

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Marjory Stoneman Douglas Elementary School (1371)

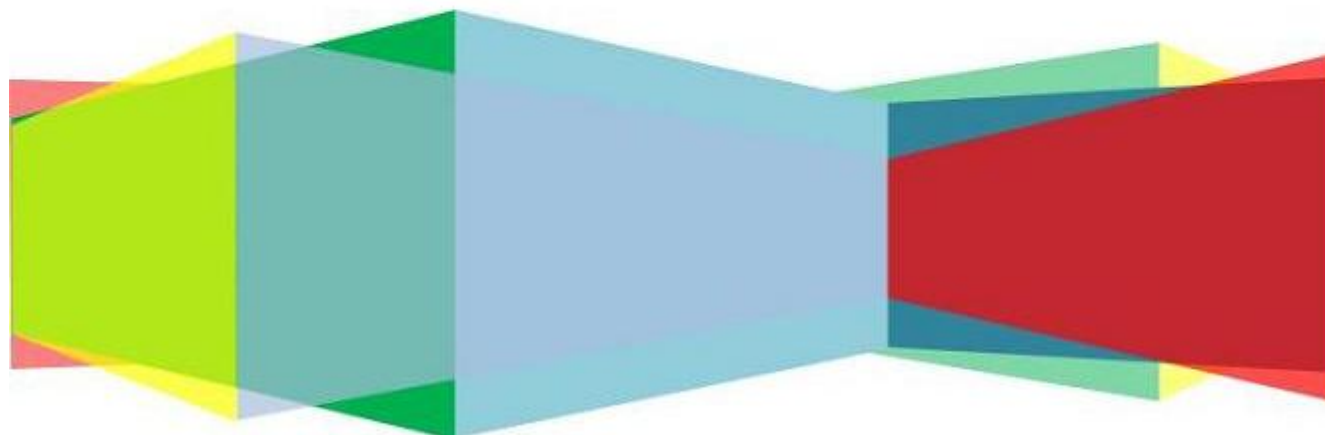
Feeder Pattern - G. Holmes Braddock Senior

Regional Center V

District 13 - Miami-Dade

Principal - Grace Nebb

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Built in 1992, Marjory Stoneman Douglas Elementary is located in Southwest Miami-Dade County. Three campuses serve approximately 1,200 students in Pre-K through Grade 5. A Primary Learning Center, which houses the PreK and Kindergarten students is located a few miles west of the Main Campus. Newly opened this school year is the Early Childhood Center, which houses 11 first grade and 11 second grade classes is located across the Physical Education field from the Main Campus which houses one second grade class and the remaining population of third through fifth grade students as well as two self-contained EBD (Emotional/Behavior Disability) units. 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 (SPED), English Language Learners (ELL), 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, students in Grades 3 through 5 will demonstrate skilled proficiency in reading as evidenced by 80 percent or more students meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in Grades 3 through 5 will demonstrate skilled proficiency in mathematics as evidenced by 77 percent or more students meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in Grade 4 will demonstrate their skill proficiency in writing, as evidenced by 90 percent or more of students meeting high standards on the 2008 FCAT Writing+ Test.

Given instruction using the Sunshine State Standards and Competency Based Curriculum, 68 percent of students in Grade 5 achieve a Levels 3 or above on the 2008 administration of the FCAT Science Test.

Given the need for parental involvement the percentage of Grade 3 parents attending workshops and inservices in the 2007-2008 school year will increase by five percent to thirty-five percent as compared to the 2006-2007 school year as evidenced by attendance logs.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a ten percent decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on the use of technology in education, all students will augment their usage of the FCAT Explorer program as evidenced by a 10 percent increase during the 2007-2008 school year as compared to the 2006-2007 school year.

Given instruction based on the Miami Dade County Public Schools mandated FITNESSGRAM standards, and the Sunshine State Standards, students in Grade 4 and 5 who received Gold or Silver awards on the FITNESSGRAM Test will increase five percentage points for the 2007-2008 school year.

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the TEAM Program will increase by 10 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

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.

Data from the Spring 2006-2007 Organizational Performance Improvement Snapshot survey indicates that 85 percent 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 in 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 adhoc 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.



School Improvement Plan 2007-2008



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.

1371 - 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



School Improvement Plan 2007-2008



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 (SPED), English Language Learners (ELL) 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. More than 58 percent of the students participate in the free or reduced lunch program. Marjory Stoneman Douglas houses three Pre K units, as well as ten Kindergarten homerooms all housed at the Primary Learning Center located approximately two and a half miles west of the main campus. Furthermore, there are eleven first grade, and eleven second grade classrooms housed at the newly opened Early Childhood Center located across the field from the main campus on N.W. 2nd Street, with one more second grade class housed at the Main Campus. Finally, there are twelve third grade homerooms, nine fourth grade classrooms and eight fifth grade classrooms all housed at the main campus. Also at Marjory Stoneman Douglas, there are two self-contained EBD (Emotional/Behavior Disability) units. Additionally, there are eight special area teachers instructing the students in the fine arts, technology and physical education. Marjory Stoneman Douglas has 8.2 percent of the student population enrolled in the Gifted Program.

Students at Marjory Stoneman Douglas did well on the administration of the 2006-2007 FCAT tests. Of the 208 third graders tested in reading, 13 percent did not score at a Level 3 or above. (Seven percent scored at a Level 1 while 6 percent scored at a Level 2. In mathematics, the third graders did slightly better, with only ten percent not scoring at a Level 3 or above. (Six percent scored at a Level 1 while 4 percent scored at a Level 2.) Furthermore, out of the 172 fourth grade students tested, 17 percent did not score at a Level 3 or above in reading and 15 percent did not score at a Level 3 or above in mathematics. Out of those students, ten percent scored at a Level 1, seven percent scored at a Level 2 in reading and seven percent scored at a Level 1 in Mathematics with eight percent at a Level 2 in Mathematics. Additionally, out of the 194 students tested in the fifth grade, 14 percent did not score at a Level 3 or above in reading and 17 percent did not score at an achievement Level of 3 or above in mathematics. (Six percent of students scored at a Level 1 and eight percent at a Level 2 in reading; five percent at a Level 1 and 12 percent at a Level 2 in mathematics.)

The instructional staff consists of 66 percent Hispanic, 23 percent black, and 11 percent white. Of these, 45 percent have a Master's degree and 15 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 five 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 4.8, the Spring 2006-2007 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 4.7, the Spring 2006-2007 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 4.8, the Spring 2006-2007 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 4.8, the Spring 2006-2007 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 helps 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 Spring 2006-2007 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 2007 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 retained (TIER II) and SPED students. Grade levels meet monthly to analyze student performance data, which drives differentiated instruction.

Performance Results:

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



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

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

Florida Education Priorities

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"/>

Reading Statement

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

Needs Assessment

Scores on the 2007 FCAT Reading Test indicate that 73 percent of the Third Graders, 70 percent of the Fourth Graders, and 79 percent of the Fifth Graders tested scored at an FCAT Level 3 or above. Additionally, Third Grade students earned seven out of nine possible points for 77 percent in the Words and Phrases cluster; twelve out of seventeen possible points for 70 percent in the Main Idea/Purpose cluster; twelve out of seventeen possible points for 70 percent in the Comparison cluster; and one out of two possible points for 50 percent in the Reference/Research cluster. Moreover, Fourth Grade students earned three out of six possible points for 50 percent in the Words and Phrases cluster; sixteen out of twenty two possible points for 73 percent in the Main Idea/Purpose cluster; eleven out of seventeen possible points for 65 percent in the Comparison cluster; and three out of six possible points for 50 percent in the Reference/Research cluster. Furthermore, Fifth Grade students earned six out of nine possible points for 66 percent in the Words and Phrases cluster; fifteen out of twenty three possible points for 65 percent in the Main Idea/Purpose cluster; six out of nine possible points for 66 percent in the Comparison cluster; and three out of four possible points for 75 percent in the Reference/Research cluster. In accordance with the No Child Left Behind Act, all tested sub-groups for Marjory Stoneman Douglas Elementary School achieved Adequate Yearly Progress. In addition, 80 percent of students are meeting high standards in Reading, 69 percent of all students are making learning gains and 70 percent of the lowest 25 percentile are making adequate progress in Reading. In conclusion, 100 percent of all students tested made Adequate Yearly Progress for the fifth consecutive year.

NCLB Subgroup Target



School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in Grades 3 through 5 will demonstrate skilled proficiency in reading as evidenced by 80 percent or more students meeting high standards on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide Students With Disabilities (SWD/SPED) with ninety minutes 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).	Reading Coach/Administrators/Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
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.	Reading Coach/Classroom Teachers/Administration	8/20/2007	6/05/2008	Dual Language	0
Provide Saturday Academy classes for students scoring Level 1 and Level 2 on the FCAT and below the 60th percentile on the 2007 Stanford Achievement Test-10 (SAT-10) in Reading using a school-site developed curriculum.	Administrators	11/2007	2/2008	District-wide Literacy Plan	20000
Using the Continuous Improvement Model, provide appropriate instruction to groups based on results of PMRN screen for all students.	Reading Coach/Classroom Teachers/Administrators	8/20/2007	6/05/2008	Continuous Improvement Model	0
Provide use of simulation software to imitate test-taking environment such as Leap Frog.	Computer Lab Teacher/Administrators	8/20/2007	5/30/2008	District-wide Literacy Plan	0
Provide and monitor additional tutorial services, (ICU) during the school day for students who scored at Level I & Level 2 on the 2007 FCAT Reading Test and provide differentiated instruction by classroom teachers, ICU tutors under Reading Coach's direction.	Teachers/Reading Coach/Administrators	9/17/2007	5/30/2008	Continuous Improvement Model	11000
Provide Tier II students with an additional hour of uninterrupted reading instruction using Voyager Passport.	Administrators/classroom teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Implement the 8-Step Continuous Improvement Model for school reform to insure differentiated instruction.	Classroom Teachers/Reading Coach/Administrators	8/20/2006	5/30/2008	Continuous Improvement Model	0
Employ the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core literacy program.	Reading Coach/Administrators	09/17/2007	06/05/2008	Other/ Not Applicable	0
Provide in-class support to teachers and students in both effective teaching strategies and learning techniques to improve students reading skills.	Reading Coach/Administrators	08/20/2007	06/05/2008	Other/ Not Applicable	0
Utilize both the SPI and Edusoft software to gather data and analyze data in order to provide differentiated instruction.	Reading Coach/Computer Lab Teacher/ Administrators	08/20/2007	06/05/2008	Other/ Not Applicable	0
Infuse CRISS strategies in the implementation of all subjects to teach literacy across the curriculum.	Teachers/Reading Coach/Administrators	8/20/2007	6/5/2008	Continuous Improvement Model	0

Research-Based Programs

The main research-based program used at Marjory Stoneman Douglas is the Houghton-Mifflin Reading program.

Additional resources include Voyager Passport, Quick Reads, Leap Frog, Early Success and Soar to Success.

Professional Development



School Improvement Plan

2007-2008



Trainings will include the core reading program, intervention programs, and assessments used at the Elementary school level as follows:

Houghton Mifflin Reading,
Houghton Mifflin's Early Success,
Houghton Mifflin's Soar to Success,
Voyager Passport.

Provide professional development that will enable school-site administrators to support the school-wide literacy plan.

Provide professional development on the 8-Step Continuous Improvement Model.

Provide professional development to instructional staff in Reading's Big Five.

All new and beginning teachers will receive continuous mentoring. Furthermore, all teachers and staff will be provided systematic and needs-based professional development during grade level planning sessions and in-house workshops during teacher planning days.

Evaluation

The success of meeting the objectives will be measured by scores on the 2008 administration of the FCAT Reading Test. Progress toward objectives will be monitored by District/ Interim assessments, and by school/teacher developed cumulative benchmark assessments.

Mathematics Goal

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

Florida Education Priorities

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"/>

Mathematics Statement

The percentage of standard curriculum students scoring at FCAT Levels 3 or above on the 2008 FCAT Sunshine State Standards Mathematics subtest will be maintained or increased.

Needs Assessment

Scores on the 2007 FCAT Mathematics Test indicate that 79 percent of the Third Graders, 74 percent of Fourth Graders, and 66 percent of Fifth Graders tested met the state required mastery level. Moreover, 100 percent of students tested achieved AYP. Additionally, Third Grade students earned eight out of twelve possible points for 66 percent in the Number Sense strand; six out of eight possible points for 75 percent in Measurement; five out of seven possible points for 71 percent in the Geometry strand; four out of six possible points in Algebraic Thinking for 66 percent; and five out of seven points for 71 percent in the Data Analysis and Probability strand. Moreover, Fourth Grade students earned seven out of eleven possible points for 64 percent in the Number Sense strand; five out of eight possible points for 63 percent in Measurement; five out of seven possible points for 71 percent in the Geometry strand; five out of seven possible points for 71 percent in Algebraic Thinking; and four out of seven points for 57 percent in the Data Analysis strand.

Furthermore, Fifth Grade students earned eight out of thirteen possible points for 62 percent in the Number Sense strand; six out of eleven possible points for 55 percent in Measurement; eight out of thirteen possible points for 62 percent in the Geometry strand; six out of eleven possible points for 55 percent in Algebraic Thinking; and seven out of twelve points for 58 percent in the Data Analysis and Probability strand.

In accordance with the No Child Left Behind Act, all tested sub-groups for Marjory Stoneman Douglas Elementary School achieved AYP. In addition, 80 percent of students are meeting high standards in Mathematics, and 68 percent of all students are making learning in Mathematics. Furthermore, 57 percent of the lowest 25 percentile achieved Adequate Yearly Progress.

NCLB Subgroup Target



School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in Grades 3 through 5 will demonstrate skilled proficiency in mathematics as evidenced by 77 percent or more students meeting high standards on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize manipulatives and games to provide hands-on exploration of mathematical concepts.	Classroom Teachers/Administrators	8/20/2007	6/05/2008	Secondary School Reform	0
Using the Continuous Improvement Model (CIM) analyze the 2007 FCAT Mathematics results in order to tailor instruction to remediate individual student deficiencies for students scoring Level 1 and Level 2.	Teachers/ Mathematics support personnel/ Computer teacher/ Administrators	8/20/2007	6/05/2008	Other/ Not Applicable	0
Provide Saturday Academy classes for students scoring at Levels 1 and 2 on the 2007 FCAT SSS and below the 60th percentile on the Grade 2 2007 Stanford Achievement Test - 10 (SAT-10) in Mathematics using a school-site developed curriculum.	Saturday Academy Teachers/Administrators	11/2007	2/2008	Other/ Not Applicable	20000
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/ Administrators	8/20/2007	6/05/2008	Other/ Not Applicable	0
Implement technology during tutorial groups, with programs such as FCAT Explorer and Riverdeep Mathematics for students scoring at Achievement Level 1 and Level 2 on the 2007 FCAT Mathematics test.	Teachers/Computer Teacher/Administrators	9/10/2007	6/5/2008	Other/ Not Applicable	0
Administer District, Interim Assessments and site authored assessments placed on Edusoft which are aligned to the Sunshine State Standards tested benchmarks using a data management system to score assessments, generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups.	Teachers/Mathematics support personnel/Administrators	9/17/2007	3/17/2008	Other/ Not Applicable	0
Employ the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core mathematics program.	School site mathematics resource personnel/ Administrators	9/17/2007	06/05/2008	Other/ Not Applicable	0
Provide differentiated, yet flexible, tutorial programs in mathematics to all students during the school day to improve mathematics performance and increase mathematics skills of students who scored Level 1 and Level 2 on the 2007 FCAT.	Teachers/ Mathematics support personnel/ Administrators	9/17/2007	3/17/2008	Other/ Not Applicable	0

Research-Based Programs

The main research-based program used at Marjory Stoneman Douglas Elementary School is the Scott Foresman Mathematics Program. Primary grades are instructing their students using the Saxon Mathematics program. Additional resources include Math Advantage, Riverdeep, FCAT Coach, AIM Higher, and Measuring Up!

Professional Development

Professional development will be provided to teachers and appropriate staff during collaborative planning sessions. Trainings will include the core mathematics programs, intervention programs, and assessments used at the elementary school level. Primary grade teachers have received training in the new Saxon Mathematics series. All new and beginning teachers will receive continuous mentoring. Finally, all teachers will be offered mathematics training to help infuse the curriculum in the content area which includes FCAT Mathematics Test items specifications, Riverdeep, and training in the Mathematics Pacing Guide.

Evaluation



School Improvement Plan 2007-2008



Success of meeting the objectives will be measured by the scores on the 2008 FCAT Mathematics Test. District and Interim cumulative assessments will be administered by the teacher. Generated data will be scored by the data management system to redirect classroom instruction and to create differentiated instruction.

Writing Goal

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

Florida Education Priorities

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"/>

Writing Statement

The percentage of Grade 4 standard curriculum students scoring 3.5 or above on the 2008 FCAT Writing+ Test will be maintained or increased.

Needs Assessment

An analysis of the data indicates that 86 percent of Grade 4 students scored a 3.5 or higher on the 2007 FCAT Writing+ Test. Eighty-three percent of students scored 3.5 or higher on the expository writing prompt with a mean essay score of 3.9. Eighty-nine percent of students scored 3.5 or higher on the narrative writing prompt with a mean essay score of 4.0. An analysis of the data indicates that Grade 4 students demonstrated strengths in both narrative and expository writing. Scores increased by seven percentage points in expository writing on the 2007 FCAT Writing+ Test, when compared to the 2006 FCAT Writing Test results. In narrative writing there was an increase of 18 percentage points of students receiving a 3.5 or above on the 2007 FCAT Writing+ Test over the 2006 FCAT Writing Test results.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in Grade 4 will demonstrate their skill proficiency in writing, as evidenced by 90 percent or more of students meeting high standards on the 2008 FCAT Writing+ Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide coaching and mentoring with the implementation of the monthly prompts, interpretation of the U-6 (6 Point) Scoring Rubric, analysis of student papers, and specific strategies to guide instruction to ensure writing gains.	Teachers/Reading Coach/Administrators	8/20/2007	06/05/2008	Other/ Not Applicable	0
Publish student work with word processing programs to improve spelling, grammar, and format.	Classroom Teachers/ Administrators	8/20/2007	6/05/2008	Other/ Not Applicable	0
Implement school wide "Author of the Month" program on the morning announcements to enhance support in vocabulary acquisition.	Reading coach/Administrators	8/20/2007	6/05/2008	Dual Language	0
Provide differentiated instruction to students scoring a 1 or 2 on the District Writing Rubric.	Classroom Teachers/ Reading Coach/ Administrators	8/20/2007	6/05/2008	Other/ Not Applicable	0
Administer District Writing Pre- and Post- Tests to determine students level of writing proficiency and tailor instruction accordingly.	Classroom Teachers/Administrators	9/4/2007	5/16/2008	Other/ Not Applicable	0
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/ Reading Coach/ Administration	8/20/2007	6/05/2008	Other/ Not Applicable	0
Increase the use of graphic organizers in classroom writing instruction.	Classroom Teachers/ Reading Coach/ Administrators	8/20/2007	6/05/2008	Other/ Not Applicable	0

Research-Based Programs

Marjory Stoneman Douglas uses the Houghton Mifflin "Reading" program's writing component. However, the curriculum is based on the Sunshine State Standards, Grade Level Expectations and the Competency Based Curriculum objectives set forth by the District and the State. The effective writing component of the Comprehensive Reading Plan (CRP).

Professional Development

Professional development will be provided to teachers and appropriate staff during collaborative planning sessions. Trainings will include the core writing program, intervention programs, and assessments used at the elementary school level. All new and beginning teachers will receive continuous mentoring.

Finally, all teachers will be offered writing training to help infuse the curriculum in the content area which includes the U-6(6 Point) Rubric Scoring, graphic organizers and the Writing Pacing Guide.

Evaluation

This objective will be measured by the scores of the 2008 FCAT Writing+ Test, as well as scores on monthly writing prompts. Furthermore, this objective will be assessed by comparing the scores on Pre and Post test writing prompts.

Science Goal

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

Florida Education Priorities

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"/>

Science Statement

Students in Grade 5 will score at or above the State mean scale score on the 2008 administration of the FCAT Science Test.

Needs Assessment

An analysis of the data indicates 58 percent of students in Grade 5 achieved FCAT Levels 3 or above. Students scored 17 percent above the district's average score and nine percent higher than the state's average score. Furthermore, scores of the 2007 FCAT Science test showed an increase of 14 percentage points of students scoring at Level 3 and above as compared to scores on the 2006 FCAT Science Test. 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, 68 percent of students in Grade 5 achieve a Levels 3 or above on the 2008 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase circulation of science based literature from the Media Center.	Classroom Teachers/Media Specialist/Administration	8/20/2007	6/05/2008	Other/ Not Applicable	0
Participate in Career Week activities and attend related field trips which relate to Science careers.	Classroom Teachers/Administration	8/20/2006	5/30/2008	Other/ Not Applicable	0
Increase students' participation in hands-on science activities by conducting experiments that demonstrate concrete applications of the scientific method by the utilization of the science inquiry component.	Classroom Teachers/Administration	8/20/2007	5/30/2008	Academic Enrichment Opportunities	0
Participate in District/County Science Fair competitions.	Classroom Teachers/Administration	8/20/2007	5/30/2008	Other/ Not Applicable	0
Implement the District's Suggested Long Range Science Plans for elementary schools.	Classroom Teachers/Administration	8/20/2007	5/30/2008	Other/ Not Applicable	0

Research-Based Programs

1. Harcourt Core Science Program

Professional Development

Professional development will be provided to teachers and appropriate staff during collaborative planning sessions. Trainings will include the core mathematics program, intervention programs, and assessments used at the elementary school level. All new and beginning teachers will receive continuous mentoring.

Finally, all teachers will be offered science training to help infuse the curriculum in the content area which includes FCAT science test items specifications, Riverdeep, Science Fair training and training in the Science Pacing Guide.

Evaluation

This objective will be evaluated by the scores of the 2008 FCAT Science Test, as well as school developed Science interim assessment tests.

Parental Involvement Goal

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

Florida Education Priorities

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"/>

Parental Involvement Statement

The percentage of Grade 3 parents attending school site workshops and inservices in the 2007-2008 school year will increase.

Needs Assessment

An analysis of the data and information for the 2006-2007 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 2007-2008 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 inservices in the 2007-2008 school year will increase by five percent to thirty-five percent as compared to the 2006-2007 school year as evidenced by attendance logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide incentives for students whose parents attend the in-services and workshops.	Administration/Classroom Teachers	8/14/2006	5/30/2007	Other/ Not Applicable	5000
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	Other/ Not Applicable	0
Facilitate parent workshops such as the Grade 3 Parent Training Workshop, FCAT Study Skills, parents access to Just Read, Florida My Child's Academic Success and Families Building Better Readers.	Administration	8/14/2006	5/30/2007	Other/ Not Applicable	0
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	Dual Language	0
Continue Parent Resource Center on campus and Bilingual Parent Outreach Program with Compass training for ESOL parents.	Administration	8/14/2006	5/30/2007	Other/ Not Applicable	500
Offer Adult Education courses via Sunset Adult Education Center to all parents.	Administration	08/20/07	06/05/08	Other/ Not Applicable	0
Notify all parents in writing and by Connect Ed of all upcoming Parent Academy trainings and workshops.	Leadership Team/Administrators	08/20/07	06/03/08	Other/ Not Applicable	0

Research-Based Programs

Marjory Stoneman Douglas Elementary is happy to offer parent workshops and trainings in the following to allow for a greater communication and participation with the parents of our students:

1. Just Read, Florida
2. My Child's Academic Success (available in Spanish)
3. Families Building Better Readers
4. Bilingual Parent Outreach Program
5. Safe Child Program
6. Child Sexual Abuse Prevention
7. Compass Training for English Language Learner parents.

Professional Development

N/A

Evaluation

Evaluation of this objective will be the comparison of the 2007-2008 sign in logs with the 2006-2007 logs.

Discipline & Safety Goal

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

Florida Education Priorities

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"/>

Discipline & Safety Statement

The number of suspensions and critical incidence reports will decrease.

Needs Assessment

An analysis of the Executive Summary for the 2006-2007 school year indicates that Marjory Stoneman Douglas Elementary School had a total of nine suspensions. Of these, seven were Outdoor Suspensions and two were Indoor Suspensions. Furthermore, there were a total of 50 SCM (Student Case Management) forms entered for code ten, General Disruptive Behavior. Seven SCMs were entered for Rude and Discourteous behavior (Code 89) with another seven SCMs for Defiance of School Personnel (Code 20). Additionally, there were three SCM forms entered for code 81- Damage to School Property. Finally, there were 43 Critical Incident Reports filed for the 2006-2007 school year.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a ten percent decrease in the number of outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Write a letter to parents of students who have excessive absences and tardiness followed by meetings with parent/student/administration to ensure better attendance of at risk students.	Administrators	8/20/2007	6/05/2008	Truancy Prevention	0
Send a letter reminding parents about the absence and tardy rules according to School Board Policy.	Administrators	8/20/2007	6/05/2008	Truancy Prevention	0
Limit the number of critical response incidents by insuring a safe school environment by posting security by main entrance and checking that outside doors and gates are kept closed and locked, thus enforcing the mandatory Jessica Lunsford Act procedures.	Staff/Security/Administration	8/20/2007	06/05/2008	Safe and High-quality Facilities	0
Utilize school counselors for at risk students to minimize the use of teacher written SCM (Student Case Management) referrals.	Classroom Teachers/Counselors/Administrators	8/20/2007	6/05/2008	Truancy Prevention	0

Research-Based Programs

Bullying Prevention Program (Olweus), K - 8
Project PROUD (Peacefully Resolving Our Unsettled Differences)

Professional Development

All teachers will receive professional development as needed in the following areas:

- Intervention skills for dealing with violent and potentially violent students
- SCM procedures
- Conflict Resolution
- Classroom management that promotes student self-discipline
- Counseling of at risk students
- Character Education

Evaluation

This objective will be measured by the comparison of all safety and attendance reports from 2006-2007 to 2007-2008.

Technology Goal

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

Florida Education Priorities

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"/>

Technology Statement

Increase student use of technology by providing Professional Development to teachers on technology usage in the classroom.

Needs Assessment

Due to the implementation of the electronic grade book, all teachers will need enhanced skills in the use of technology. Furthermore, the students will be attending computer/technology classes with the Computer Lab teacher.

Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of the FCAT Explorer program as evidenced by a 10 percent increase during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify outside agencies that have surplus computer equipment for donation.	Administrators	8/20/2007	6/05/2008	Other/ Not Applicable	0
Request Regional Center support with purchase of additional technology.	Administrators	8/20/2007	6/05/2008	Other/ Not Applicable	0
Identify existing computers that are not internet capable and conduct a feasibility study for their upgrade.	Administrators	8/20/2007	6/05/2008	Other/ Not Applicable	0
Identify sources of capital such as PSTO that might be used to purchase extra computers.	Administrators	8/20/2007	6/05/2008	Other/ Not Applicable	5000
Train teachers in the electronic grade book and offer tips to teachers throughout the school year.	Grade book Manager/Administration	08/20/2007	06/05/2008	Other/ Not Applicable	0
Utilize technology programs such as Riverdeep for Mathematics, Accelerated Reader and FCAT Explorer to all students to increase their skills levels and help prepare them for the FCAT Reading and FCAT Mathematics Tests.	Classroom Teachers/Computer Teacher/Administration	8/20/2007	6/05/2008	Other/ Not Applicable	0
Utilize Smart Board technology to enhance and vary instructional delivery of curriculum.	Classroom Teachers/Computer Teacher/Administration	8/20/2007	6/05/2008	Other/ Not Applicable	0

Research-Based Programs

National Education Technology Standards System for Technology

Professional Development

Teachers at Marjory Stoneman Douglas Elementary School will be offered a variety of professional development in-services which will include grade book training, SmartBoard training, SPI, WISE, COGNOS, email and other professional development in the area of technology.

Evaluation

This objective will be measured by the comparison of the Accelerated Reader reports and FCAT Explorer usage. Furthermore, property control reports will verify computer and other on site technology.

Health & Physical Fitness Goal

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

Florida Education Priorities

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"/>

Health & Physical Fitness Statement

To improve Student Health and Physical Fitness.

Needs Assessment

An analysis of the data and information for the 2006-2007 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 2006-2007 school year indicates that an average of 48.6 percent of Grade 4 and 5 students received Gold or Silver awards on the FITNESSGRAM 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 based on the Miami Dade County Public Schools mandated FITNESSGRAM standards, and the Sunshine State Standards, students in Grade 4 and 5 who received Gold or Silver awards on the FITNESSGRAM Test will increase five percentage points for the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Participate in district and county physical fitness competitions.	Physical Education Teachers/Administration	8/20/2007	6/05/2008	Healthcare & Healthy Choices	0
Continue building physical endurance by incorporating extra activities such as field day, soccer tournaments, basketball tournaments, etc.	Physical Education Teachers/Administration	8/20/2007	6/05/2008	Student Wellness	0
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	8/20/2007	6/05/2008	Healthcare & Healthy Choices	0
Send a letter home to the parents in both English and Spanish informing them of the free breakfast program and its benefits.	Administrators	8/20/2007	6/05/2008	Dual Language	0
Continue practicing the select skills on a weekly basis in preparation for the FITNESSGRAM Test.	Physical Education Teachers/Administration	8/120/2007	6/05/2008	Student Wellness	0

Research-Based Programs

2007-2008 FITNESSGRAM

Professional Development

District-wide physical fitness workshops. Food and nutrition guidelines.

Evaluation

Evaluation will be made based upon results of the 2007-2008 FITNESSGRAM and meal reports.

Electives & Special Areas Goal

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

Florida Education Priorities

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"/>

Electives & Special Areas Statement

Student data to be analyzed and student referrals made for TEAM and Gifted Programs. More students will be tested to see if they can be placed into these enrichment classes.

Needs Assessment

An analysis of the data and information for the 2006-2007 school year indicates that there were approximately 96 students enrolled in the Gifted Program and 195 students enrolled in the TEAM (Teaching Enrichment Activities to Minorities) classes. Through analysis of FCAT and SAT-10 data, qualified students will be tested and/or placed into these classes.

Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the TEAM Program will increase by 10 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue to offer TEAM classes to those students who qualify	Administration	8/120/2007	6/05/2008	Advanced Academics	0
Continue to offer Gifted Classes to those students who qualify.	Administration	8/20/2007	6/05/2005	Advanced Academics	0
Attain bilingual and biliterate proficiency by offering the BISO program.	Classroom Teacher2/Administration	8/20/2007	6/05/2008	Dual Language	0
Continue to offer Academic Enrichment Classes to those students who qualify.	Administration	8/20/2007	6/05/2008	Advanced Academics	0

Research-Based Programs

Bilingual School Organization

Professional Development

1. N/A

Evaluation

Evaluation will be made based upon student participation and the number of enrichment classes offered.

Return On Investment Goal

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

Florida Education Priorities

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"/>

Return On Investment 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.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Administrators	8/20/2007	6/05/2008	Other/ Not Applicable	0
Collaborate with the District on resource allocation.	Administrators	8/20/2007	6/05/2008	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Administrators	8/20/2007	06/05/2008	Other/ Not Applicable	0
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	8/20/2007	06/05/2008	Continuous Improvement Model	0

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

Budget:

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
Reading	31000
Mathematics	20000
Writing	0
Science	0
Parental Involvement	5500
Discipline & Safety	0
Technology	5000
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	61500



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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