VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

VISION
We, at Marjory Stoneman Douglas Elementary, share the vision, feel the pride, and experience the commitment to excellence every day. This vision is reflected in a school where all children will learn to be bi-literate and bilingual critical thinkers as a result of the dual-language instructional program.

MISSION
Our mission at Marjory Stoneman Douglas Elementary is to bilingually foster student achievement with respect for historical, cultural, and individual diversities, with an emphasis on the preservation of our environment and appreciation for the arts.

SCHOOL PROFILE DEMOGRAPHICS

Marjory Stoneman Douglas Elementary is located in Southwest Miami-Dade County and serves approximately 1,200 students in Pre-K through Grade 5 and is part of the G. Holmes Braddock Senior High School Feeder Pattern. The school’s curriculum includes the following programs in Kindergarten through Grade 5: Dual-Language, Teaching Enrichment Activities to Minorities (TEAM), Gifted and Exceptional Student Education (SPED), English for Speakers of Other Languages/English Language Learners (ESOL/ELL) and Spanish as a Second Language (Spanish SL). The student population is comprised of 93 percent Hispanic, five percent White Non-Hispanic, one percent Black Non-Hispanic, two percent Asian, Indian, Multi-racial. Fifty-three percent of the students participate in the free or the reduced price lunch program. Marjory Stoneman Douglas houses three Pre-K units, as well as eight Kindergarten homerooms all housed at the Primary Learning Center located approximately 2 ½ miles west of the main campus. Furthermore, there are twelve first grade and ten second grade classrooms housed at the newly opened Early Childhood Center located across the field from the main campus on N.W. 2nd Street, with one more second grade class housed at the Main Campus. Finally, there are thirteen third grade homerooms, ten fourth grade classrooms and nine fifth grade classrooms all housed at the main campus. Also at Marjory Stoneman Douglas, there are two self-contained EBD (Emotional Behavior Disorder) units. Additionally, there are seven special area teachers instructing the students in the fine arts and physical education.

The instructional staff consists of 70 percent Hispanic, 19 percent black, and 13 percent white. Of these, 44 percent have a Master’s degree and 13 have a Specialist/Doctorate degree. Additionally, the school has six National Board certified teachers. The average tenure of teachers at the school is 13 years. The school has been recognized as an “A” school under the State’s “A Plus” Education Plan for six consecutive years. Also, it has surpassed its goal in United Way student donations and the students have received several recognitions during the Feria Ole Spanish language competitions. The students have also received several awards in the area of drama and arts at county competitions such as the Dade County Youth Fair. Several students have also received recognition and awards during the county’s Science Fair Competition. The school’s biggest strength is its dual-language instruction program, which prepares students for academic success in both Spanish and English. At the same time, it is also its biggest challenge with scheduling, time management and acquisition of teachers prepared to teach in both languages.

Currently Marjory Stoneman Douglas Elementary School has thirteen active Dade Partners and there is a strong Dade Partner recruitment campaign going on at the school. Our Dade Partners have invested in our children by donating funds, time and or materials to our children.
According to the results of the 2007-2008 administration of the Florida Comprehensive Assessment Test (FCAT), 19 students in 3rd Grade scored at a Level I in Reading, 9 students scored at a Level 2, 29 students scored at a Level 3, 33 students scored at a Level 4 and ten students scored at a Level 5. In 4th Grade, 18 students scored at a Level I in Reading, 11 students scored at a Level 2, 29 students scored at a Level 3, 34 students scored at a Level 4 and eight students scored at a Level 5. Furthermore, in 5th Grade, 17 students scored at a Level I in Reading, 18 students scored at a Level 2, 25 students scored at a Level 3, 25 students scored at a Level 4 and four students scored at a Level 5. Additionally, 13 students in Grade 3 scored at a Level I in Mathematics, 9 students scored at a Level 2, 23 students scored at a Level 3, 31 students scored at a Level 4 and 25 students scored at a Level 5. Nine 4th Grade students scored at a Level I in Mathematics, 15 students scored at a Level 2, 31 students scored at a Level 3, 22 students scored at a Level 4 and 22 students scored at a Level 5. Finally, 14 5th Grade students scored at a Level I in Mathematics, 24 students scored at a Level 2, 20 students scored at a Level 3, 25 students scored at a Level 4 and 17 students scored at a Level 5.

**SCHOOL MATCH**

*Note: Required for all Assistance Plus Schools*

| N/A |

**QUALITY STAFF**

Highly Qualified Administrators

*Note: Required for Title I*

| N/A |

Recruitment/Retention of Highly Qualified Teachers

*Note: Required for Title I*

| N/A |

No Attached Staff List

**ADDITIONAL REQUIREMENTS**

Coordination and Integration

*Note: Required for Title I*

| N/A |

School Wide Improvement Model

*Note: Required for Title I*

| N/A |

NCLB Public School Choice

*Note: Required for Title I*

| N/A |

No Attached Public School Choice Notice to Parents file

No Attached Notification of SINI Status file

Pre-School Transition

*Note: Required for Title I*

In an effort to accommodate the transition of Pre-Kindergarten students to Kindergarten, Marjory Stoneman Douglas Elementary School has established several practices. Initially, the students in the Pre-Kindergarten program are taught and provided with the skills needed to properly interact and adjust to the Kindergarten Program through the use of the High Scope Curriculum using the Houghton Mifflin Series. As part of this curriculum, students learn to interact with one another,
work in small group and large group situations and they learn to make choices within the constructs of a classroom setting. The staff responsible for implementing these strategies is made up of the Pre-Kindergarten teachers, paraprofessionals and the School Support Team. In order to ensure appropriate readiness into the Kindergarten classroom, grade level articulation meetings are held. The Pre-Kindergarten teachers become familiar with the Kindergarten Grade Level Expectations and prepare the students accordingly.

To compile quantitative data on the students' readiness for Kindergarten, the Pre-Kindergarten teachers administer several assessments throughout the year which coincide with the Houghton-Mifflin Reading series. These tests, along with teacher observation, assess social/emotional behaviors that may be of concern before the student progresses to Kindergarten. At the end of the school year, the Pre-Kindergarten students visit the Kindergarten classes to help them with transition. Additionally, the Pre-Kindergarten parents are given an opportunity to visit the Kindergarten classes to give them an understanding of the upcoming expectations.

MENTORING AND EXTENDED LEARNING OPPORTUNITIES

Teacher Mentoring

Note: Required for Title I

N/A

No Attached Teacher Mentoring List

Extended Learning Opportunities

Note: Required for Title I

N/A

SCHOOLS GRADED C OR BELOW

Professional Development

N/A

Disaggregated Data

N/A

Informal and Formal Assessments

N/A

Alternative Instructional Delivery Methods

N/A

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Different Innovative Approaches to Instruction

Responsibility of Teaching Reading for Every Teacher

Quality Professional Development for Teachers and Leaders

Small Learning Communities (SLC)
Intensive Intervention in Reading and Mathematics

Parental Access and Support

Applied and Integrated Courses

Course Choice Based on Student Goals / Interests / Talent

Master Schedules Based on Student Needs

Academic and Career Planning
**GOALS**

**Goal: Reading**

*Note: Required for Title I*

Scroll down for school data

**Needs Assessment:**
Scores on the 2008 FCAT Reading Test indicate that 85 percent of the third graders, 79 percent of the fourth graders, and 69 percent of the fifth graders tested scored at an FCAT Level 3 or above. Additionally, third grade students earned five out of nine possible points for 55 percent in the Words and Phrases cluster; fifteen out of twenty two possible points for 68 percent in Main Idea/Purpose; seven out of twelve possible points for 58 percent in the Comparison cluster; and four out of five possible points for 80 percent in the Reference/Research section. Moreover, fourth grade students earned five out of seven possible points for 71 percent in the Words and Phrases cluster; nineteen out of twenty eight possible points for 68 percent in Main Idea/Purpose; seven out of twelve possible points for 58 percent in the Comparison cluster; and three out of four possible points for 75 percent in the Reference/Research section. Furthermore, fifth grade students earned five out of eight possible points for 63 percent in the Words and Phrases cluster; twelve out of eighteen possible points for 67 percent in Main Idea/Purpose; nine out of fourteen possible points for 64 percent in the Comparison cluster; and three out of five possible points for 60 percent in the Reference/Research section. In accordance with the No Child Left Behind Act, all sub-groups for Marjory Stoneman Douglas Elementary School were tested; however the English Language Learner students did not make Adequate Yearly Progress. In addition, 78 percent of students are meeting high standards in reading, 65 percent of all students are making learning gains and 65 percent of the lowest 25 percentile are making adequate progress in reading. Finally, the percent proficient students in reading is 71 percent, which is an increase of three percentage points.

**Objective:**
Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades 3 through 5 will increase by 5 percentage points on the 2009 administration of the FCAT Reading Test as compared to the 2008 administration of the FCAT Reading Test.

**Strategies:**
- Provide Students With Disabilities (SWD) ninety minutes of uninterrupted reading instruction on grade level as well as additional thirty to sixty minutes of reading instruction at their individual reading level as stated in their Individualized Education Plan (IEP).
- Employ the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core literacy program.
- Provide school wide FCAT practice and use of question task cards.
- Provide in class support to teachers and students in both effective teaching strategies and learning techniques to improve students’ reading skills.
- Utilize the Continuous Improvement Model (CIM) to analyze DIBELS scores and provide differentiated instruction.
- Provide Grade 3 Tier II students use of simulation software to imitate test-taking environment such as “Leap Frog”.
- Provide and monitor additional tutorial services, during the school day for students who scored at Level 1 and Level 2 on the 2008 FCAT Reading Test.
- Provide Tier II students with an additional hour of uninterrupted reading instruction using Voyager Passport.
- Provide all students in Grade 3 and Grade 4 weekly practice using the Reading Plus program.
- Utilize SPI and Edusoft software to gather data to for data protocol reviews.
- Infuse CRISS strategies in the implementation of all curriculum.
- Implement Reading Plus to all students in grades 3 and 4.

**Evaluation:**
The success of meeting the objectives will be measured by scores on the 2009 administration of the FCAT Reading Test. Progress toward objectives will be monitored by school based assessments, and by school/teacher developed cumulative benchmark assessments as well as by data protocol reviews.

**Evidence-based Program(s):**
The main research-based program used at Marjory Stoneman Douglas is the Houghton-Mifflin Reading program.

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

**Professional Development:**

- **August:**
  - Analyzing Data
  - Reading Centers
- **September:**
  - Reading Plus
  - DIBELS training
- **October:**
  - Differentiated Instruction
  - CRAP
- **November:**
  - Reading Strategies

**Objective:**
Given instruction based on the Sunshine State Standards, the number of English Language Learner (ELL) students meeting high standards in grades 3 through 5 will increase to 65 percent meeting high standards on the 2009 administration of the FCAT Reading Test.

**Strategies:**
- Provide in class support to teachers and students in both effective teaching strategies and learning techniques to improve students’ reading skills.
- Provide and monitor additional before and/or after school tutorial services for ELL students who scored at Level 1 and Level 2 on the 2008 FCAT Reading Test and provide differentiated
• Provide all students in Grade 3 and Grade 4 weekly practice using the Reading Plus program.
• Utilize SPI and Edusoft software to gather data for data protocol reviews.
• Infuse CRISS strategies in the implementation of all curriculum.

**Evaluation:**
The success of meeting the objectives will be measured by scores on the 2009 administration of the FCAT Reading Test. Progress toward objectives will be monitored by school based assessments, and by school/teacher developed cumulative benchmark assessments as well as by data protocol reviews.

**Evidence-based Program(s):**
The main research-based program used at Marjory Stoneman Douglas is the Houghton-Mifflin Reading program.

Additional resources for ELL students include Reading Plus, Voyager Passport, Quick Reads, Leap Frog, Early Success and Soar to Success as well as Scott Foresman Lectura and the Santillana Spanish series.

**Professional Development:**
August:
• Analyzing Data
• ESOL Strategies
September:
• Reading Plus
• DIBELS training
October:
• Differentiated Instruction
• CRRP
November:
• Reading Strategies

**Budget:**

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**Non-Highly Qualified Instructors:**
All teachers Highly Qualified.

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**Goal: Mathematics**

*Note: Required for Title I
Scroll down for school data

**Needs Assessment:**
Scores on the 2008 FCAT Mathematics test indicate that 90 percent of the third graders, 84 percent of fourth graders, and 68 percent of fifth graders tested met the state required masterly level.

Additionally, third grade students earned nine out of twelve possible points for 75 percent in the Number Sense strand; six out of eight possible points for 75 percent in Measurement; five out of seven possible points for 71 percent in the Geometry strand; four out of six possible points in Algebraic Thinking for 66 percent; and five out of seven points for 71 percent in the Data Analysis and Probability strand.

Moreover, fourth grade students earned seven out of eleven possible points for 64 percent in the Number Sense strand; six out of eight possible points for 75 percent in Measurement; five
out of seven possible points for 71 percent in the Geometry strand; five out of seven possible points for 71 percent in Algebraic Thinking; and five out of seven points for 71 percent in the Data Analysis strand.

Furthermore, fifth grade students earned seven out of thirteen possible points for 54 percent in the Number Sense strand; seven out of eleven possible points for 64 percent in Measurement; eight out of thirteen possible points for 62 percent in the Geometry strand; seven out of eleven possible points for 64 percent in Algebraic Thinking; and seven out of twelve points for 58 percent in the Data Analysis and Probability strand.

In accordance with the No Child Left Behind Act, all tested sub-groups for Marjory Stoneman Douglas Elementary School achieved AYP, however, the English Language Learners (ELL) group scored 61% of students scoring at or above grade level.

In addition, 81 percent of students are meeting high standards in mathematics, and 69 percent of all students are making learning in mathematics. Furthermore, 69 percent of the lowest 25 percentile made learning gains in mathematics.

**Objective:**
Given instruction based on the Sunshine State Standards, the number of students meeting high standards in Grades 3 through 5 will increase by 5 percentage points on the 2009 administration of the FCAT Mathematics Test as compared to the 2008 administration of the FCAT Mathematics Test.

**Strategies:**
- Utilize manipulatives and games to provide hands-on exploration of mathematical concepts.
- Using the Continuous Improvement Model (CIM) analyze the 2008 FCAT Mathematics results in order to tailor instruction to remediate individual student deficiencies for students scoring Level 1 and Level 2.
- Provide school wide FCAT daily practice through the use of FCAT Mathematics task cards throughout instruction.
- Continue the implementation of technology during tutorial groups, with programs such as FCAT Explorer and Riverdeep Mathematics for students scoring at Achievement Level 1 and Level 2 on the 2008 FCAT Mathematics test.
- Administer Baseline Assessments and site authored assessments placed on Edusoft which are aligned to the Sunshine State Standards tested benchmarks using a data management system to score assessments, to generate disaggregated data reports and for placement of students in flexible tutorial groups.
- Employ the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core mathematics program.
- Provide differentiated, yet flexible, tutorial programs in mathematics to all students during the school day to improve mathematics performance and increase mathematics skills of students who scored Level 1 and Level 2 on the 2008 Mathematics FCAT.

**Evaluation:**
Success of meeting the objectives will be measured by the scores on the 2009 FCAT Mathematics Test. District Baseline Assessments/and or school authored assessments will be administered by the teacher as well as by data protocol reviews. Generated data will be scored by the data management system to redirect classroom instruction and create flexible tutorials.

**Evidence-based Program(s):**
The main research-based program used at Marjory Stoneman Douglas Elementary School is the Scott Foresman Mathematics Program. First and second grades are using the Saxon Mathematics Series.

Additional resources include Scott Foresman Mathematics, Math Advantage, Riverdeep, FCAT Coach, AIM Higher, and Measuring Up!

**Professional Development:**
- August:
  - Analyzing Data
- September:
  - Differentiated Instruction
  - Mathematics Pacing Guide
- October:
  - Infusing literature in mathematics
  - Make and take math manipulatives workshop
- November:
  - Using the FCAT Mathematics Test Item Specifications

**Objective:**
Given instruction based on the Sunshine State Standards English Language Learner (ELL) students will increase their mathematics skills as evidenced by 68 percent meeting high standards on the 2009 administration of the FCAT Mathematics Test

**Strategies:**
- Utilize manipulatives and games to provide hands-on exploration of mathematical concepts.
- Using the Continuous Improvement Model (CIM) analyze the 2008 FCAT Mathematics results in order to tailor instruction to remediate individual student deficiencies for students scoring Level 1 and Level 2.
- Provide school wide FCAT daily practice through the use of FCAT Mathematics task cards throughout instruction.
- Continue the implementation of technology during tutorial groups, with programs such as FCAT Explorer and Riverdeep Mathematics for students scoring at Achievement Level 1 and Level 2 on the 2008 FCAT Mathematics test.
- Administer Baseline Assessments and site authored assessments placed on Edusoft which are aligned to the Sunshine State Standards tested benchmarks using a data management system to score assessments, to generate disaggregated data reports and for placement of students in flexible tutorial groups.
- Employ the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core mathematics program.
- Provide differentiated, yet flexible, tutorial programs in mathematics to all students during the school day to improve mathematics performance and increase mathematics skills of students who scored Level 1 and Level 2 on the 2008 Mathematics FCAT.

**Evaluation:**
Success of meeting the objectives will be measured by the scores on the 2009 FCAT Mathematics Test.
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**Evidence-based Program(s):** The main research-based program used at Marjory Stoneman Douglas Elementary School is the Scott Foresman Mathematics Program. First and second grades are using the Saxon Mathematics Series.

Additional resources include Scott Foresman Mathematics, Math Advantage, Riverdeep, FCAT Coach, AIM Higher, and Measuring Up!

**Professional Development:**

- August:
  - Analyzing Data
  - ESOL Strategies

- September:
  - Differentiated Instruction
  - Mathematics Pacing Guide

- October:
  - Infusing literature in mathematics
  - Make and take math manipulatives workshop

- November:
  - Using the FCAT Mathematics Test Item Specifications

**Budget:**

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**Total: $10,000.00**

**Final Total: $10,000.00**

**Non-Highly Qualified Instructors:** All instructors Highly Qualified.

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**Goal: Writing**

**Note:** Required for Title I

*Scroll down for school data*

**Needs Assessment:** An analysis of the data indicates that 87 percent of Grade 4 students scored a 3.5 or higher on the 2008 FCAT Writing+ Test. Eighty percent of students scored 3.5 or higher on the expository writing prompt with a mean essay score of 3.8. Eighty percent of students scored 3.5 or higher on the narrative writing prompt with a mean essay score of 3.9. An analysis of the data indicates that Grade 4 students demonstrated strengths in both narrative and expository writing. Scores decreased by three percentage points in expository writing on the 2008 FCAT Writing+ Test, when compared to the 2007 FCAT Writing+ Test results. In narrative writing, there was a decrease of nine percentage points of students receiving a 3.5 or above on the 2008 FCAT Writing+ Test as compared to the 2007 FCAT Writing+ Test results.

**Objective:** Given instruction using the Sunshine State Standards and Competency Based Curriculum, students in Grade 4 will demonstrate their skill proficiency in writing, as evidenced by 90 percent or more of students maintaining or meeting high standards on the 2009 FCAT Writing+ Test.

**Strategies:**

- Provide coaching and mentoring with the implementation of the monthly prompts, interpretation of the U-6 (6 Point) Scoring Rubric, analysis of student papers, and specific strategies to guide instruction to ensure writing gains.
- Publish student work with word processing programs to improve spelling, grammar, and format.
- Implement school wide “College Word of the Day” program on the morning announcements to
enhance support in vocabulary acquisition.

- Administer District Writing Pre- and Post-Tests to determine students' level of writing proficiency and tailor instruction accordingly.
- Administer and analyze the results of monthly school-wide narrative/expository writing prompts followed by tailored instruction based on student deficiencies in the area of writing.
- Increase the use of graphic organizers in classroom writing instruction.

**Evaluation:**
This objective will be measured by the scores of the 2009 FCAT Writing+ Test, as well as scores on monthly writing prompts. Furthermore, this objective will be assessed by comparing the scores on Pre and Post test writing prompts as well as by data protocol reviews.

**Evidence-based Program(s):**
Marjory Stoneman Douglas uses the Houghton Mifflin Reading program's writing component. However, the curriculum is based on the Sunshine State Standards, Grade Level Expectations and the Competency Based Curriculum objectives set forth by the District and the State. The effective writing component of the Comprehensive Reading Research-based Plan (CRRP) is also used.

**Professional Development:**

August:
- Analyzing Data
- U-6 Rubric Scoring

September:
- The Writing Formula
- Graphic Organizers
- How to Write a Good Topic Sentence

October:
- Sentence Structure

November:
- Using vivid vocabulary

**Budget:**

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**Total: $0.00**

**Final Total: $0.00**

**Goal: Science**

*Note: Required for Title I
Scroll down for school data

**Needs Assessment:**
An analysis of the data indicates 44 percent of students in Grade 5 achieved FCAT Levels 3 or above. When comparing students in Grade 5 to other 5th grade students in the District, the students at Marjory Stoneman Douglas Elementary scored equally with the rest of the fifth grade students. However, scores of the 2008 FCAT Science test showed a decrease of 14 percentage points of students scoring at Level 3 and above as compared to scores on the 2007 FCAT Science Test.

An analysis of the data indicates that Grade 5 students demonstrated weaknesses in Earth and Space Science, Physical and Chemical Science, and Scientific Thinking. This was a result of students demonstrating difficulty applying science strategies to short answer responses. Fifth grade students at Marjory Stoneman Douglas Elementary School did, however, make significant gains in the area of Life and Environmental Science, increasing the percentage score from 58 percent to 64 percent, an increase of six percentage points.

Teachers will focus instruction on integrating science strategies with writing strategies in daily FCAT practice, as well as daily instruction in science. This will be implemented through an increase in the use of diagrams, science vocabulary instruction, and inquiry-based science instruction.
**Objective:**

Given instruction using the Sunshine State Standards and the Competency Based Curriculum, 50 percent of students in Grade 5 will achieve a Level 3 or above on the 2009 administration of the FCAT Science Test.

**Strategies:**

- Increase circulation of science based literature from the Media Center.
- Continue departmentalization throughout the grade levels.
- Implement a 45-60 minute hands-on science inquiry lab once a week for all students.
- Utilize materials and lessons provided by FOSS Science Kits.
- Provide a two hour Saturday Science Academy for ELL students.
- Participate in Career Week activities and attend related field trips which relate to Science careers.
- Increase students’ participation in hands-on science activities by conducting experiments that demonstrate concrete applications of the scientific method by the utilization of the science inquiry component.
- Participate in District/County Science Fair competitions.
- Implement the District’s Suggested Long Range Science Plans for elementary schools.

**Evaluation:**

This objective will be evaluated by the scores of the 2009 FCAT Science Test, school developed Science interim assessment tests and data protocol reviews.

**Evidence-based Program(s):** Scott Foresman Core Science Program

**Professional Development:**

- August:
  - Analyzing Data
  - Science Pacing Guide
- September:
  - The Scientific Method
  - Science Competitions
  - Dream In Green
- October:
  - Infusing Science in Literature
  - Scott Foresman Science Content and Pedagogy
  - K-1 Science Content and Pedagogy
- November:
  - How To Effectively Use the FCAT Science Test Item Specifications
  - Science Leadership Institute
  - Scott Foresman Science Content and Pedagogy
  - K-1 Science Content and Pedagogy
- December:
  - Scott Foresman Science Content and Pedagogy: Life Science
  - K-12 Building Science Content and Capacity
- January:
  - K-12 Science Content and Pedagogy
  - Scott Foresman Science Content and Pedagogy: Life Science
- February:
  - District Professional Development
- April:
  - Preparation for Grade Five 2009-2010
  - Review of Benchmarks
  - K-12 Science Content and Pedagogy

**Budget:**

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**Non-Highly Qualified Instructors:** All instructors Highly Qualified.
Goal: Parental Involvement

*Note: Required for Title I

**Needs Assessment:** An analysis of the data and information for the 2006-2007 school year indicates that parents rated the school highly (A-1) on the School Climate Survey. Ninety-eight percent of the parents who took the survey feel the overall climate or atmosphere at Marjory Stoneman Douglas Elementary School is positive and helps children learn. There were fourteen workshops, in-services and courses available to parents throughout the school year. According to Parent Attendance Logs, 35 percent of parents attended at least one of the offered workshops, in-services or courses offered. In 2008-2009 parents will be offered eleven workshops and in-services on various educational topics and parenting skills through both the Parent Academy, the PSTO and the school site. A Parent Resource Center is made available before, during and after school in order to provide additional instructional materials and support.

Although there is an adequate level of parental involvement at our school, we would like to increase the number of parents that attend the workshops and in-services, primarily in Grade 3 to enhance academic achievement.

**Objective:** Given the need for parental involvement, the percentage of parents attending workshops and in-services in the 2008-2009 school year will increase by five percent to forty percent as compared to the 2007-2008 school year as evidenced by attendance logs.

**Strategies:**
- Provide incentives for students whose parents attend the in-services and workshops.
- Call parents of students receiving intensified remedial instruction in reading to follow-up on written notices of parent meetings.
- Facilitate parent workshops such as the Grade 3 Parent Training Workshop, FCAT Study Skills, parents access to Just Read, Florida My Child’s Academic Success and Families Building Better Readers.
- Include workshop and in-service information on the monthly parent newsletters and calendars sent home in English and Spanish such as the Safe Child Program and Child Sexual Abuse Prevention Program.
- Continue Parent Resource Center on campus and Bilingual Parent Outreach Program with Compass training for ESOL parents.
- Offer Adult Education courses via Sunset Adult Education Center to all parents.
- Notify all parents in writing and by Connect Ed of all upcoming Parent Academy trainings and workshops.

**Evaluation:** Evaluation of this objective will be the comparison of the 2008-2009 attendance logs with the 2007-2008 logs.

**Evidence-based Program(s):**
- **September:**
  - Open House
  - Parent Academy: M-DCPS Programs for English Language Learners
- **October:**
  - Parent Academy: Vocabulary Development to Reading Success
- **November:**
  - Parent Academy: New Rules Governing Bullying and Harassment
  - FCAT Parent Night
- **December:**
  - Winter Holiday Show
- **January:**
  - Parent Academy: Effective Discipline and Communication Techniques
- **February:**
  - Parent Academy: Medical and Other Community Services Provided
- **March:**
  - Parent Academy: Immigration Laws and Pathways to Become a Citizen
- **April:**
  - Parent Academy: The Media-How it Influences Kids
- **May:**
  - Parent Academy: Surviving in Hard Economic Times
- **End of School Show

**Professional Development:** N/A

**Budget:**

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Total: $0.00
Goal: Return on Investment

**Needs Assessment:** The most recent data supplied from the FLDOE indicate that in 2006-2007, Marjory Stoneman Douglas Elementary ranked at the 39th percentile on the State of Florida ROI index.

**Objective:** Marjory Stoneman Douglas Elementary School will improve its ranking on the State of Florida ROI index publication from the 39th percentile in 2007 to the 40th percentile in the next publication of the index.

**Strategies:**
- Become more informed about the use of financial resources in relation to school programs.
- Collaborate with the District on resource allocation.
- Consider shared use of facilities, partnering with community agencies.
- Use the Continuous Improvement Model (CIM) to consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.

**Evaluation:** On the next State of Florida ROI index publication, Marjory Stoneman Douglas Elementary will reach the 40th percentile.

End of Return on Investment Goal
ADDITIONAL GOALS

No Additional Goals were submitted for this school
SCHOOL ADVISORY COUNCIL

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The 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.

✔ Yes. Agree with the above statement.

SAC Involvement

The EESAC at Marjory Stoneman Douglas Elementary School is the sole body responsible for final decision making at the school. In May 2008, activities included recruitment of new EESAC members, EESAC elections and the appointment of the EESAC chairperson. School Climate Surveys and Assessment Data were reviewed to determine school needs. The 2007-2008 School Improvement Plan was revised after analysis of the data and school needs for 2008 and the budget was revised according to the new goals. In early August 2008, the SIP is to be released to the community, revisions to the SIP are made...
based on community input and recommendations by the EESAC members. In late August 2008 the SIP will be sent to the
district School Board for approval and implementation will begin by the start of the school year. The SIP is continuously
monitored throughout the year. The EESAC reviews the SIP on a quarterly basis and makes necessary adjustments. In May of
2009, the SIP will be evaluated for its effectiveness and the process will begin again.

SAC Members

Members

1) Rodolfo Rodriguez, Principal
2) Ilene Martinez, SAC Chair
3) Juan Alviz, Student
4) Marie Garcia, Teacher
5) Tangela Johnson-Miller, Teacher
6) Minosha Gay, Teacher
7) Vivienne Brown, Teacher
8) George Torres, Business Member
9) Sangita Santdasani, Parent
10) Juan Alviz, Parent
11) Ana Sanchez, Parent
12) Odalis Fernandez, Parent
13) Gisella Jimenez, Parent
14) Vilma Bendetti, Parent
15) Maria Zas, Parent
16) Raisa Reyes, School Support Personnel
17) Christopher Rambo, Union Steward

IMPLEMENTATION EVALUATION

Educational Excellence School Advisory Council (EESAC) committee will receive on-going reports on the status of the
implementation of the School Improvement Plan (SIP). A mid-year review of the implementation of the current SIP will be
conducted in order to assess where resources need to be targeted for the remainder of the school year. In attendance will be
the Principal, the EESAC chairperson, the United Teachers of Dade steward, an EESAC parent representative, the EESAC
community/business representative and the EESAC student representative. At this meeting, the EESAC makes a presentation
of findings. Included in this presentation are data elements that identify the Strengths and Opportunities for Improvement
(OFIs) of the school. These results provide guidance for the future direction of the school and are included, as appropriate, as
objectives and strategies in next year’s SIP. Staff at Marjory Stoneman Douglas Elementary School will review the status of
SIP objectives and will collaborate with the EESAC to determine how student achievement will be addressed next school year.
Note: Baseline Data Report is required for all Repeating F, F schools and D schools that were F in 2005-2008 and all Schools in Need of Improvement (SINI).

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Name of Assessment Used

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Name of Assessment Used

**Baseline data aggregated at school level**

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*End of Baseline Data Report*
## AYP DATA

### 2007-2008 Adequate Yearly Progress (AYP) Report - Page 2

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<th>Math Tested 95% of the students</th>
<th>Improved performance in Writing by 1%</th>
<th>Increased Graduation Rate by 1%</th>
<th>Percent of Students below grade level in Math</th>
<th>Safe Harbor Reading</th>
<th>Safe Harbor Math</th>
<th>Growth model reading</th>
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### 2006-2007 Adequate Yearly Progress (AYP) Report - Page 2

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<th>Safe Harbor Math</th>
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<tr>
<td>ASIAN</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>ECONOMICALLY DISADVANTAGED</td>
<td>100</td>
<td>100</td>
<td>68</td>
<td>66</td>
<td>66</td>
<td>NA</td>
<td>NA</td>
<td>34</td>
<td>34</td>
<td>NA</td>
</tr>
<tr>
<td>ENGLISH LANGUAGE LEARNERS</td>
<td>100</td>
<td>100</td>
<td>61</td>
<td>68</td>
<td>68</td>
<td>NA</td>
<td>NA</td>
<td>36</td>
<td>36</td>
<td>NA</td>
</tr>
<tr>
<td>STUDENTS WITH DISABILITIES</td>
<td>99</td>
<td>98</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>76</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Group</th>
<th>Reading Tested 95% of the students</th>
<th>Math Tested 95% of the students</th>
<th>Improved performance in Writing by 1%</th>
<th>Increased Graduation Rate by 1%</th>
<th>Percent of Students below grade level in Math</th>
<th>Safe Harbor Reading</th>
<th>Safe Harbor Math</th>
<th>Growth model reading</th>
<th>% of students on track to be proficient in math</th>
<th>Growth model math</th>
</tr>
</thead>
</table>
# Dade School District

## MARJORY STONEMAN DOUGLAS ELEM

### 2006-2007

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Earned</th>
<th>% Meeting High Standards (FCAT Level 3 and Above)</th>
<th>% of Students Making Learning Gains</th>
<th>Adequate Progress of Lowest 25% in the School?</th>
<th>Points Earned</th>
<th>Percent Tested = 100%</th>
<th>School Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Math</td>
<td>Writing</td>
<td>Science</td>
<td>Grade Points Earned</td>
<td>Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.</td>
<td>Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.</td>
<td>Percent of eligible students tested</td>
</tr>
<tr>
<td>80%</td>
<td>80%</td>
<td>89%</td>
<td>58%</td>
<td>307</td>
<td>137</td>
<td>127</td>
<td>571</td>
</tr>
</tbody>
</table>

### 2005-2006

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Earned</th>
<th>% Meeting High Standards (FCAT Level 3 and Above)</th>
<th>% of Students Making Learning Gains</th>
<th>Adequate Progress of Lowest 25% in the School?</th>
<th>Points Earned</th>
<th>Percent Tested = 100%</th>
<th>School Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Math</td>
<td>Writing</td>
<td>Science</td>
<td>Grade Points Earned</td>
<td>Writing: Takes into account % scoring 3.5 and above. Sometimes the District writing average is substituted for the writing average.</td>
<td>3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2</td>
<td>Percent of eligible students tested</td>
</tr>
<tr>
<td>82%</td>
<td>80%</td>
<td>89%</td>
<td>251</td>
<td>3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2</td>
<td>140</td>
<td>591</td>
<td>A</td>
</tr>
<tr>
<td>Adequate Progress of Lowest 25% in the School?</td>
<td>55% (YES)</td>
<td>Adequate Progress based on gains of lowest 25% of students. Yes, if 50% or more make gains.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Points Earned</td>
<td>446</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent Test ed = 100%</td>
<td></td>
<td>Percent of eligible students tested</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Grade</td>
<td>A</td>
<td>Grade based on total points, adequate progress, and % of students tested</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>