent scoring Level 3 or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students will or increase their writing skills as evidenced by 93 percent scoring 3.5 or higher on the 2007 FCAT Writing Plus test.

Given instruction using the Sunshine State Standards, students in grade five will increase their science skills to 62 percent scoring at or above Level 3 on the 2007 administration of the FCAT Science Test.

Given the school emphasis on parental involvement, a minimum of five opportunities for parents to participate in the Parent Academy activities that enhance student achievement will be provided. Attendance will be 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 2006-2007 school year will increase to 97 percent on the Year End Attendance Report.

Given the necessity to be familiar with the use of computer technology, 80 percent of the teaching staff will attend technology in-services which will be documented by sign-in sheets.

Given the importance of learning to live a healthy lifestyle, 85 percent of the students in grades four and five will receive the gold or silver award on the 2007 administration of the FITNESSGRAM Test.

Increase the number of students who participate in after school enrichment activities to an average of 20 students per class as compared to rosters from last year's enrichment activities.

David Fairchild Elementary School will improve its ranking on the State of Florida ROI index publication from the 81st percentile in 2004-2005 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, 15 percent of staff members indicated that they are not fully aware how well the organization is doing financially. These issues will be addressed through staff meetings dealing with financial issues of the school and surveys of staff members to determine obstacles to progress within the school.

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

David Fairchild Elementary serves a total of 562 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, 57 percent Hispanic, 24 percent White Non-Hispanic, and seven 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 33 percent White, 13 percent Black and 53 percent being Hispanic. There are six males and 39 females on the staff. The average number of years experience of the teaching staff is eight years. Forty-nine percent of the staff have Bachelor's Degrees, with 44 percent having Master's Degrees and seven 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.

The challenges that the school face are students leaving to attend private and magnet schools. In addition, attendance is affected due to the high percentage of students who attend from outside of the school boundaries.

School Foundation

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 2006 OPI survey, an average score of 4.7 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 4.6 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 indicate an average of 4.7 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 4.7 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.

Data/Information/Knowledge Management:

OPI survey indicates by an average score of 4.7 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 are analyzed and implemented to focus instruction to remediate areas of weakness.

Performance Results:

OPI survey results of an average 4.6 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, and Student Council activities.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

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

Needs Assessment

The results of the 2006 FCAT Reading Test indicate that 82 percent of the students in third through fifth grade scored at or above a Level 3. Sixty-six percent of the students tested made learning gains and 74 percent of the lowest quartile in reading made a year's learning gains.

After reviewing the data from the 2006 FCAT Reading Test results, students in third grade increased their scores in all the content clusters in reading. Fourth grade students' scores demonstrated a decrease in Words/Phrases, Main Idea/Purpose and Comparisons. Fifth grade student scores demonstrated a decrease in Words/Phrases and Main Idea/Purpose.

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 improve their reading skills as evidenced by 83 percent scoring Level 3 or higher on the 2007 FCAT Reading Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|----------|---------|---------------------------------|------------|
| | | START | END | | |
| Give teachers access to SPI so they can utilize the data to individualize instruction in reading to meet the needs of their Level 1 and 2 students in accordance to the Continuous Improvement Model (CIM). | Principal, Classroom Teachers | 10/09/06 | 3/09/07 | Small Learning Communities | \$0.00 |
| Provide grade two students who are identified "High Risk" through DIBELS with daily tutoring in a small group setting using Early Success. | Reading Lab Staff | 8/28/06 | 5/18/07 | District Strategic Plan | \$0.00 |
| Use the district approved Houghton-Mifflin reading series and the Comprehensive Research-Based Reading Plan to ensure the content clusters are addressed; specifically Words/Phrases, Main Idea/Purpose and Comparison. | Classroom Teachers | 8/14/06 | 5/30/07 | District Strategic Plan | \$0.00 |
| Apply "Project CRISS" strategies to teach students to utilize the different methods across all content areas to improve reading comprehension. | Principal, Assistant Principal, Classroom Teachers | 8/14/06 | 5/30/07 | District Strategic Plan | \$0.00 |
| Assess reading levels utilizing the STAR, 2006 FCAT scores, quarterly DIBELS results to instruct, remediate and enrich at appropriate levels to improve student achievement. | Classroom Teachers, Media specialist | 8/14/06 | 5/4/07 | Continuous Improvement Model | \$0.00 |
| Provide grade three, four and five students who scored Level 1 or were in the lowest 25 percent with daily tutoring in a small group setting using the Soar to Success program. | Reading Lab Staff | 8/28/06 | 5/18/07 | District Strategic Plan | \$21000.00 |

Research-Based Programs

Houghton-Mifflin Reading Series

Soars to Success

Early Success

Professional Development

Staff participation in Houghton-Mifflin Reading Series in-service.

Project CRISS

Evaluation

2007 FCAT Reading Test

Interim Reading Assessment

DIBELS

DAR

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.)

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

Miami-Dade County Public Schools

District Strategic Plan

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|--|---|--|---|--|
| 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 2 STATEMENT:

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

Needs Assessment

The results of the 2006 FCAT Mathematics Test indicate that 80 percent of the students in third through fifth grade scored at or above a Level 3. Seventy-three percent of the students tested made learning gains.

After reviewing the data from the 2006 FCAT Mathematics Test results, students in third and fifth grade increased or maintained their scores in all the content clusters in mathematics. Fourth grade students' scores demonstrated a decrease in Number Sense, Measurement and Algebraic Thinking.

NCLB SUBGROUP TARGET

| TOTAL | WHITE | BLACK | HISPANIC | ASIAN | NATIVE AMERICAN | F/R LUNCH | LEP | SWD | LEVEL I | LOWEST 25% | OTHER | GRADUATION RATE |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
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Measurable Objective

Given the instruction using the Sunshine State Standards, grade three, four and five students will improve their mathematics skills as evidenced by 81 percent scoring Level 3 or higher on the 2007 FCAT Mathematics Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|----------|---------|------------------------------|--------|
| | | START | END | | |
| Provide students in kindergarten through grade five daily skill drill, "Fabulous Five" to emphasize and improve problem solving and critical thinking. | Homeroom Teachers | 8/14/06 | 5/30/07 | Continuous Improvement Model | \$0.00 |
| Give teachers access to SPI so they can utilize the data to individualize instruction in mathematics to meet the needs of their Level 1 and 2 students in accordance to CIM. | Principal, Teachers | 10/09/06 | 3/09/07 | Continuous Improvement Model | \$0.00 |
| Utilize the approved Houghton-Mifflin Core Mathematics Program to ensure all content clusters are taught. | Classroom Teachers | 8/14/06 | 5/30/07 | District Strategic Plan | \$0.00 |
| Implement "Hands-on Equation" to enhance instruction in algebraic thinking and student achievement. | Classroom Teachers | 8/14/06 | 5/30/07 | District Strategic Plan | \$0.00 |
| Implement Riverdeep with Level 1 and 2 students to improve mathematics skill, specifically Number Sense and Measurement. | Classroom Teachers, Media Specialist | 9/18/06 | 5/18/07 | Continuous Improvement Model | \$0.00 |
| Assess mathematics levels utilizing weekly teacher made test, 2006 FCAT scores and interim assessments results to instruct, remediate and enrich at appropriate levels to improve student achievement. | Classroom Teachers | 8/14/06 | 5/30/07 | District Strategic Plan | \$0.00 |

Research-Based Programs

Houghton-Mifflin Core Mathematics Program

Riverdeep Mathematics Intervention Program

Professional Development

Houghton-Mifflin Core Mathematics Program Overview

Hands-on Equation

Principles and Standards for School Mathematics

Riverdeep

Evaluation

2007 FCAT Mathematics Test

Interim Mathematics Assessment

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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 3 STATEMENT:

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

Needs Assessment

Results of the 2006 FCAT Writing Plus Test indicate that students scored a mean score of 3.9 in Narrative writing and 4.3 in Expository writing. Test scores indicate that 92 percent of tested students scored a 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 or increase their writing skills as evidenced by 93 percent scoring 3.5 or higher on the 2007 FCAT Writing Plus test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|--|----------|----------|------------------------------|--------|
| | | START | END | | |
| Apply "Project CRISS" strategies by the teacher modeling effective writing techniques and students incorporating story prediction, story mapping and journal writing across all grade levels. | Classroom Teachers | 8/14/06 | 5/30/07 | Continuous Improvement Model | \$0.00 |
| Give teachers access to SPI so they can utilize the data to individualize instruction to meet the needs in writing of their Level 1 and 2 students in accordance with the CIM. | Principal, Classroom Teachers, Paraprofessionals | 9/15/06 | 2/16/07 | District-wide literacy plan | \$0.00 |
| Use journal writing daily to promote creative writing experience at all grade levels. | Classroom Teachers | 8/14/06 | 5/30/07 | District-wide literacy plan | \$0.00 |
| Administer monthly mock FCAT Writing tests in a "testing environment" to all grade four students to prepare for the actual FCAT Writing Plus test and to assess progress in the writing process. | Grade Four Teachers | 9/25/06 | 2/28/07 | Continuous Improvement Model | \$0.00 |
| Administer writing prompts bi-weekly to students at all grade levels. | Classroom Teachers | 8/14/06 | 5/30/07 | Continuous Improvement Model | \$0.00 |
| Provide in-service for teachers in first through fifth grade on how to utilize holistic scoring, analyze and disseminate data to target students' needs in writing. | Principal, Assistant Principal | 9/4/06 | 10/27/06 | Continuous Improvement Model | \$0.00 |
| Apply "Razzle Dazzle Writing" strategies in the teaching of writing to promote student achievement by the teacher modeling in-class writing key elements: focus, organization, support and convention. | Grade Four Teachers | 9/18/06 | 2/9/07 | District-wide literacy plan | \$0.00 |

Research-Based Programs

Houghton-Mifflin Reading Series

Professional Development

In-service on Holistic scoring

Project CRISS

Razzle Dazzle Writing

Developing Readers and Writers (D.R.A.W.)

Evaluation

2007 FCAT Writing Plus Test

In-house progress monitoring bi-weekly prompts

GOAL 4: SCIENCE

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

Florida Education Priorities

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

| | | | | | |
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Miami-Dade County Public Schools

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

The results of the 2006 FCAT Science Test indicate that 60 percent of fifth grade students scored at or above Level 3. After reviewing the data from the 2006 FCAT Science Test results, students in fifth grade demonstrated a decrease in the Physical/Chemical strands.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will increase their science skills to 62 percent scoring at or above Level 3 on the 2007 administration of the FCAT Science Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|----------|---------|----------------------------|--------|
| | | START | END | | |
| Provide students opportunities to participate in computer/technology based science research projects in grades three, four and five. | Classroom Teachers | 10/13/06 | 3/23/07 | District Strategic Plan | \$0.00 |
| Implement grade level time-lines following District Pacing Guide that include identification of skills to be taught based on Sunshine State Standards emphasizing on Physical/Chemical strands. | Classroom Teachers | 8/14/06 | 5/30/07 | District Strategic Plan | \$0.00 |
| Conduct monthly "Hands-on Science" experiments by incorporating scientific process in kindergarten through fifth grade. | Classroom Teachers | 8/14/06 | 5/30/07 | District Strategic Plan | \$0.00 |
| Participate in the annual school 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 | 8/14/06 | 5/30/07 | Small Learning Communities | \$0.00 |

Research-Based Programs

Harcourt-Brace Science Series

Professional Development

Staff development on the Scientific Method

Hands-on Science

Evaluation

2007 FCAT Science Test

Edusoft Science 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.)

| | | | | | |
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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

District Strategic Plan

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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 2005-2006 attendance at Parent curriculum meetings, it is felt that students and staff will benefit from additional parent involvement in Parent Academy activities sponsored by the school.

Measurable Objective

Given the school emphasis on parental involvement, a minimum of five opportunities for parents to participate in the Parent Academy activities that enhance student achievement will be provided. Attendance will be documented by logs, agendas or notes.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|----------|---------|----------------------------|--------|
| | | START | END | | |
| Encourage parent/teacher communication in all grades through use of student agenda books (PTA Standards I). | Assistanat Principal Classroom Teachers | 8/14/06 | 5/30/07 | Community Partnerships | \$0.00 |
| Provide parent seminars through the Parent Academy Program (PTA Standards VI). | Assistant Principal | 9/20/06 | 4/20/07 | Small Learning Communities | \$0.00 |
| Utilize the Connect-ED to inform parents of upcoming events (PTA Standards I). | Prinicpal | 8/01/06 | 5/30/07 | District Strategic Plan | \$0.00 |
| Provide evening FCAT strategies parent meetings (PTA Standards VI). | Principal, Classroom Teachers, Media Specialist | 9/20/06 | 4/20/07 | Community Partnerships | \$0.00 |

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

Parent Academy attendance logs, agendas and notes.

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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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 2006-2007 year will increase.

Needs Assessment

Though the average daily attendance reports indicate an excellent rate of 96.80 percent for the 2005-2006 school year, it is felt that student attendance can improve to 97 percent given higher priority schoolwide.

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 2006-2007 school year will increase to 97 percent on the Year End Attendance Report.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|----------|---------|---------------------------------|--------|
| | | START | END | | |
| Award classes at each grade level having the most one hundred percent coupons for each month will receive a banner to post on their classroom door for the month. | Assistant Principal | 8/14/06 | 5/30/07 | Continuous Improvement Model | \$0.00 |
| Implement TIP program for students with excessive absences. | Principal, Counselor | 8/14/06 | 5/30/07 | Continuous Improvement Model | \$0.00 |
| Send letters from the principal to the parents of students experiencing poor attendance regarding excessive absences. | Principal | 8/14/06 | 5/30/07 | Continuous Improvement Model | \$0.00 |
| Announce attendance daily over the closed circuit tv broadcast to encourage improvement. | TV Broadcasters, Media Specialist | 8/14/06 | 5/30/07 | Continuous Improvement Model | \$0.00 |

Research-Based Programs

M-DCPS Attendance Policy

TIP Program

Professional Development

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

Evaluation

Attendance Report for 2006-2007.

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.)

| | | | | | |
|---|--------------------------|--------------------------------------|-------------------------------------|--------------------------|---|
| 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 type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 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 school-developed survey indicates that 57 percent of staff members feel they do not have sufficient command of the technology available at the school site.

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

The use of the E-mail communication by staff within school is limited by their lack of personal technological knowhow and experience.

Measurable Objective

Given the necessity to be familiar with the use of computer technology, 80 percent of the teaching staff will attend technology in-services which will be documented by sign-in sheets.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|----------|---------|------------------------------|--------|
| | | START | END | | |
| Direct staff members needing computer skills to take in-service sessions on their annual PDP. | Individual Staff Members | 8/14/06 | 5/30/07 | District Strategic Plan | \$0.00 |
| Include web-sites used in classroom instruction in daily lesson plan books. | Individual Teachers | 8/14/06 | 5/30/07 | Continuous Improvement Model | \$0.00 |
| Present in-service to staff members to introduce commonly used and successful educational web sites. | Media Specialist, Staff Members | 11/23/06 | 2/23/07 | Continuous Improvement Model | \$0.00 |
| Provide in-service to align assessments, import, scan and collect data utilizing Edusoft. | Assistant Principal | 8/14/06 | 5/30/07 | District Strategic Plan | \$0.00 |
| Offer teachers the opportunity to take on site in-service sessions for computer use. | Staff Members; Assistant Principal, Computer Instructor | 11/13/06 | 2/23/07 | District Strategic Plan | \$0.00 |
| Provide in-services to the staff on how to use district E-mail to communicate with staff and parents. | Principal, Computer Instructor, Media Specialist | 8/14/06 | 5/30/07 | District Strategic Plan | \$0.00 |

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.

Accelerated Reader/STAR

Edusoft

FCAT Explorer

Riverdeep

Evaluation

Workshop attendance will be documented by sign-in sheets.

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 2006 FITNESSGRAM program showed that 83 percent received gold or silver awards.

Measurable Objective

Given the importance of learning to live a healthy lifestyle, 85 percent of the students in grades four and five will receive the gold or silver award on the 2007 administration of the FITNESSGRAM Test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|--|---|----------|---------|---------------------------------|--------|
| | | START | END | | |
| Lead students in performing stretching and warmup activities to begin each PE class. | PE Staff | 8/14/06 | 5/30/07 | Continuous Improvement Model | \$0.00 |
| Provide group activities during PE classes to develop cooperative group skills. | PE Staff | 8/14/06 | 5/30/07 | District Strategic Plan | \$0.00 |
| Implement recess across all grade levels to provide students time to exercise and interact with one another. | Classroom Teachers | 8/14/06 | 5/30/07 | District Strategic Plan | \$0.00 |
| Provide health and nutrition instruction from PE teachers by implementing Preventative Health and Safety Education. | PE Staff | 8/14/06 | 5/30/07 | Continuous Improvement Model | \$0.00 |
| Implement Human Kinetics-Aerobic skill development activities during PE instruction to improve large muscle group and hand-eye coordination development. | PE Staff | 8/14/06 | 5/30/07 | Continuous Improvement Model | \$0.00 |

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

2007 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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|--|---|--|---|--|
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| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

GOAL 9 STATEMENT:

Provide after school extra-curricular activities such as Drama and Personal Health and Fitness for students of all ethnic and socio-economic groups to add enrichment activities to the daily curriculum driven routine.

Needs Assessment

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

Measurable Objective

Increase the number of students who participate in after school enrichment activities to an average of 20 students per class as compared to rosters from last year's enrichment activities.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | | ALIGNMENT | BUDGET |
|---|---|----------|---------|----------------------------|-----------|
| | | START | END | | |
| Develop student cooperative groups within enrichment classes to develop sharing and interpersonal relationship skills. | Club Sponsors | 9/11/06 | 5/18/07 | District Strategic Plan | \$0.00 |
| Convene meetings twice weekly during after-school hours. | Club Staff Sponsors | 9/11/06 | 5/18/07 | District Strategic Plan | \$6898.00 |
| Present student enrichment class products/skills to the entire student body in the form of plays, exhibits and printed materials. | Club Sponsors | 9/11/06 | 5/18/07 | Small Learning Communities | \$1024.00 |

Research-Based Programs

N/A

Professional Development

District provided Drama inservice for instructor.

Evaluation

Success will be achieved by having at least 40 students of multi-ethnic and varied socio-economic groups participate in after school enrichment activities weekly.

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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|--|---|--|---|--|
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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 2004-2005, David Fairchild Elementary ranked at the 81st 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 81st percentile in 2004-2005 to the 90th percentile on 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 program. | Classroom Teachers | 8/14/06 | 5/30/07 | Small Learning Communities | \$0.00 |
| Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks. | Classroom Teachers | 8/14/06 | 5/30/07 | Small Learning Communities | \$0.00 |
| Collaborate with the District on resource allocation. | Classroom Teachers, Assistant Principal | 8/14/06 | 5/30/07 | Small Learning Communities | \$0.00 |

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"/> | <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:

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 needs will receive extra support 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.

Budget Summary

| BY GOAL | TOTAL BUDGET |
|-----------------------------------|---------------------|
| Goal 1: Reading | \$21,000.00 |
| Goal 2: Mathematics | \$0.00 |
| Goal 3: Writing | \$0.00 |
| Goal 4: Science | \$0.00 |
| Goal 5: Parental Involvement | \$0.00 |
| Goal 6: Discipline & Safety | \$0.00 |
| Goal 7: Technology | \$0.00 |
| Goal 8: Health & Physical Fitness | \$0.00 |
| Goal 9: Electives & Special Areas | \$7,922.00 |
| Goal 10: Return On Investment | \$0.00 |
| <hr/> | |
| Total: | \$28,922.00 |

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