

SCHOOL IMPROVEMENT PLAN 2007 - 2008

David Fairchild Elementary School (1761)

Feeder Pattern - South Miami Senior

Regional Center V

District 13 - Miami-Dade

Principal - William Kinney

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

David Fairchild Elementary School was established in 1955, in a predominantly middle class community. The school serves a total of 558 students from the surrounding area, as well as students from outside of the school attendance boundaries. Many of our parents work at nearby hospitals, the University of Miami, and the business district of Coral Gables. The ethnic/racial makeup of the student population is 13.3 percent African American, 58.1 percent Hispanic, 23.4 percent White Non-Hispanic, and 5.2 percent others. Six percent of the student body participates in the Special Education (SPED) program, five percent of the population participates in the English Language Learner (ELL) program and 14 percent participates in the Gifted program. Once the students complete the fifth grade from David Fairchild Elementary they transition to South Miami Middle school and then South Miami Senior High.

Based on the 2007 FCAT data, No Child Left Behind (NCLB) subgroups performed below the FCAT Reading Level as follows: 18 percent of White students, 22 percent of Hispanic students, 37 percent students are eligible for free and reduced lunch and 62 percent of the students with disabilities. In addition, the NCLB subgroups performed below the FCAT Mathematic Level as follows: 12 percent of our White students, 17 percent of our Hispanic students, 37 percent of our students eligible for free and reduced lunch and 53 percent of the students with disabilities.

David Fairchild Elementary offers an array of programs beyond the regular district academic program to meet the needs of every segment of our population. Among the programs offered are: Academic Excellence Program (AEP) in Drama and Journalism, Gifted, Extended Foreign Language (EFL) at every grade level, Future Educators of America (FEA), Chorus, Art, and a variety of tutoring classes.

There are 27 general education teachers, two special education teachers, two gifted teachers, one guidance counselor, one speech therapist, one media specialist, six special area teachers, three one-on-one paraprofessionals, two tutoring paraprofessionals and two classroom aides. Three teachers have National Board Certification.

The school's strength is their dedicated Parent Teacher Association (PTA) that works diligently to put together different fundraisers, carnivals and family events, to help raise funds to provide resources for the students. Also, funds are raised to provide paraprofessionals to be utilized in the Reading Lab, which is an in-house tutoring program for students who need extra assistance in reading.

The challenges that the school face are students leaving to attend private and magnet schools. In addition, numerous families are leaving Miami-Dade or Florida to relocate due to the cost of living. Daily attendance is affected due to the high percentage of students who attend from outside of the school boundaries.

The student attendance rate is 96.80 percent and staff attendance rate is 96.65 percent.

Given instruction based on the Sunshine State Standards, grade three, four and five students will demonstrate skilled proficiency in reading as evidenced by 90 percent or more of students meeting high standards on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, grade three, four and five students will demonstrate skilled proficiency in mathematics as evidenced by 90 percent or more of students meeting high standards on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, grade four students will demonstrate skilled proficiency in writing as evidenced by 90 percent or more of students meeting high standards on the 2008 administration of the FCAT Writing +.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 10 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

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

Given the necessity for students to be present in order to take advantage of the academic program, the student average daily attendance for the 2007-2008 school year will increase to 96.9 percent on the Year End Attendance Report.

Given the necessity to be familiar with the use of computer technology, 90 percent of the teaching staff will attend technology in-services which will be documented by sign-in sheets.

Given the importance of learning to live a healthy lifestyle, 85 percent of students in grades four and five will receive the gold or silver award on the 2008 administration of the FITNESSGRAM Test.

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



School Improvement Plan 2007-2008



David Fairchild Elementary School Return on Investment (ROI) percentile ranking will increase by at least one percentage point.

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

According to the Organizational Performance Improvement (OPI) Snapshot, two areas to be addressed internally with staff revolve around information gathering and distribution. Of note, 15 percent of staff members indicated that they are not fully aware how well the organization is doing financially. These issues will be addressed through staff meetings dealing with financial issues of the school and surveys of staff members to determine obstacles to progress within the school.



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.

1761 - DAVID FAIRCHILD ELEMENTARY SCHOOL

VISION

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

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

MISSION

David Fairchild Elementary is a safe, nurturing learning environment that will enrich every child and family through its strong academic, social and aesthetic position in the neighborhood. Students will attend a happy, aesthetically pleasant, and nurturing site, where they and their families feel welcome, wanted and an integral part of the educational team.

CORE VALUES

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

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

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

School Demographics

David Fairchild Elementary School was built in 1955. It is located in Regional Center V at 5757 Southwest 45 Street, Miami, Florida 33155 on approximately seven acres of land. Two years ago a new addition was constructed to expand the school to include ten classrooms that accommodate grades three, four and five. The school only has one portable which houses the Pre-K Special Education students. Twenty-eight point nine percent of our students receive free or reduced lunch. Once our students complete fifth grade they transition to South Miami Middle and then South Miami Senior High.

The school serves a total of 558 students from the surrounding area, as well as students from outside of the school attendance boundaries. The ethnic/racial makeup of the student population is 13.3 percent African American, 58.1 percent Hispanic, 23.4 percent White Non-Hispanic, and 5.2 percent others. Six percent of the student body participates in the Special Education (SPED) program, five percent of the population participates in the English Language Learner (ELL) program and 14 percent participates in the Gifted program.

Based on the 2007 FCAT data, NCLB subgroups performed below the FCAT Reading Level as follows: 18 percent of White students, 22 percent of Hispanic students, 37 percent of students eligible for free and reduced lunch and 62 percent of students with disabilities. In addition, the NCLB subgroups performed below the FCAT Mathematics Level as follows: 12 percent of White students, 17 percent of Hispanic students, 37 percent of students eligible for free and reduced lunch and 53 percent of the students with disabilities.

The school's strength is that it has a dedicated Parent Teacher Association (PTA) that works diligently to put together different fundraisers, carnivals and family events, to help raise funds to provide resources for the students. Also, funds are raised to provide paraprofessionals to be utilized in the Reading Lab, which is an in-house tutoring program for students who need extra assistance in reading.

The challenges that the school face are students leaving to attend private and magnet schools. In addition, numerous families are leaving Miami-Dade or Florida to relocate due to the high cost of living. Daily attendance is affected due to the high percentage of students who attend from outside of the school boundaries.

The staff of David Fairchild Elementary consists of a diverse population of professional educators with 33 percent White, 11 percent Black and 56 percent Hispanic. There are four males and 41 females on the staff. The average number of year's experience of the teaching staff is eight years. Forty-nine percent of the staff have Bachelor's Degree, with 42 percent having Master's Degrees and nine percent having Specialist Degrees. The staff meets all challenges, strives for perfection and continually updates credentials in order to meet the differing needs of the student population.

Grade level and department chairs are part of the Leadership Team, as well as the Principal, Assistant Principal, Media Specialist, Reading Leader and Special Education Teacher. The team meets on a monthly basis to review district and in-house data and discuss the ways to address each of the areas that need improvement.

The average class size in the primary grades is 18:1 and 21:1 in the intermediate grades in the general education classes. In the Special Education Program the average class size for the Specific Learning Disabilities in the primary classes is 5:1 and 8:1 in the intermediate grades. Class size for the for Gifted in primary grades is 20:1 and 21:1 in the intermediate grades. The class sizes are as follow:

Kindergarten 18:1
First Grade 18:1
Second Grade 18:1
Third Grade 21:1
Fourth Grade 21:1
Fifth Grade 21:1

The average daily student attendance rate was 96.80 percent in 2006-2007.

The school offers an array of programs beyond the regular district academic program to meet the needs of every segment of our population. Among the programs offered are: Academic Excellence Program (AEP) in Drama and Journalism, Gifted, and Extended Foreign Language (EFL) at every grade level, Future Educators of America (FEA), Chorus, and Art. A variety of tutoring classes are also offered.

School Foundation

Leadership:

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

As indicated on the Spring 2007 OPI survey, an average score of 4.7 indicates a high degree of staff agreement with Administrative Leadership.

Regularly scheduled staff meetings offer opportunity for input and feedback from all staff members regarding schedules, curriculum, policies and procedures. In addition, grade group meetings and Leadership Teams meeting provide opportunities for input and feedback.

Parent input is solicited through the Educational Excellence School Advisory Council (EESAC) and PTA organizations.

District Strategic Planning Alignment:

Staff members agree with schoolwide goals and objectives as demonstrated via OPI survey where the staff members were in agreement by a score of 4.6 out of 5 that their feedback is reflected in the schoolwide objectives.

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

Stakeholder Engagement:

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

Results of the OPI survey indicate an average of 4.7 of 5 staff members feel that they are kept abreast with current, available information regarding their customers (parents and students).

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

Faculty & Staff:

OPI survey indicates an average score of 4.6 of 5 staff satisfaction with Human Resource focus. Leadership teams including key staff members, and grade level groups work cooperatively with the administration to refine scheduling, grade level curriculum issues and assessments that affect student achievement.

Beginning and Annual teachers are provided with a Professional Growth Team as well as ongoing opportunities for professional development programs. Each grade-level chairperson serves as a mentor for our Beginning and Annual teachers.

Data/Information/Knowledge Management:

OPI survey indicates an average score of 4.6 of 5 staff satisfaction with Human Resource focus. Leadership teams including key staff members, and grade level groups work cooperatively with the administration to refine scheduling, grade level curriculum issues and assessments that affect student achievement.

Beginning and Annual teachers are provided with a Professional Growth Team as well as ongoing opportunities for professional development programs. Each grade-level chairperson serves as a mentor for our Beginning and Annual teachers.

Education Design:



School Improvement Plan

2007-2008



David Fairchild Elementary implements many processes that drive the academic function of the school. These opportunities are provided through the use of the computer lab, Academic Excellence Program, and tutoring students below grade level. In addition, David Fairchild Elementary is implementing the Continuous Improvement Model, and data from FCAT and SAT are analyzed and implemented to focus instruction to remediate areas of weakness.

Performance Results:

OPI survey results indicate an average 4.6 of 5 that David Fairchild Elementary improves its effectiveness in improving student performance by addressing student attendance; absences and tardiness are minimized, tutoring is provided during school hours in addition to after school tutoring programs.

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



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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

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

Needs Assessment

The results of the 2007 FCAT Reading Test indicate that 88 percent of the students in third through fifth grade scored at or above a Level 3. Seventy percent of the students tested made learning gains and 64 percent of the lowest quartile in reading made a year's learning gains. Based on the data, NCLB subgroups performed below the FCAT Reading Level 3 as follows: 18 percent of White students, 22 percent of Hispanic students, 37 percent of students eligible for free and reduced lunch and 62 percent of students with disabilities.

After reviewing the data from the 2007 FCAT Reading Test results, student scores in third grade decreased in all the content clusters in reading with the exception of comparisons where their scores increased by one percent. Fourth grade students' scores demonstrated an increase in all the content clusters in reading. Fifth grade students' reading scores demonstrated a decrease in all the content clusters.

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 based on the Sunshine State Standards, grade three, four and five students will demonstrate skilled proficiency in reading as evidenced by 90 percent or more of students meeting high standards on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Give teachers access to Student Performance Indicator (SPI) so they can utilize the data to individualize instruction in reading to meet the needs of their Level 1 and 2 students in accordance to the Continuous Improvement Model (CIM).	Principal, Classroom Teachers	10/09/07	3/14/08	Continuous Improvement Model	0
Provide grade two students who are identified "High Risk" through Dynamic Indicators of Basic Early Literacy Skills (DIBELS) with daily tutoring in a small group setting using Voyager.	Principal, Reading Lab Staff	9/10/07	5/30/08	District-wide Literacy Plan	10000
Provide grade four and five students who scored Level 1 with daily tutoring in a small group setting using the Soar to Success program.	Principal, Reading Lab Staff	9/4/07	5/30/08	District-wide Literacy Plan	11000
Assess reading levels utilizing the STAR, 2007 FCAT scores, quarterly DIBELS results to instruct, remediate and enrich at appropriate levels to improve student achievement.	Principal, Classroom Teachers, Media Specialist	8/20/07	5/30/08	District-wide Literacy Plan	0
Provide grade three students who scored in the lowest 25 percent with daily tutoring in a small group setting using Voyager program.	Principal, Reading Lab Staff	9/4/07	5/30/08	District-wide Literacy Plan	0
Use the district approved Houghton-Mifflin reading series and the Comprehensive Research-Based Reading Plan to ensure the content clusters are addressed; specifically Words/Phrases, Main Idea/Purpose, Comparison and Reference/Research.	Principal, Classroom Teachers	8/20/07	5/30/08	District-wide Literacy Plan	0

Research-Based Programs

Houghton-Mifflin Reading Series
Soars to Success
Voyager

Professional Development

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

Evaluation

2008 FCAT Reading Test
Interim Reading Assessment
DIBELS
DAR

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

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

Needs Assessment

The results of the 2007 FCAT Mathematics Test indicate that 87 percent of the students in third through fifth grade scored at or above a Level 3. Sixty-eight percent of the students tested made learning gains. Based on the data, the NCLB subgroups performed below the FCAT Mathematic Level as follows: 12 percent of White students, 17 percent of Hispanic students, 37 percent of students eligible for free and reduced lunch and 53 percent of students with disabilities.

After reviewing the data from the 2007 FCAT Mathematic Test results, students in third grade demonstrated no change in all the content clusters with the exception of a decrease in algebraic thinking. Fourth grade students' scores demonstrated an increase in all the content clusters in mathematics. Fifth grade students' scores demonstrated a decrease in all the content clusters.

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 based on the Sunshine State Standards, grade three, four and five students will demonstrate skilled proficiency in mathematics as evidenced by 90 percent or more of students meeting high standards on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Assess mathematics levels utilizing weekly teacher made tests, 2007 FCAT scores and interim assessments results to instruct, remediate and enrich students at their appropriate levels.	Principal, Classroom Teachers	8/20/07	5/30/08	Seamless PreK-12 Curriculum	0
Provide students in kindergarten through grade five daily skill drill, "Fabulous Five" to emphasize and improve problem solving and critical thinking.	Principal, Classroom Teachers	8/20/07	5/30/08	Seamless PreK-12 Curriculum	0
Give teachers access to SPI so they can utilize the data to individualize instruction in mathematics to meet the needs of their Level 1 and 2 students in accordance to CIM.	Principal, Classroom Teachers	9/24/07	3/20/08	Continuous Improvement Model	0
Utilize the approved Houghton-Mifflin Core Mathematics Program to ensure all content clusters are taught.	Principal, Classroom Teachers	8/20/07	5/30/08	Seamless PreK-12 Curriculum	0
Implement Riverdeep with Level 1 and 2 students to improve mathematics skill, specifically Number Sense and Measurement.	Principal, Classroom Teachers, Media Specialist	9/24/07	5/23/08	Seamless PreK-12 Curriculum	0
Implement grade level time-lines following District Pacing Guide that include identification of skills to be taught based on Sunshine State Standards emphasizing on Number Sense, Measurement, Algebraic Thinking, Data Analysis and Geometry	Principal, Classroom Teachers	8/20/2007	6/04/08	Seamless PreK-12 Curriculum	0

Research-Based Programs

Houghton-Mifflin Core Mathematics Program
Riverdeep Mathematics Intervention Program

Professional Development

Houghton-Mifflin Core Mathematics Program Overview
Hands-on Equation
Principles and Standards for School Mathematics
Riverdeep

Evaluation

2008 FCAT Mathematics Test
Interim Mathematics Assessment

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

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

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

Needs Assessment

Results of the 2007 FCAT Writing + Test indicate that students scored a mean score of 4.1 in Narrative writing and 4.3 in Expository writing. Test scores indicate that 92 percent of tested students scored a 3.5 or above. After reviewing the data from the 2007 FCAT Writing + Test, the fourth grade students need to increase the mean points earned in the area of conventions.

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 based on the Sunshine State Standards, grade four students will demonstrate skilled proficiency in writing as evidenced by 90 percent or more of students meeting high standards on the 2008 administration of the FCAT Writing +.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Apply "Project CRISS" strategies by the teacher modeling effective writing techniques and students incorporating story prediction, story mapping and journal writing across all grade levels.	Principal, Classroom Teachers	8/20/07	5/30/08	District-wide Literacy Plan	0
Use journal writing daily to promote creative writing experience at all grade levels.	Principal, Classroom Teachers	8/20/07	5/30/08	District-wide Literacy Plan	0
Administer monthly mock FCAT Writing tests in a "testing environment" to all grade four students to prepare for the actual FCAT Writing Plus test and to assess progress in the writing process.	Principal, Grade Four Teachers	8/29/2007	2/6/2008	District-wide Literacy Plan	0
Administer writing prompts bi-weekly to students at all grade levels.	Principal, Classroom Teachers	8/29/07	5/30/08	District-wide Literacy Plan	0
Apply "Razzle Dazzle Writing" strategies in the teaching of writing to promote student achievement by the teacher modeling in-class writing key elements: focus, organization, support and convention.	Principal, Grade Four Teachers	9/17/07	2/04/08	District-wide Literacy Plan	0

Research-Based Programs

Houghton-Mifflin Reading Series

Professional Development

Project CRISS
Razzle Dazzle Writing

Evaluation

2008 FCAT Writing + Test
In-house progress monitoring bi-weekly 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

Science Statement

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

Needs Assessment

The results of the 2007 FCAT Science Test indicate that 55 percent of fifth grade students scored at or above Level 3. After reviewing the data from the 2007 FCAT Science Test results, students in fifth grade demonstrated a decrease in all the content clusters with the exception of Earth/Science.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 10 percentage points on the 2008 FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide students opportunities to participate in computer/technology based science research projects in grades three, four and five.	Principal, Classroom Teachers	8/20/07	5/30/08	Seamless PreK-12 Curriculum	0
Implement grade level time-lines following District Pacing Guide that include identification of skills to be taught based on Sunshine State Standards emphasizing on Physical/Chemical, Life/Environmental and Scientific Thinking strands.	Principal, Classroom Teachers	8/20/07	5/30/08	Seamless PreK-12 Curriculum	0
Participate in the annual school Science Fair by providing a research project completed using cooperative group learning by all students grades two through five.	Principal, Classroom Teachers, Media Specialist, Computer Lab Instructor	8/20/07	5/30/08	Seamless PreK-12 Curriculum	0
Implement new science series in kindergarten through fifth grade.	Principal, Classroom Teachers	8/20/07	5/30/08	Seamless PreK-12 Curriculum	0

Research-Based Programs

Scott Foresman Series

Professional Development

Staff development on the Scientific Method
Science Series In-service

Evaluation

2008 FCAT Science Test
Interim Science Assessment

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

Miami-Dade County Public Schools

District Strategic Plan

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

Parental Involvement Statement

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

Needs Assessment

Though parental involvement is high at David Fairchild Elementary as documented by 2006-2007 attendance at parent curriculum meetings, it is felt that students and staff will benefit from additional parent involvement in Parent Academy activities sponsored by the school.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide evening FCAT strategies parent meetings (PTA Standards VI).	Principal, Classroom Teachers, Media Specialist	9/4/07	4/17/08	Exchange Meaningful Information	0
Provide parent seminars through the Parent Academy Program (PTA Standards VI).	Administration, Classroom Teachers	9/24/07	4/30/08	Exchange Meaningful Information	0
Utilize the Connect-ED to inform parents of upcoming events (PTA Standards I).	Principal	8/20/07	6/04/08	Exchange Meaningful Information	0
Encourage parent/teacher communication in all grades through use of student agenda books (PTA Standards I).	Administration, Classroom Teachers	8/20/07	6/04/08	Exchange Meaningful Information	0

Research-Based Programs

National PTA Standards for Parents/Family Involvement Program

Professional Development

General PTA meetings
 County Based PTA meetings
 Family oriented county wide meetings
 Inservices regarding FCAT strategies
 Parent Academy Meetings

Evaluation

Parent Academy attendance logs, agendas and notes.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Discipline & Safety Statement

Student average daily attendance for the 2007-2008 year will increase.

Needs Assessment

Though the average daily attendance reports indicate an excellent rate of 96.80 percent for the 2006-2007 school year, it is felt that student attendance can improve to 97 percent given higher priority schoolwide.

Measurable Objective

Given the necessity for students to be present in order to take advantage of the academic program, the student average daily attendance for the 2007-2008 school year will increase to 96.9 percent on the Year End Attendance Report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement Connect-ED program for students with absences.	Principal, Counselor	8/20/07	5/30/08	Exchange Meaningful Information	0
Send letters from the principal to the parents of students experiencing poor attendance regarding excessive absences.	Principal	8/20/07	6/04/08	Exchange Meaningful Information	0
Award classes at each grade level that complete the puzzle piece incentive contest.	Administration	8/20/07	6/04/08	Truancy Prevention	0
Announce attendance daily over the closed circuit TV broadcast to encourage improvement.	Principal, TV Broadcasters, Media Specialist	8/20/07	6/04/08	Business Process Redesign	0

Research-Based Programs

M-DCPS Attendance Policy
Connect-ED System

Professional Development

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

Evaluation

Attendance Report for 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

Technology Statement

Teachers will become more proficient in the use of technology.

Needs Assessment

A school-developed survey indicates that 70 percent of staff members feel they do not have sufficient knowledge in utilizing the E-Gradebook.

Numerous staff members are still uncomfortable with computers and do not incorporate them sufficiently smoothly into their daily routine.

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

Measurable Objective

Given the necessity to be familiar with the use of computer technology, 90 percent of the teaching staff will attend technology in-services which will be documented by sign-in sheets.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide in-house training on procedures and policies of the E-Gradebook.	Administration, Computer Instructor, Grade Level Chairs	8/20/07	6/04/08	Exchange Meaningful Information	0
Integrate technology in the lesson plans to deliver an interactive interdisciplinary curriculum using the internet.	Principal, Classroom Teachers	8/20/07	6/04/08	Business Process Redesign	0
Provide in-service to align assessments, import, scan and collect data utilizing Edusoft.	Administration	8/20/07	4/30/08	Business Process Redesign	0
Offer teachers the opportunity to take on site in-service sessions for computer use.	Administration, Staff Members, Computer Instructor	8/20/07	4/30/08	Business Process Redesign	0
Provide in-services to the staff on how to use district E-mail to communicate with staff and parents.	Principal, Computer Instructor, Media Specialist	8/20/07	6/04/08	Other/ Not Applicable	0

Research-Based Programs

N/A

Professional Development

School site inservice sessions will be provided to staff members to increase and enhance their personal knowledge and use of computers with the E-Gradebook.

E-Gradebook
 Accelerated Reader/STAR
 Edusoft
 FCAT Explorer
 Riverdeep

Evaluation

Workshop attendance will be documented by sign-in sheets.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Health & Physical Fitness Statement

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

Needs Assessment

Students need to be exposed to the benefits of physical activity, healthy eating and safety in daily activities to live a healthy lifestyle. Students who participated in the 2007 FITNESSGRAM program showed that 74 percent received gold or silver awards.

Measurable Objective

Given the importance of learning to live a healthy lifestyle, 85 percent of students in grades four and five will receive the gold or silver award on the 2008 administration of the FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Participate in M-DCPS Healthy Schools Initiative.	Administration, Entire Staff	8/20/07	6/04/08	Student Wellness	0
Lead students in performing stretching and warmup activities to begin each PE class.	Principal, PE Staff	8/20/07	6/04/08	Student Wellness	0
Provide group activities during PE classes to develop cooperative group skills.	Principal, PE Staff	8/20/07	6/04/08	Student Wellness	0
Implement recess across all grade levels to provide students time to exercise and interact with one another.	Principal, Classroom Teachers	8/20/07	6/04/08	Student Wellness	0

Research-Based Programs

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

Professional Development

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

Healthy Schools Initiative

Evaluation

2008 FITNESSGRAM Test

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

Miami-Dade County Public Schools

District Strategic Plan

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

Electives & Special Areas Statement

To increase the number of students participating in the Gifted Program.

Needs Assessment

Students of all ethnicities and socio-economic groups who demonstrate higher-level thinking should have the opportunity for an enrichment class to challenge them.

Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs, the number of students participating in the Gifted 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
Identify possible students for referral by utilizing the DIBELS test.	Administration, Classroom Teachers	8/20/07	6/04/08	Advanced Academics	0
Provide Gifted Language Arts Program for intermediate students.	Administration, Teacher of the Gifted	8/20/07	6/04/08	Advanced Academics	0
Provide Resource Gifted Program for primary students.	Administration, Teacher of the Gifted	8/20/07	6/04/08	Advanced Academics	0

Research-Based Programs

N/A

Professional Development

District provided inservice for teachers of Resource Gifted Program.

Evaluation

Success will be achieved by having at least 10 percent more students of multi-ethnic and varied socio-economic groups participate in the Gifted Program.

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

Miami-Dade County Public Schools

District Strategic Plan

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

Return On Investment Statement

David Fairchild Elementary School will rank at or above the 85th percentile statewide in the Return on Investment (ROI) index of value and cost effectiveness of its programs over the prior year.

Needs Assessment

The most recent data supplied from the Florida Department of Education (FLDOE) indicate that in 2004-2005, David Fairchild Elementary ranked at the 81st percentile on the State of Florida ROI index.

Measurable Objective

David Fairchild Elementary School Return on Investment (ROI) percentile ranking will increase by at least one percentage point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school program.	Principal, Classroom Teachers	8/20/07	6/04/08	Business Process Redesign	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, Classroom Teachers	8/20/07	6/04/08	Business Process Redesign	0
Collaborate with the District on resource allocation.	Principal, Classroom Teachers	8/20/07	6/04/08	Business Process Redesign	0

Research-Based Programs

N/A

Professional Development

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

Evaluation

On the next State of Florida ROI index publication, David Fairchild Elementary will show progress toward reaching the 85th percentile.

EESAC Compliance

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

Budget:

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

Training:

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

Instructional Materials:

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

Technology:

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

Staffing:

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

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

Student Support Services:

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

Other Matters of Resource Allocation:

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

Benchmarking:

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



School Improvement Plan 2007-2008



School Safety & Discipline:

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

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	21000
Mathematics	0
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	21000



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