

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Paul Laurence Dunbar Elementary School (1441)

Feeder Pattern - Miami Jackson Senior

Regional Center IV

District 13 - Miami-Dade

Principal - Marie Destin

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Paul Laurence Dunbar Elementary will institute an instructional program with a strong focus on literacy from kindergarten to sixth grade. Common instructional reading materials that demonstrated success will be employed at the school as well as supplemental materials and literacy intervention across grade levels. A structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on continuous assessment that monitors student achievement through a variety of assessments including weekly, monthly, and quarterly assessments. These assessments will yield student performance data to be carefully analyzed and used to focus instruction accordingly.

Given instruction using the Sunshine State Standards, 58 percent of students in grades 3 through 6, will score at Achievement Level 3 or higher on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 58 percent of Black students in grades 3 through 6, will score at Achievement Level 3 or higher on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 58 percent of Hispanic students in grades 3 through 6, will score at Achievement Level 3 or higher on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 58 percent of Economically Disadvantaged students in grades 3 through 6, will score at Achievement Level 3 or higher on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 58 percent of Students with Disabilities in grades 3 through 6, will score at Achievement Level 3 or higher on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 62 percent of students in grades 3 through 6 will score at Achievement Level 3 or higher on the 2008 FCAT Mathematic Test.

Given instruction using the Sunshine State Standards, 62 percent of Black students in grades 3 through 6 will score at Achievement Level 3 or higher on the 2008 FCAT Mathematic Test.

Given instruction using the Sunshine State Standards, 62 percent of Hispanic students in grades 3 through 6 will score at Achievement Level 3 or higher on the 2008 FCAT Mathematic Test.

Given instruction using the Sunshine State Standards, 62 percent of Economically Disadvantage students in grades 3 through 6 will score at Achievement Level 3 or higher on the 2008 FCAT Mathematic Test.

Given instruction using the Sunshine State Standards, 62 percent of Limited English Proficient students in grades 3 through 6 will score at Achievement Level 3 or higher on the 2008 FCAT Mathematic Test.

Given instruction using the Sunshine State Standards, 62 percent of Students with Disabilities in grades 3 through 6 will score at Achievement Level 3 or higher on the 2008 FCAT Mathematic Test.

Given instruction using the Sunshine State Standards, 85 percent of students in grade four will meet high standards in writing by scoring at level 3.5 or higher on the 2008 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, 85 percent of Black students in grade four will meet high standards in writing by scoring at level 3.5 or higher on the 2008 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, 85 percent of Hispanic students in grade four will meet high standards in writing by scoring at level 3.5 or higher on the 2008 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, 85 percent of Economically Disadvantaged students in grade four will meet high standards in writing by scoring at level 3.5 or higher on the 2008 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, 85 percent of Limited English Proficiency students in grade four will meet high standards in writing by scoring at level 3.5 or higher on the 2008 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, 85 percent of Students with Disabilities in the fourth grade will meet high standards in writing by scoring at level 3.5 or higher on the 2008 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, 35 percent of fifth grade students will score at Achievement Level 3 or higher on the 2008 FCAT Science Test.

Given instruction using the Sunshine State Standards, 35 percent of Black fifth grade students will score at Achievement Level 3 or higher on the 2008 FCAT Science Test.

Given instruction using the Sunshine State Standards, 35 percent of Hispanic fifth grade students will score at Achievement Level 3 or higher on the 2008 FCAT Science Test.

Given instruction using the Sunshine State Standards, 35 percent of Economically Disadvantaged fifth grade students will score at Achievement Level 3 or higher on the 2008 FCAT Science Test.

Given instruction using the Sunshine State Standards, 35 percent of Limited English Proficiency fifth grade students will score at Achievement Level 3 or higher on the 2008 FCAT Science Test.

Given instruction using the Sunshine State Standards, 35 percent of Students with Disabilities in the fifth grade will score at Achievement Level 3 or higher on the 2008 FCAT Science Test.

Given the need to establish a link between school, home and community, Paul Laurence Dunbar Elementary will increase parental participation in school-sponsored workshops, trainings and hands-on activities by 20 additional parents participating, as evidenced by the 2007-2008 Title I Administration Parental Involvement Monthly School Report.

Given an emphasis on a safe and orderly environment, student behavior will improve by decreasing the number of outdoor suspensions to 100 days during the 2007-2008 school year as evidenced by the 2007-2008 District Report on suspension Rate School Profile.

Given an emphasis on the use of educational computer technology, all teachers will attend a minimum of six workshops during the 2007-2008 school year, as documented by the sign-in rosters, that directly address technology for the classroom.

Based on the recommendations of the Florida Department of Education, students will improve their fitness score as evidenced by a five percent increase in the number of students passing the 2007-2008 FITNESSGRAM as compared to the 2007-2008 FITNESSGRAM.

Art and Music classes for students in second through sixth grade will incorporate the use of technology and text books.

Paul Laurence Dunbar Elementary School will improve its Return on Investment index Percent of Highest Value ranking by five percent.



School Improvement Plan

2007-2008



Paul Laurence Dunbar Elementary, as a member of the School Improvement Zone, recognizes that explicit instruction is the foundation that fosters learning. To address this priority, high caliber professional development for teachers and administrators will occur. Collaboration with local universities will ensure that teachers' professional development experiences are based on current and effective research that targets students' academic needs. Additionally, site-based professional development will be delivered by teams of specialists to ensure effective implementation of the professional development activities in classroom instruction. School site administrators, as the instructional leaders of the school, will be involved in the professional development activities in order to effectively monitor instruction. The administrative team for the School Improvement Zone will be at the core of the professional development effort, monitoring and supporting the direct services to Paul Laurence Dunbar Elementary. Knowledge of Paul Laurence Dunbar Elementary's school mission and what we aim to accomplish is the highest scored area in the 2007 Organizational Performance Improvement Snapshot (OPIS) Survey. Receiving the lowest score is knowledge of how well the work location is doing financially. To address this low-scored area, teachers and staff will be informed on a yearly basis, of grants and funds received by the school and how they are being used. Dialogue between administrators and staff regarding financial issues pertinent to the improvement of student achievement will be established. The staff's awareness of the school's mission and vision, as evidenced by this being the highest scored area on the 2007 OPIS survey, will be significantly instrumental in improving student achievement.

School staff agreed that school leadership has established a work environment conducive to teaching and learning. Within this environment, professional development and career advancement are encouraged. The school vision is clearly conveyed to staff and based on organizational values. LEADERSHIP received a ranking of 4.1 on the Organizational Performance Improvement Survey (OPIS), which reflects that the staff who responded to this online survey scored this category at the "agree" level. School staff agreed that they are informed about The District's Strategic Planning and Alignment, how it affects them and their work through the Continuous Improvement Model. School leadership and the support team members keep faculty and staff apprised of the status of continuing progress toward school performance goals. DISTRICT STRATEGIC PLANNING ALIGNMENT received a ranking of 3.8 on the OPIS, which reports that the staff who responded to the online survey scored slightly below the "agree" level. School staff is aware of their responsibility for student achievement. Parents are informed regularly through school meetings, parent conferences, and informal communication. Parents are encouraged to communicate their concerns regularly. CUSTOMER AND MARKET FOCUS received a ranking of 4.0 on the OPIS, which reports that the staff who responded to the online survey scored slightly above the "agree" level. Faculty and staff measure the quality of their work based on increased student achievement. Student score reports and daily class assignment results showing student achievement are records that report student progress. Deficits in student performance are addressed through targeted instruction and tutoring. The school support team facilitates the alignment of student needs with instruction through weekly monitoring and feedback. FACULTY AND STAFF received a ranking of 4.2 on the OPIS, which reports that the staff who responded to the online survey scored slightly above the "agree" level. School staff plan, organize, and deliver teaching and learning based on formative and summative data. Teachers receive weekly feedback on class and student performance from the support team. Daily instruction is based on this continuously generated data. MEASURE, ANALYSIS, AND KNOWLEDGE MANAGEMENT, received a ranking of 4.1 on the OPIS, which reports that the staff who responded to the online survey scored slightly above the "agree" level.



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.

1441 - PAUL LAURENCE DUNBAR ELEMENTARY SCHOOL

VISION

The entire Paul Laurence Dunbar Elementary School family will strive to provide a learning environment where all children will learn. All stakeholders will embrace and demonstrate that each student's learning style, cultural background, and personal experiences, are valued, understood, and incorporated into the total learning process. Each stakeholder in this learning community will continue to expose all students to opportunities that will assist them as life-long learners, productive citizens, and contributors to society.

MISSION

Paul Laurence Dunbar Elementary School's mission is to develop a long range comprehensive plan where all students can enhance their academic performance, involve all stakeholders in understanding and taking part in the change process to establish, communicate, and monitor clear expectations and outcomes.

CORE VALUES



School Improvement Plan

2007-2008



Excellence: We pursue the highest standards in academic achievements 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.

School Demographics

Paul Laurence Dunbar Elementary School is located in historic Overtown on eight acres of land at 505 Northwest 20 Street, Miami, Florida. There are ten buildings that include classrooms, media center, a cafeteria, and a freestanding full service community medical center. Dunbar sits amid a community that is in the process of revitalization with numerous new dwellings and several new business ventures. Most families have low economic status as evidenced by 97 percent of the student body receiving free or reduced price. The majority of the student population is African-American. First or second-generation immigrants representing many Caribbean, Central and South American countries comprise the remainder of the student body. All instructional staff members are certified and qualified. The demographics of our current instructional staff are as follows: There are 42 teachers, comprised of 33 percent (14) Black, 45 percent (19) Hispanic, twenty-one percent (9) White, zero percent other, 76 percent (32) females, and 24 percent (10) males. Four percent (three) of the teachers have specialist degrees, 20 percent (ten) have Master's degrees. There are two paraprofessionals comprised of one female and one male. Teacher attendance rate is 95 percent. The student attendance rate is 93 percent. One hundred twenty two days were given for outdoor suspension and 13 days were given for indoor suspension. Twenty seven point four percent of third grade students were retained.

The ethnically and culturally diverse community within and surrounding the school provides opportunities to positively impact students and the community.

School Foundation

Leadership:

School staff agreed that school leadership has established a work environment conducive to teaching and learning. Within this environment, professional development and career advancement are encouraged. The school vision is clearly conveyed to staff and based on organizational values. LEADERSHIP received a ranking of 4.1 on the Organizational Performance Improvement Survey (OPIS), which reflects that the staff who responded to this online survey scored this category at the "agree" level.

District Strategic Planning Alignment:

School staff agreed that they are informed about The District's Strategic Planning and Alignment, how it affects them and their work through the Continuous Improvement Model. School leadership and the support team members keep faculty and staff apprised of the status of continuing progress toward school performance goals. DISTRICT STRATEGIC PLANNING ALIGNMENT received a ranking of 3.8 on the OPIS, which reports that the staff who responded to the online survey scored slightly below the "agree" level.

Stakeholder Engagement:

School staff is aware of their responsibility for student achievement. Parents are informed regularly through school meetings, parent conferences, and informal communication. Parents are encouraged to communicate their concerns regularly. CUSTOMER AND MARKET FOCUS received a ranking of 4.0 on the OPIS, which reports that the staff who responded to the online survey scored slightly above the "agree" level.

Faculty & Staff:

Faculty and staff measure the quality of their work based on increased student achievement. Student score reports and daily class assignment results showing student achievement are records that report student progress. Deficits in student performance are addressed through targeted instruction and tutoring. The school support team facilitates the alignment of student needs with instruction through weekly monitoring and feedback. FACULTY AND STAFF received a ranking of 4.2 on the OPIS, which reports that the staff who responded to the online survey scored slightly above the "agree" level.

Data/Information/Knowledge Management:

School staff plan, organize, and deliver teaching and learning based on formative and summative data. Teachers receive weekly feedback on class and student performance from the support team. Daily instruction is based on this continuously generated data. MEASURE, ANALYSIS, AND KNOWLEDGE MANAGEMENT, received a ranking of 4.1 on the OPIS, which reports that the staff who responded to the online survey scored slightly above the "agree" level.

Education Design:

Having analyzed the results of the 2007 Florida Comprehensive Assessment Test (FCAT), school staff placed students in appropriate classroom assignments. Curriculum was aligned to student needs. School staff agreed that data is collected both by individual teachers and the support team in order to facilitate data-driven instruction. Bi-weekly progress tests will be analyzed by the support team, who convey the test results to the instructional teacher in order to redirect instruction to meet student needs. Tutoring is arranged as needed for additional focus on remediation of academic skills including before-school, after-school, within the school day (pull-out and Student To Teacher [ST2]). PROCESS MANAGEMENT received a ranking of 3.9 on the OPIS, which reports that the staff who responded to the online survey scored slightly below the "agree" level.

Performance Results:

School staff is informed of formative and summative performance results on an on-going basis. 2007 FCAT scores have been thoroughly discussed and analyzed in order to focus instruction on the areas of need. School staff will continue to collect and analyze data from District and school-made assessments. Careful alignment of students' needs with instruction should positively impact student attendance and reduce student suspensions.

Schools Graded 'C' or Below

Professional Development:

Instructional staff members will participate in staff development designed to increase their understanding of and foster the implementation of CRISS and other research-based instructional strategies. Reading and math coaches will provide professional development and coaching related to differentiated instruction based on individual student needs, as evidenced by ongoing assessment.

Disaggregated Data :

Instructional staff members will participate in monthly data chats designed to foster an understanding of student achievement data. Based on this data, teachers will modify instruction in order to meet individual student needs and ensure that all students are provided with appropriate instruction in the targeted benchmarks for reading, mathematics, writing and science.

Informal and Formal Assessments:

All students will participate in reading, mathematics, writing and science pre-and post-tests to determine progress in these areas. Students in grades three through six will participate in reading, mathematics and science interim assessments, as provided by the District. Additionally, students will complete monthly writing prompts to increase writing proficiency. As mandated by the School Improvement Zone, students will participate in bi-weekly mini-assessments in reading, mathematics and science. On alternate weeks, students will complete school-created mini-assessments designed to determine mastery of tested benchmarks.

Alternative Instructional Delivery Methods :

Students in kindergarten will participate in the FastForward technology program. This program is designed to improve reading skills. All students who display significant deficiencies in reading will participate in the Tune In To Reading Program. As a part of this program, reading skills will be increased through the use of music. As provided for by the School Improvement Zone, all students will receive daily intervention or enrichment services based upon their individual needs. Intervention strategies will include the use of Early Success, Voyager, Soar to Success and Read 180 programs. Students will also utilize FCAT Explorer and Riverdeep to increase reading, mathematics and science skills. Fourth grade students will participate in intensive writing tutorials designed to improve achievement on the FCAT Writing+ Assessment.



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

Students at Paul Laurence Dunbar Elementary School will increase reading skills.

Needs Assessment

The results of the 2007 Florida Comprehensive Assessment Test's (FCAT) Reading Test indicate that 53 percent of students in grades 3 through 6 met high standards. 62 percent made learning gains, and 72 percent of the struggling students in the lowest 25 percent made adequate progress. Twenty eight percent of the struggling students did not make a year's worth of progress. Specifically, the data reflected that 52 percent of 3rd grade students, 47 percent of 4th grade students, 65 percent of 5th grade students, and 51 percent of 6th grade students scored at levels 1 and 2. Intensive, explicit instruction is needed to address deficits. The areas of proficiency are as follows:

Third grade students achieved proficiency as follows: 56 percent in the area of Word Phrases, 53 percent in Main Idea/Purpose, 59 percent in Comparisons, and 50 percent in Reference/Research.

Fourth grade students achieved proficiency as follows: 40 percent in Word Phrases, 56 percent in Main Idea/Purpose, 53 percent in Comparisons, and 50 percent in Reference/Research.

Fifth grade students achieved proficiency as follows: 44 percent in Word Phrases, 39 percent in Main Idea/Purpose, 44 percent in Comparisons, and 50 percent in Reference/Research.

Sixth grade students achieved proficiency as follows: 60 percent in Word Phrases, 55 percent in Main Idea/Purpose, 50 percent in Comparisons, and 43 percent in Reference/Research.

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

Measurable Objective

Given instruction using the Sunshine State Standards, 58 percent of students in grades 3 through 6, will score at Achievement Level 3 or higher on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 58 percent of Black students in grades 3 through 6, will score at Achievement Level 3 or higher on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 58 percent of Hispanic students in grades 3 through 6, will score at Achievement Level 3 or higher on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 58 percent of Economically Disadvantaged students in grades 3 through 6, will score at Achievement Level 3 or higher on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 58 percent of Students with Disabilities in grades 3 through 6, will score at Achievement Level 3 or higher on the 2008 FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor the implementation of the Comprehensive Reading Plan.	Administrators, Reading Coaches, Teachers.	08/20/07	06/11/08	Other/ Not Applicable	0
Use the 8-steps of the Continuous Improvement Model to facilitate instruction.	Administrators, Reading Coaches, Teachers	08/20/07	06/11/08	Other/ Not Applicable	0
Administer six bi-weekly reading assessments each quarterly period and implement data-driven instruction to monitor student progress according to the results as evidenced by each Assessment Class Summary Report.	Administrators, Reading Coaches, Teachers	08/20/07	06/11/08	Other/ Not Applicable	0
Provide students with performance-based activities incorporating the use of reciprocal teaching, guided reading, and technology as evidenced by lesson plans and reports. Provide small group instruction for students making inadequate progress in reading.	Administrators, Reading Coaches,	08/20/07	06/11/08	Other/ Not Applicable	7239.97
Implement a daily two and one-half hour block of uninterrupted reading instruction for kindergarten through sixth grade and an additional 30 minutes of reading instruction for third grade Tier II and Tier III students, as evidenced by class schedules and lesson plans.	Administrators, Reading Coaches, Teachers.	08/20/07	06/11/08	Other/ Not Applicable	10667.15
Schedule data-review forums in several meetings including but not limited to grade-level, articulation, and Educational Excellence School Advisory Committee (EESAC) Meetings.	Administrators, Reading Coaches,	08/20/07	06/11/08	Other/ Not Applicable	0
Identify students scoring in the lowest 25 percent and on levels 1 and 2 based on the Florida Comprehensive Assessment Test (FCAT) Reading Test and provide tutoring interventions before and after school	Administrators, Reading Coaches, Counselor and Teachers	08/20/07	06/11/08	Other/ Not Applicable	21600

Research-Based Programs

Houghton Mifflin Literacy Series (Kindergarten through grade 6), Houghton Mifflin's Early Success, Houghton Mifflin's Soar to Success, Houghton Mifflin Invitation to Literacy (grade 3), Creating Independence Through Student-Owned Strategies (CRISS), Voyager Passport (Kindergarten and grade 3), Middle School (grade 6), McDougal-Littell Language of Literature, Reading Plus (grades 2 through 6), Scholastic READ 180 textbook and software, Read XL.

Professional Development

Houghton Mifflin's Legacy of Literacy, Houghton Mifflin's Early Success, Houghton Mifflin's Soar to Success, Voyager Passport, Creating Independence Through Student-Owned Strategies (CRISS) for students, Florida Professional Development System Evaluation Protocol, District staff development, Continuous Improvement Model (CIM).



School Improvement Plan 2007-2008



Evaluation

The teacher will administer formative weekly and monthly benchmark assessments and summative reading standards bi-weekly assessments and the District interim assessment to students. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) screenings will be administered three times during the 2007-2008 school year to Kindergarten through third grade and FCAT level 1 and 2 students in grades four through six. DIBELS data will be reported using the Progress Monitoring and Resource Network (PMRN). The Diagnostic Assessment of Reading (DAR) will be administered to all students who are not making adequate progress as indicated by the DIBELS. Final evaluation will be the results of the 2008 FCAT Reading Test.

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

Students at Paul Laurence Dunbar Elementary School will increase mathematical skills.

Needs Assessment

The results of the 2007 Florida Comprehensive Assessment Test's (FCAT) Mathematic Test indicate that 50 percent of students in grades 3 through 6 scored at or above grade level in math. Forty nine percent of students made a year's worth of progress in math. Fifty two percent of students scoring within the lowest 25th. percentile on the 2006 administration of the FCAT Mathematic Test made adequate progress as evidenced by the 2007 scores. Further analysis of the data revealed that fifty percent of the students did not score at or above grade level in math. Fifty one percent of the students did not make a year's worth of progress in math. Specifically, the data reflected that 41 percent of students in the third grade, 38 percent of students in the fourth grade, 85 percent of students in the fifth grade, and 75 percent of students in the sixth grade scored at levels one and two. Intensive explicit instruction is needed to address the deficits. The grade levels and areas of proficiency are as follows:

Third grade students achieved proficiency as follows: 50 percent in the area of Number Sense, 63 percent in Measurement, 57 percent in Geometry, 50 percent in Algebraic Thinking, and 57 percent in Data Analysis.

Fourth grade students achieved proficiency as follows: 54 percent in the area of Number Sense, 50 percent in Measurement, 57 percent in Geometry, 43 percent in Algebraic Thinking, and 43 percent in Data Analysis.

Fifth grade students achieved proficiency as follows: 23 percent in the area of Number Sense, 27 percent in Measurement, 38 percent in Geometry, 27 percent in Algebraic Thinking, and 33 percent in Data Analysis.

Sixth grade students achieved proficiency as follows: 44 percent in the area of Number Sense, 33 percent in Measurement, 44 percent in Geometry, 25 percent in Algebraic Thinking, and 44 percent in Data Analysis.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, 62 percent of students in grades 3 through 6 will score at Achievement Level 3 or higher on the 2008 FCAT Mathematic Test.

Given instruction using the Sunshine State Standards, 62 percent of Black students in grades 3 through 6 will score at Achievement Level 3 or higher on the 2008 FCAT Mathematic Test.

Given instruction using the Sunshine State Standards, 62 percent of Hispanic students in grades 3 through 6 will score at Achievement Level 3 or higher on the 2008 FCAT Mathematic Test.

Given instruction using the Sunshine State Standards, 62 percent of Economically Disadvantage students in grades 3 through 6 will score at Achievement Level 3 or higher on the 2008 FCAT Mathematic Test.

Given instruction using the Sunshine State Standards, 62 percent of Limited English Proficient students in grades 3 through 6 will score at Achievement Level 3 or higher on the 2008 FCAT Mathematic Test.

Given instruction using the Sunshine State Standards, 62 percent of Students with Disabilities in grades 3 through 6 will score at Achievement Level 3 or higher on the 2008 FCAT Mathematic Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop school developed specific benchmark booklets to target each student's weakness based on the benchmark and quarterly tests.	Math Coach	08/20/07	06/11/08	Other/ Not Applicable	0
Identify students scoring in the lowest 25 percent and on Levels 1 and 2 based on the FCAT Mathematics Test, and provide tutoring interventions before and after school.	Administrators, Math Coaches and Teachers	08/20/07	06/11/08	Other/ Not Applicable	0
Provide a variety of teaching strategies that include CRISS (Creating Independence Through Student-owned Strategies), hands-on, and manipulative instruction (Technology)	Administrators, Math Coaches and Teachers	08/20/07	06/11/08	Other/ Not Applicable	3674
Provide enrichment activities for FCAT Level 3 students and above.	Administrators, Math Coaches and Teachers	08/20/07	06/11/08	Other/ Not Applicable	3674
Provide enrichment activities for FCAT Level 3 students and above.	Administrators, Math Coaches and Teachers	08/20/07	06/11/08	Other/ Not Applicable	3674
Utilize district mathematics pacing guide for kindergarten through sixth grade, as evidenced by District Interim Assessment.	Administrators, Math Coaches and Teachers	08/20/07	06/11/08	Other/ Not Applicable	10241.05
Create a spread sheet that records each individual student's on-going progress in Number Sense, Measurement, Geometry, Algebraic Thinking, and Data Analysis based on benchmark and District tests.	Administrators, Math Coaches and Teachers	08/20/07	06/11/08	Other/ Not Applicable	0
Develop six benchmark tests every nine weeks for mastery of the District weekly benchmark goals. Administer District quarterly tests.	Administrators, Math Coaches and Teachers	08/20/07	06/11/08	Other/ Not Applicable	0
Use the 8 steps of the Continuous Improvement Model to facilitate instruction.	Administrators, Math Coaches and Teachers	08/20/07	06/11/08	Other/ Not Applicable	0
Develop school developed specific benchmark booklets to target each student's weakness based on the benchmark and quarterly tests.	Math Coach	08/20/07	06/11/08	Other/ Not Applicable	0

Research-Based Programs



School Improvement Plan

2007-2008



Harcourt Brace Textbook Series (Kindergarten through grade five), Prentice Hall Textbook Series (grade six), SuccessMaker Technology Program (Kindergarten through grade six).

Professional Development

All teachers will attend district staff development specific to their assigned grade level. Beginning teachers and teachers new to the school or grade level will receive continuous mentoring. Best practices, hands-on manipulatives, differentiated instructions, CRISS Strategies and the Continuous Improvement Model (CIM) will be utilized by all teachers.

Evaluation

Administer 6 mastery benchmark assessments every nine-week period based on the District's pacing guide weekly goal. Administer the District Quarterly Assessment. Final evaluation will be the results of the 2008 FCAT Mathematics test.

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

Increase writing performance of all fourth grade students.

Needs Assessment

The results of the 2007 Florida Comprehensive Assessment Test's (FCAT) writing portion, Writing Plus, administered to students in grade four indicate that 83 percent of students met high standards in writing by scoring 3.5 or above on the six point scale. Of this 83 percent, 73 percent scored at level four or above. Further analysis of the data reveals that the average score for Narrative writing was 3.8. The average score for expository writing was 3.9. The combined average is 3.9. In the multiple choice portion of the Writing Plus test students scored as follows: Students answered correctly 50 percent of the questions related to Focus, 63 percent of the questions related to Organization, 50 percent of the questions related to Support, and 61 percent of the questions related to Conventions.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, 85 percent of students in grade four will meet high standards in writing by scoring at level 3.5 or higher on the 2008 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, 85 percent of Black students in grade four will meet high standards in writing by scoring at level 3.5 or higher on the 2008 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, 85 percent of Hispanic students in grade four will meet high standards in writing by scoring at level 3.5 or higher on the 2008 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, 85 percent of Economically Disadvantaged students in grade four will meet high standards in writing by scoring at level 3.5 or higher on the 2008 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, 85 percent of Limited English Proficiency students in grade four will meet high standards in writing by scoring at level 3.5 or higher on the 2008 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, 85 percent of Students with Disabilities in the fourth grade will meet high standards in writing by scoring at level 3.5 or higher on the 2008 FCAT Writing Plus Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide students with performance-based activities incorporating the use of timed writing, journal writing as evidenced by lesson plans and reports.	Administrators, Reading Coaches and Teachers	08/20/07	06/11/08	Other/ Not Applicable	0
Utilize state adopted research-based textbooks in writing, as evidenced by lesson plans and textbook distribution forms.	Administrators, Reading Coaches and Teachers	08/20/07	06/11/08	Other/ Not Applicable	0
Implement and monitor Writing Across the Curriculum as evidenced by lesson plans and student journals.	Administrators, Reading Coaches and Teachers	08/20/07	06/11/08	Other/ Not Applicable	0
Provide additional instruction by implementing the extended school day, using CRISS strategies throughout writing instructions.	Administrators, Reading Coaches and Teachers	08/11/07	06/11/08	Other/ Not Applicable	0
Provide coaching and mentoring with the implementation of the weekly prompts, interpretation of the 6.0 Scoring Rubric, analysis of student papers, and specific strategies to guide instruction to ensure writing gains.	Administrators, Reading Coaches and Teachers	08/11/07	06/11/08	Other/ Not Applicable	0
Use the Continuous Improvement Model to facilitate instruction.	Administrators, Reading Coaches and Teachers	08/20/07	06/11/08	Other/ Not Applicable	0
Utilize and analyze data from the District's Pre and Post narrative and expository writing prompts to develop writing prompts and establish differentiated instruction groups.	Administrators, Reading Coaches and Teachers	08/11/07	06/11/08	Other/ Not Applicable	0
Implement homogeneous grouping for Writing instruction and regroup students as needed utilizing ongoing progress monitoring to gauge students' performance.	Fourth grade Writing teachers.	08/20/07	06/11/08	Other/ Not Applicable	0

Research-Based Programs

Houghton Mifflin (Kindergarten through six) Literacy Series, Houghton Mifflin's Early Success, Houghton Mifflin's Soar to Success, Voyager Passport (Kindergarten and third), Middle School (grade six), McDougal-Littell Language of Literature, Scholastic READ 180 textbook and software, Creating Independence Through Student-owned Strategies (CRISS), Reading Plus.

Professional Development



School Improvement Plan 2007-2008



All teachers will attend district staff development specific to their assigned grade level. Teachers will receive training in Best Practices, the Continuous Improvement Model, FCAT Writing Strategies, Holistic Scoring Training and CRISS. Additionally, beginning teachers and teachers new to the school or grade level will receive continuous mentoring.

Evaluation

The administration of the 2008 FCAT Writing Plus Test. FCAT Pre-Test and Post-Tests from School Site will be administered.

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 will increase their science performance skills to meet the state standards.

Needs Assessment

The results of the 2007 Florida Comprehensive Assessment Test's (FCAT) Science Test indicate that 6 percent of students in grade 5 met high standards on the 2007 FCAT Science Test. This indicates a need for additional interventional. Detailed analysis of results indicate the following proficiency: Students answered correctly 42 percent of the questions related to Physical and Chemical Sciences, 33 percent of the questions related to Earth and Space Sciences, 42 percent of the questions related to Life and Environmental Sciences, and 33 percent of the questions related to Scientific Thinking.

Measurable Objective

Given instruction using the Sunshine State Standards, 35 percent of fifth grade students will score at Achievement Level 3 or higher on the 2008 FCAT Science Test.

Given instruction using the Sunshine State Standards, 35 percent of Black fifth grade students will score at Achievement Level 3 or higher on the 2008 FCAT Science Test.

Given instruction using the Sunshine State Standards, 35 percent of Hispanic fifth grade students will score at Achievement Level 3 or higher on the 2008 FCAT Science Test.

Given instruction using the Sunshine State Standards, 35 percent of Economically Disadvantaged fifth grade students will score at Achievement Level 3 or higher on the 2008 FCAT Science Test.

Given instruction using the Sunshine State Standards, 35 percent of Limited English Proficiency fifth grade students will score at Achievement Level 3 or higher on the 2008 FCAT Science Test.

Given instruction using the Sunshine State Standards, 35 percent of Students with Disabilities in the fifth grade will score at Achievement Level 3 or higher on the 2008 FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Integrate CRISS Strategies throughout the curriculum.	Administrators, Math Coach, Teachers	08/20/07	06/11/08	Other/ Not Applicable	0
Accelerate fourth grade science program to fifth grade science benchmarks.	Administrators, Math Coach, Teachers	08/20/07	06/11/08	Other/ Not Applicable	0
Utilize the district develop Pacing Guide to enhance the delivery of instruction in science and ensure that all science benchmarks are taught.	Administrators, Math Coach, Teachers	08/20/07	06/11/08	Other/ Not Applicable	10170.75
Engage students in scientific investigations using the scientific method.	Administrators, Math Coach, Teachers	08/20/07	06/11/08	Other/ Not Applicable	6306.05
Create a hands-on science laboratory as an instructional workshops for teachers and students.	Administrators, Math Coach, Teachers	08/20/07	06/11/08	Other/ Not Applicable	0
Administer District monthly science assessments. Utilize results for data driven instruction.	Administrators, Math Coach, Teachers	08/20/07	06/11/08	Other/ Not Applicable	0
Utilize the state adopted research-based textbooks in science, as evidenced by lesson plans and textbook distribution forms.	Administrators, Math Coach, Teachers	08/20/07	06/11/08	Other/ Not Applicable	0
Develop a school-wide Science Fair based on year-long laboratory investigations.	Administrators, Math Coach, Teachers	08/20/07	06/11/08	Other/ Not Applicable	0

Research-Based Programs

FOSS Kits

Professional Development

All teachers will attend district staff development specific to their assigned grade level, CRISS and other relevant programs. Beginning teachers and teachers new to the school or grade level will receive continuous mentoring.

Evaluation



School Improvement Plan 2007-2008



Scores of the 2008 FCAT Science test will be used to evaluate progress towards satisfying this objective. In addition, School Improvement Zone Pre/Post Tests and Monthly Assessments will be utilized to monitor progress and drive instruction.

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

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

Parental Involvement Statement

Increase parental involvement at Paul Laurence Dunbar Elementary School.

Needs Assessment

Analysis of the 2006-2007 Title I Administration Parental Involvement Monthly School Report indicates that for 49 parental activities, a total of 532 parents were in attendance. Of those activities, 80 percent were related to the teaching of reading, writing, mathematics and science, and 12 percent were non-academic. Twelve percent of the parents participated in acquiring strategies that would assist in helping their child improve academically. Data indicates that there is a lack of parental participation and demonstrates a need to foster communication to increase parental involvement.



School Improvement Plan 2007-2008



Measurable Objective

Given the need to establish a link between school, home and community, Paul Laurence Dunbar Elementary will increase parental participation in school-sponsored workshops, trainings and hands-on activities by 20 additional parents participating, as evidenced by the 2007-2008 Title I Administration Parental Involvement Monthly School Report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage and promote increased community involvement through collaboration with Dade Partners and the School Volunteer Program and other local family-oriented initiatives.	Administrators, Community Involvement Specialist, Faculty, Parents, Community-based organizations, Reading Coaches, Social Worker, Counselor	08/20/07	06/11/08	Other/ Not Applicable	0
Disseminate information such as student progress reports, report cards, letters, flyers, school newsletters, parent/teacher conferences and home visits to parents in multi-lingual (in student's home language) formats as evidenced by attachments.	Administrators, Community Involvement Specialist, Faculty, Parents, Community-based organizations, Reading Coaches, Social Worker, Counselor	08/20/07	06/11/08	Other/ Not Applicable	0
Encourage parent's active participation and decision-making groups / activities such as the PTA/PTSA, EESAC, Title I PAC/DAC, IEP and AIP Meetings.	Administrators, Community Involvement Specialist, Faculty, Parents, Community-based organizations, Reading Coaches, Social Worker, Counselor	08/20/07	06/11/08	Other/ Not Applicable	0
Implement a parent outreach program to traditionally non-participating families as evidenced by parent outreach logs and records.	Administrators, Community Involvement Specialist, Faculty, Parents, Community-based organizations, Reading Coaches, Social Worker, Counselor	08/20/07	06/11/08	Other/ Not Applicable	0
Survey parents needs, prioritizing the areas of greatest concerns and planning activities to address the identified areas.	Administrators, Community Involvement Specialist, Faculty, Parents, Community-based organizations, Reading Coaches, Social Worker, Counselor	08/20/07	06/11/08	Other/ Not Applicable	0
Utilize the school's website to update and enable parents to access their children's learning assignments and other pertinent school information. In addition, a school newsletter will be created to inform parents of upcoming events as evidenced by copies kept by the administration.	Administrators, Community Involvement Specialist, Faculty, Parents, Community-based organizations, Reading Coaches, Social Worker, Counselor	08/20/07	06/11/08	Other/ Not Applicable	0
Plan and deliver a variety of activities for parents to include workshops that will empower them with skills to assist students in grades Kindergarten through sixth and Reading, Mathematics and Home Learning Assignments. Activities will include Second Cup of Coffee (monthly): Family Literacy Night; Motivation-To-Success and participation in the District Parent Academy and other literacy initiatives that promote personal growth for parents.	Administrators, Community Involvement Specialist, Faculty, Parents, Community-based organizations, Reading Coaches, Social Worker, Counselor	08/20/07	06/11/08	Other/ Not Applicable	0
Utilize the Parental Resource Center to enhance communication and involvement with parents.	Administrators, Community Involvement Specialist, Faculty, Parents, Community-based organizations, Reading Coaches, Social Worker, Counselor	08/20/07	06/11/08	Other/ Not Applicable	0

Research-Based Programs



School Improvement Plan 2007-2008



Passport To Success, National P.T.A., National Standards of Parental and Family Involvement Program. (Program by the National Parent, Teacher Student Association), Parents as Partners in Reading.

Professional Development

Title I Community Involvement Specialist and Faculty will attend district professional development.

Evaluation

The Title I Administration Parental Involvement Monthly School Report will be used to document parent-oriented activities at Paul Laurence Dunbar Elementary School during the 2007-2008 school year and reflect a greater number of participants over the 2006-2007 school year.

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

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

Discipline & Safety Statement

Foster a safe and orderly learning environment for students and faculty at Paul Laurence Dunbar Elementary.

Needs Assessment

Analysis of data from the District's report indicates that one of the greatest needs is to improve student behavior. Paul Laurence Dunbar's suspension rate during the 2006-2007 school year indicates that 148 days were given for outdoor suspension. An analysis of the data indicates a need for a decrease in the number of outdoor suspensions indicated above. Preventive actions are necessary to decrease the disruptive behavior that will help to create a safe and orderly environment.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve by decreasing the number of outdoor suspensions to 100 days during the 2007-2008 school year as evidenced by the 2007-2008 District Report on suspension Rate School Profile.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use character education strategies throughout the year.	Administrators, Counselor, Teachers, EESAC Committee	08/20/07	06/11/08	Other/ Not Applicable	0
Utilize school site counselor and social worker, and outside counseling agency to provide counseling.	Administrators, Counselor, Teachers, EESAC Committee	08/20/07	06/11/08	Other/ Not Applicable	0
Form a Discipline committee with our stakeholders, in order to create a uniform school-wide discipline plan	Administrators, Counselor, Faculty, EESAC Committee	08/20/07	06/11/08	Other/ Not Applicable	0
Expose teachers to a variety of classroom management and disciplinary strategies through professional development.	Administrators, Counselor, Teachers, EESAC Committee	08/20/07	06/11/08	Other/ Not Applicable	0
Utilize a positive incentive program to encourage positive behavior as documented by class summary sheets.	Administrators, Counselor, Teachers, EESAC Committee	08/20/07	06/11/08	Other/ Not Applicable	8000
Review Student Case Management Forms in order to provide counseling during school hours.	Administrators, Counselor, Teachers, EESAC Committee	08/20/07	06/11/08	Other/ Not Applicable	0
Conduct grade level assemblies to discuss the Student Code of Conduct with students.	Administrators, Counselor, Teachers, EESAC Committee	08/20/07	06/11/08	Other/ Not Applicable	0

Research-Based Programs

Project Proud (Peacefully Resolving our Unsettled Differences) and
Peace Works Mediation for Kids
Gang Resistance Education and Training (GREAT)

Professional Development

The faculty at Paul Laurence Dunbar will receive Professional Development in-services using differential approaches to manage student behaviors. "How to Be An Effective Teacher" by Harry and Rosemary Wong, provided by the District will be utilized.

Evaluation

The discipline committee will meet monthly to monitor referrals. Discipline referrals and the 2007-2008 District Report on suspension Rate School Profile will be monitored for objective achievement.

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

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<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 in technology usage in the classroom.

Needs Assessment

During the 2006-2007 school year, there were approximately six computers in each classroom and a computer lab for student and teachers use. In-class computer counts will be increased as well as computer labs during the 2007-2008 school year as the installation of Title-I purchased computers is completed. Technology access will be increased. According to the 2004 System for Technology Accountability and Rigor (STaR) School Profile, teachers felt that there was a significant need for technology planning and enhancement of computer usage. This is being addressed through the increased availability of in-house technology oriented Professional Development Activities.

Measurable Objective

Given an emphasis on the use of educational computer technology, all teachers will attend a minimum of six workshops during the 2007-2008 school year, as documented by the sign-in rosters, that directly address technology for the classroom.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase and improve student achievement, delivery of instruction, and teacher technological awareness by providing teachers with training in various available softwares .	Administrators, Technology Facilitators, Teachers	08/20/07	06/11/08	Other/ Not Applicable	0
Monitor the implementation of computer skills demonstrated to teachers in the computer laboratory to their implementation in the classrooms.	Administrators, Technology Facilitator, Teachers	08/20/07	06/11/08	Other/ Not Applicable	0
Utilize technology to retrieve, evaluate, and use information related to student progress in instructional planning.	Administrators, Technology Facilitator, Teachers	08/20/07	06/11/08	Other/ Not Applicable	0
Infuse the student-based programs into the curriculum, giving teachers daily opportunities to utilize technology as an instructional tool.	Administrators, Technology Facilitator, Teachers	08/20/07	06/11/08	Other/ Not Applicable	0

Research-Based Programs

Voyager

Professional Development

Professional Development will be provided in the following areas, including but not limited to, Edusoft, Power Point, Electronic Grade Book, Microsoft Word, Excel, FCAT Explorer, Voyager, Reading Plus, Success Maker, RiverDeep.

Evaluation

Progress will be monitored by teachers' attendance, sign-in rosters, training packets, and the results of the 2007-2008 STaR survey. In addition, student projects displaying computer technological skills will be evaluated and/or displayed.

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

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<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

Based on the results of the 2005-2006 FITNESSGRAM, 65 percent of fourth grade students, 51 percent of fifth grade students, and 37 percent of sixth grade students met the physical fitness requirements. Students received 30 Gold awards, and 57 Silver awards. These results indicate a need for sixth grade students to increase their level of physical activity and health consciousness.

Measurable Objective

Based on the recommendations of the Florida Department of Education, students will improve their fitness score as evidenced by a five percent increase in the number of students passing the 2007-2008 FITNESSGRAM as compared to the 2007-2008 FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide activities that promote the attainment of knowledge in food and nutrition to raise health consciousness.	Administrators, Physical Education Teachers.	08/20/07	06/11/08	Other/ Not Applicable	0
Provide activities that promote the attainment of knowledge in hygiene and cleanliness to raise health consciousness.	Administrators, Physical Education Teachers.	08/20/07	06/11/08	Other/ Not Applicable	0
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Administrators, Physical Education Teachers.	08/20/07	06/11/08	Other/ Not Applicable	0
Exhibits responsible personal and social behavior that respects self and others in physical activity settings.	Administrators, Physical Education Teachers.	08/20/07	06/11/08	Other/ Not Applicable	0
Direct and oversee student's participation in the following activities in order to prepare for the FITNESSGRAM: One mile run, 20 curl ups in one minute, 10 push-ups in one minute, and Body stretching for flexibility	Administrators, Physical Education Teachers.	08/20/07	06/11/08	Other/ Not Applicable	0

Research-Based Programs

FITNESSGRAM

Professional Development

Physical Education Teachers will attend district staff development specific to physical education.

Evaluation

2007-2008 FITNESSGRAM

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"/>

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

Electives & Special Areas Statement

Introduce a Visual Arts and Music Program to students using technology as a creative tool.

Needs Assessment

Incorporating the use of technology into Art and Music classes increases interest and productivity in students. Use of textbooks provides concrete references for students in these subjects.

Measurable Objective

Art and Music classes for students in second through sixth grade will incorporate the use of technology and text books.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Produce a slide show combining student art with recorded student music as a sound track.	Administrators, Special area Teachers	08/20/07	06/11/08	Other/ Not Applicable	1383.68
Employ skills that foster higher level thinking and creativity to produce various art and music projects electronically.	Administrators, Special area Teachers	08/20/07	06/11/08	Other/ Not Applicable	0
Monitor the skill of singing lyrics, using the Solfege technique and create compositions utilizing technology.	Administrators, Special area Teachers	08/20/07	06/11/08	Other/ Not Applicable	0
Using computer skills, students will produce art work reflective of social studies, science or art history lessons taught.	Administrators, Special area Teachers	08/20/07	06/11/08	Other/ Not Applicable	1383.68
Provide opportunities for students to utilize technology in the Visual Arts and Music program.	Administrators, Special area Teachers and Faculty	08/20/07	06/11/08	Other/ Not Applicable	0
Implement computer technology in the Visual Arts and Music program.	Administrators, Special area Teachers	08/20/07	06/11/08	Other/ Not Applicable	0

Research-Based Programs

Adventures in Art Davis Publication

Professional Development

Professional development activities focusing on the use of technology in the classroom.

Evaluation

Art and Music produced by students, in grades 2 through 6, will be displayed at the Creativity Fair at the end of the 2007-2008 school year.

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

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

Return On Investment Statement

To improve student performance by developing an effective relationship between the costs of programs purchased and the effectiveness of programs purchased. To establish cost effective programs that produce a high return on investments and high learning gains.

Needs Assessment

The Return on Investment index's Percent of Highest Value for the 04-05 school year at Paul Laurence Dunbar Elementary school was 34 percent. This percentile rank is at the lowest end of the middle third of this ranking.

Measurable Objective

Paul Laurence Dunbar Elementary School will improve its Return on Investment index Percent of Highest Value ranking by five percent.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Measure whether or not the programs and resources purchased resulted in accomplishing the desired goal to improve school and student performance.	Administrators, EESAC Committee, Faculty	08/20/07	06/11/08	Other/ Not Applicable	0
Make informed decisions about appropriate and effective use of school funds to purchase programs and resources.	Administrators, EESAC Committee, Faculty	08/20/07	06/11/08	Other/ Not Applicable	0
Collaborate with the district/zone on resource allocation and become informed about the use of financial resources in relation to school programs.	Administrators, EESAC Committee, Faculty	08/20/07	06/11/08	Other/ Not Applicable	0
Use student data to target specific areas for improvement and make purchases that will assist in areas as needed.	Administrators, EESAC Committee, Faculty	08/20/07	06/11/08	Other/ Not Applicable	0
Monitor whether or not the programs and resources are improving school and student performance.	Administrators, EESAC Committee, Faculty	08/20/07	06/11/08	Other/ Not Applicable	0
Use student performance data to influence decision-making.	Administrators, EESAC Committee, Faculty	08/20/07	06/11/08	Other/ Not Applicable	0
Use enrichment activities to maintain learning gains by students who scored above 3.5 in reading and or math on the 2005 FCAT Achievement Test.	administrators, EESAC Committee, Faculty	08/20/07	06/11/08	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

Next report on Return on Investment Index from the State of Florida

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:

Training:

EESAC members will attend training activities related to EESAC procedures and the development and monitoring of the School Improvement Plan.

Instructional Materials:

N/A

Technology:

EESAC members will be familiar with technology related to EESAC procedures and the creation and posting of the School Improvement Plan and related documents.

Staffing:

N/A

Student Support Services:

Members of the Student Support Team will play an active role in EESAC and the creation of the School Improvement Plan.

Other Matters of Resource Allocation:

EESAC resources will be allocated according to District and State guidelines and as per recommendation and approval of the EESAC members.

Benchmarking:

During monthly meetings, EESAC members will discuss assessment data and student performance as it relates to the acquisition of tested benchmarks.

School Safety & Discipline:

EESAC members will be kept abreast of health and safety issues affecting the school.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	39507.12
Mathematics	21263.05
Writing	0
Science	16476.8
Parental Involvement	0
Discipline & Safety	8000
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	2767.36
Return On Investment	0
Total	88014.33



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