
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 2521 - Oliver Hoover Elementary School

FeederPattern: Felix Varela Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Henry Ferrer

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Oliver Hoover Elementary School

The Oliver Hoover Elementary School Improvement Plan is designed to achieve the state education priorities, and to ensure high academic student performance. This School Improvement Plan (SIP) addresses issues relative to budget, training on the use of instructional materials, technology, staffing, Student Support Services, safety, discipline, health, and parental involvement. Achievement will be based on an analysis of student performance and other pertinent school performance data.

Given instruction using the Sunshine State Standards, 85 percent of students in grade three through five will score a Level 3 or above as documented by scores on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 75 percent of students in grades three through five will score a Level 3 or above as documented by scores on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 87 percent of the students reaching the state required mastery level of 3.5, as documented by scores on the 2007 FCAT Writing PLUS Test.

Given instruction using the Sunshine State Standards, 50 percent of students in grade five will score at Level 3 or above as documented by scores on the 2007 FCAT Science Test.

Given school-wide emphasis on parent outreach and parent/school communication, parent participation will exceed 348 signatures as evidenced by the 2006-2007 parent sign in logs.

Given school-wide emphasis on attendance, student attendance will show improvement by one percent in the 2006 – 2007 school year as evidenced by the 2006 – 2007 attendance report.

Given instruction utilizing the FCAT Explorer software program, 90 percent of students in grades three through five will complete the designated programs using their technological skills as evidenced by the FCAT Explorer Program Completion Reports.

Given practice in various sports activities and different components of the Physical Fitness Testing Program, FITNESSGRAM, students in grades four and five will be able to achieve, or master the benchmarks set forth by this program.

Given school-wide emphasis on the Art and Music curriculum, students in grades kindergarten through five will be given the opportunity to participate in special area and extra-curricular activities. Student participation will involve a minimum of 25 percent of the school population.

Oliver Hoover Elementary School will exceed its current ranking of the 62nd percentile on the next publication of the State of Florida ROI index.

The Organizational Performance Improvement Snapshot Survey (OPIS) reveals that the staff at Oliver Hoover Elementary has concerns regarding the following categories: informing the faculty and staff of the financial stability of the school (3.6) and generating ideas from the staff for future plans of the school (3.9). Scheduled budget training will be held to educate the staff on the school budget and money available in each fund. Small group meetings will be held to generate ideas and facilitate the decision making process to support the School Improvement Plan (SIP) and the daily operations of the school. Experiences will be shared and discussed. Feedback from the meetings will be collected and used to better serve the unique needs of Oliver Hoover Elementary School.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

Oliver Hoover Elementary School

VISION

Oliver Hoover Elementary aspires to be a caring community of learners in which all stakeholders fulfill their potential, personal, professional and intellectual excellence.

MISSION

The mission of Oliver Hoover Elementary School is to make learning an exciting, productive, and vital part of each child's life.

CORE VALUES

Responsibility

We foster an environment that promotes and encourages students to care for one another.

Honesty

We encourage truthfulness, sincerity and integrity to build honest and responsible citizens.

Cooperation

We motivate our student body to work together toward common goals.

Citizenship

We promote an environment that will create a society based upon democratic values and decision-making.

School Demographics

Oliver Hoover Elementary has been designated an "A" school for seven consecutive years. Its student population for the 2006-2007 school year consists of approximately 1,120 students in Pre-Kindergarten through grade five comprising a multi-ethnic population; with an ethnic breakdown of seventy-four percent Hispanic, eleven percent White Non-Hispanic, six percent Black Non-Hispanic, and nine percent Asian/Indian Multiracial. Oliver Hoover has fifteen percent of the students enrolled in Limited English Proficient (LEP) Programs; forty-nine percent of the students are on free or reduced price lunch.

The students at Oliver Hoover receive instruction in reading, language arts, mathematics, science, social studies as described in the Miami-Dade County Public Schools Competency Based Curriculum. Music, art, physical education and bilingual courses are also staples of the curriculum. Twenty-four percent of Oliver Hoover students are enrolled in Exceptional Student Education (ESE) programs, including Gifted, Learning Disabilities, Other Health Impaired, Developmentally Delayed, Trainable Mentally Handicapped and Autism. These children have a wide range of exceptionalities and their social, emotional, and academic programs are governed by their Individual Educational Plans (IEP), and Education Plans (EP). In addition, the school provides services for Speech, Language Therapy, Occupational and Physical Therapy and guidance services. The school also receives assistance from a school social worker, a school psychologist and a staffing specialist.

Four administrators, a principal and three assistant principals serve as the instructional leaders of the school. The Oliver Hoover instructional staff includes ninety-one teachers: forty-seven in the general education curriculum, twenty Exceptional Student Education, nineteen in special subject areas, two counselors, one media specialist, one Technology Coordinator, and one Reading Coach. The instructional staff is forty-nine percent Hispanic, thirty-two percent white Non-Hispanic, and nineteen percent black Non-Hispanic. This year the school welcomed thirteen beginning teachers. Thirty-seven percent have obtained Master's degrees; two percent have obtained Specialist degrees.

Oliver Hoover Elementary School was established in 1982 and was named for a prominent educator who served the school system as a teacher, Dean of Boys, and Principal. He served the community in many leadership roles. The school is comprised of two facilities. The main campus is located on six-acres on Hammocks Boulevard in the Hammocks, a suburban community in Miami-Dade County, and is adjacent to a five-acre park. The main campus has forty-four classrooms and three resource rooms, a cafeteria, a media center, a computer lab and a large main office. Fourteen portable classrooms are also on this site. The Oliver Hoover Primary Learning Center is located one and a half miles from the main campus. This facility has eleven classrooms for children in Pre-Kindergarten and Kindergarten.

Oliver Hoover Elementary has established a school advisory council designed to focus on school improvement and educational accountability. The Educational Excellence School Advisory Council (EESAC) is composed of seven parents, five teachers, one student, one education support employee, one business/community representative, the Designated UTD Steward, and the Principal. With the exception of the Principal, the business/community representative and the Designated UTD Steward, all other members are elected by their constituent group. The Principal, teachers, parents, students, and education support employees all have alternate representation.

Oliver Hoover Elementary also has a very active Parent/Teacher Association (PTA). The organization provides numerous opportunities for parents to become acquainted with the school program. The PTA sponsors cultural and recreational activities for students and holds several fundraising activities each year. Monies generated by fundraising events are used to supplement the purchase of costly materials and equipment needed to reinforce the basic curriculum. Several Dade Partners are also very influential in the school's pursuit of educational excellence. Employees for these organizations assist the school with motivational incentives, monetary donations and mentoring/tutoring of students.

School volunteers assist the Oliver Hoover Elementary teachers and students with various tasks. They act as listeners: provide one-to-one tutoring; work with groups of children in the classroom; and assist in many other ways.

In order to provide a safe and stimulating environment for students of working parents, Oliver Hoover Elementary School provides before-school care beginning at 7:15 a.m. and after-school care ending at 6:00 p.m. at both the main campus and the Primary Learning Center.

School Foundation

Leadership:

The 2006-2007 Organizational Performance Self Assessment Survey reveals that the faculty and staff at Oliver Hoover Elementary ranked leadership at 4.4 out of a possible 5.0. The school's vision, mission, and core values will be referred to daily to focus, guide, and achieve identified goals in all areas of the School Improvement Plan.

District Strategic Planning Alignment:

The 2006-2007 Organizational Performance Self Assessment Survey reveals that Oliver Hoover's faculty and staff ranked strategic planning and alignment at 4.1 out of a possible 5.0. The School Improvement Plan will be used as a guide, and this survey as a needs assessment for planning, implementing, monitoring, and then evaluating to show growth in this area as a faculty and staff.

Stakeholder Engagement:

The 2006-2007 Organizational Performance Self Assessment Survey Reveals that the Oliver Hoover faculty and staff ranked customer satisfaction at 4.4 out of a possible 5.0. The stakeholders at Oliver Hoover Elementary are focused on the school's vision and mission to make learning an exciting, productive, and vital part of each child's life, thus producing a caring community of learners aspiring to be responsible citizens.

Faculty & Staff:

The 2006-2007 Organizational Performance Self Assessment Survey reveals that Oliver Hoover's faculty and staff ranked the team approach to the overall function of the school at a 4.3 out of a possible 5.0. Grade level and content specific meetings will be held to address the needs of all teachers. During meetings, more in-depth practical knowledge will be shared in a comfortable environment to mentor and assist teachers.

Data/Information/Knowledge Management:

The 2006-2007 Organizational Performance Self Assessment Survey reveals that Oliver Hoover's faculty and staff ranked Measurement, Analysis, and Knowledge Management at 4.2 out of a possible 5.0. At Oliver Hoover Elementary, data is used to drive instruction and to make crucial decisions in the day-to-day operations of the school. Data is used to identify each student's strengths, weaknesses and potential. Strategies are created to ensure proficiency in the learner, teacher, and administrator.

Education Design:

Extended Learning Opportunities:

Oliver Hoover Elementary has a full time Technology Coordinator who is used to train teachers and students for academic success in technology.

A second and third grade TEAM class was created for the 2006-2007 school year to provide a differentiated instructional approach for minority students.

The Chess Club opened during after school hours with over 70 students actively involved in competition.

The chorus, recorder and bells students meet on alternating days after school to practice in order to present at special events.

Tutoring will be provided for Level 1 FCAT Reading students, LEP students, and students scoring at or below the 25th percentile on the Stanford 10. Oliver Hoover teachers will provide tutoring sessions after school.

Oliver Hoover's teachers are enrolled in in-services after school, during school hours and on Saturdays to meet the challenge of being highly qualified.

Oliver Hoover has implemented several models of Inclusion. At the present time, we have one full-time second, third, fourth and fifth grade Inclusion Class of General Education and Autistic students. We also have a kindergarten/first grade combination class of general education and Autistic students.

A full time Reading Coach position has been created to assist staff in a school-wide structured reading program with remediation and enrichment activities. Furthermore, an instructional focus calendar for reading has been developed for the 2006-2007 school year.

Monthly informational meetings have been planned by grade levels to assist, train, and inform parents about grade-specific curriculum. The Computer Lab will be utilized at these meetings to provide parents with a hands-on approach so they may assist their children at home with the technology programs that are used during the school day.

Performance Results:

The 2005-2006 Student Case Management System revealed that out of 1,180 students, there were 139 general disruptive conduct reports, zero fights, zero simple assaults, 118 reprimands, ten suspensions, zero indoor suspensions, zero expulsions and zero denial of bus privileges. Living the vision, mission, and practicing the core values daily have made a tremendous impact on the behavior of the students at Oliver Hoover Elementary. The character education word for the month is announced daily over the closed-circuit T.V. and students are rewarded for acts of kindness.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Oliver Hoover Elementary students will be proficient in reading.

Needs Assessment

The results of the 2006 Reading test administration on the FCAT, indicates reading scores of 84 percent of students in grades three through five scored at or above FCAT Achievement Level 3. Additionally, third grade students need improvement in Comprehension with an overall score of 67 percent correct. Fourth grade students need improvement in Main Idea/Purpose with an overall score of 64 percent correct. Fifth grade students need improvement in Word Phrases and Main Idea/Purpose with an overall score of 71 percent correct. This year's concerted instructional effort in these areas should result in an increase in student achievement in reading.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>											

Measurable Objective

Given instruction using the Sunshine State Standards, 85 percent of students in grade three through five will score a Level 3 or above as documented by scores on the 2007 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Disaggregate and analyze data from the 2006 FCAT Reading Test to identify strengths and weaknesses in student performance and develop an instructional focus calendar for reading utilizing the Reading Coach.	Classroom Teacher / Administrators / Reading Coaches	8/14/2006	5/30/2007	Continuous Improvement Model	\$38000.00
Implement the Comprehensive Research Based Reading Plan (CRRP) with intensive focus on Guided Reading and vocabulary development utilizing the Houghton Mifflin Reading Program for students in grades kindergarten through five.	Classroom Teacher / Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the TampaReads Vocabulary Development Program in grades kindergarten through five.	Classroom Teachers/Administrators/Reading Coach	8/14/2006	5/30/2007	Continuous Improvement Model	\$100.00
Conduct on-going grade level and subject specific meetings with leadership teams to ensure and direct effective application of strategies.	Classroom Teacher / Administrators / Reading Coach	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize FCAT Explorer, Accelerated Reader/Star, Advanced Learning System, Riverdeep and Academy of Reading, Compass Learning Odyssey Reading and Waterford Early Reading System computer assisted resources to reinforce and enhance reading skills.	Classroom Teacher / Administrators/ Technology Coordinator/MediaSpecialist	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Identify the students scoring at Levels 1 and 2 on the FCAT, as delineated in the AYP disaggregated data. Provide tutorial assistance during school hours and enroll students in the Riverdeep Third Grade Retention Program to address the reading deficiencies of all subgroups represented.	Technology Coordinator / Classroom Teacher / Administrators / Reading Coach	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Reduce class size for low performing students in order to improve student achievement.	Administrators	8/14/2006	05/30/07	Continuous Improvement Model	\$0.00
Utilize Time for Kids in grades kindergarten	Classroom	8/14/2006	5/30/2007	Continuous	\$5200.00

through five to enhance and complement the Comprehensive Research Based Reading Plan (CRRP).	Teachers/Administrators/Reading Coach		Improvement Model	
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Research-Based Programs

Houghton Mifflin Reading Program
 Academy of Reading
 Accelerated Reader
 Compass Learning Odyssey Reading
 Waterford Early Reading

Professional Development

Professional Development for all teachers will include: the Comprehensive Reading Plan (CRP), TampaReads, and the Houghton Mifflin Reading Program; targeting guided reading, utilizing assessments and analysis of assessment data to drive curriculum. Additionally on-site training will be provided for all technology reading based programs.

Evaluation

This objective will be evaluated by the results of the 2007 Reading test administration of the FCAT. Compiled data will be shared with classroom teachers utilizing the software program Snapshot. Additional Assessment Instruments include: Dynamic Indicators of Basic Early Literacy Skills (DIBELS), FCAT Reading and textbook tests.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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 checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Students will be proficient in mathematics.

Needs Assessment

The results of the 2006 Mathematics test administration of the FCAT indicates math scores of 74 percent of students in grades three through five scored at or above FCAT achievement Level 3. Additionally, third grade students need improvement in Geometry with an overall average score of 57 percent correct. Fourth grade students need improvement in Number Sense with an overall average score of 70 percent correct. Fifth grade students need improvement in Data Analysis with an overall average score of 42 percent correct. Also, Students With Disabilities did not meet the state required mastery level. This year's concerted instructional effort in these areas should result in an increase in student achievement in mathematics.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							

Measurable Objective

Given instruction using the Sunshine State Standards, 75 percent of students in grades three through five will score a Level 3 or above as documented by scores on the 2007 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Disaggregate and analyze data from the 2006 FCAT Mathematics test to identify strengths and weaknesses and develop an instructional focus calendar for mathematics.	Classroom Teacher / Administrators / Mathroom Department Chair	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Provide students in grades kindergarten through five with performance based activities incorporating the use of manipulatives, problem solving, critical thinking and communication.	Classroom Teacher / Administrators	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Utilize Riverdeep, Advanced Learning System, Scott Foresman Internet Program, FCAT Explorer and Quartermile Math computer assisted resources to reinforce and enhance mathematics skills for students in grades kindergarten through five.	Classroom Teacher/Administrators/ Technology Coordinator	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Conduct on-going grade level and subject specific meetings with leadership teams to ensure and direct effective application of strategies.	Classroom Teacher / Administrators / Math Department Chair	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Broadcast mathematics vocabulary and "Problems of the Week" over closed-circuit television during the morning announcements.	Administrators / Math Department Chair	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Participation of students in grades one through five in a "Math Facts Bowl-0-Rama" to improve acquisition of basic math facts.	Classroom Teachers/Administrators/Math Department Chair	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Scott Foresman Mathematics Program

Professional Development

Professional Development will be available for all teachers to review the mathematics strands and district provided scope and sequence. In-services will include Riverdeep Training, Scott Foresman Program Series, Advanced Learning System and use of manipulatives.

Evaluation

This objective will be evaluated by the results of the 2007 Math test administration of the FCAT. Compiled data will be shared with classroom teachers utilizing the software program Snapshot. Additional Assessment Instruments include FCAT Math and textbook tests to monitor student progress and redirect learning activities.

GOAL 3: WRITING

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

Florida Education Priorities

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

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 checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Students will be proficient in writing.

Needs Assessment

The results of the 2006 Writing test administration of the FCAT reflect that the 86 percent of students in grade four scored at or above the state standard of 3.5. Students narrative scores were 21 percentage points lower than the expository scores. Therefore, students in fourth grade need to show growth in narrative writing in order to score 4.0 or better as evidenced by 31 percent of students who did not meet this requirement. This year's concerted instructional effort in this area should result in an increase in student achievement in writing.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>											

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 87 percent of the students reaching the state required mastery level of 3.5, as documented by scores on the 2007 FCAT Writing PLUS Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Promote effective writing techniques through the implementation of technology in large and small group settings for grades kindergarten through five.	Classroom Teacher / Administrators/Technology Coordinator / Reading Coach	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Provide in-service for all administrators and instructional staff to ensure effective delivery of writing instruction and monitor its implementation.	Classroom Teacher / Administrators/ Reading Coach / District	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Administer the district provided expository and narrative pre/post tests to all students in grades one through five, and utilize the assessment data to plan areas of need in the writing curriculum.	Classroom Teacher / Administrators / Reading Coach	08/14/2006	5/30/2007	District Strategic Plan	\$0.00
Administer monthly writing prompts for all students in grades one through five that will be scored utilizing a grade-appropriate rubric to assess student effective narrative and expository writing techniques and determine further instruction.	Classroom Teacher / Administrators	08/14/2006	5/30/2007	District Strategic Plan	\$0.00
Improve the quality of writing through the use of strategies such as, magnified moments, vivid verbs, sentence variety, writing pictures and magic words for students in grades kindergarten through five.	Classroom Teacher / Administrators / Reading Coach	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Incorporate classroom journal writing using non-fiction prompts to provide additional writing opportunities in the content areas for students in grades kindergarten through five.	Classroom Teacher / Administrators	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Utilize the TampaReads Vocabulary Development Program to enhance student writing for students in grades kindergarten through five.	Classroom Teacher / Administrators / Reading Coach	8/14/2006	5/30/2007	Continuous Improvement Model	\$100.00

Research-Based Programs

Houghton Mifflin Reading Program (writing component)

Professional Development

Professional development training for teachers will include techniques to improve the delivery of instruction in writing, scoring of student writing samples using the rubric, pre-writing skills, vocabulary development and editing.

Evaluation

This objective will be evaluated by the results of the 2007 FCAT Writing PLUS Test for fourth grade students. Additionally, all students in grades one through five will participate in the administration of the district provided expository and narrative pre/post tests. Students will also participate in the administration of a monthly writing assessment prompt that will be used to monitor the writing objective, and as an instructional tool.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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 checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Students will be proficient in Science.

Needs Assessment

The results of the 2006 Science test administration of the FCAT reflect that the mean scale score was 293, with the State's Mean Scale Score being 299. Therefore, fifth grade students need improvement in the Earth and Space Sciences Cluster as evidenced by 57 percent who did not meet the State's Mean Score. This year's concerted instructional effort in this area should result in an increase in student achievement in science.

Measurable Objective

Given instruction using the Sunshine State Standards, 50 percent of students in grade five will score at Level 3 or above as documented by scores on the 2007 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Disaggregate and analyze data from the 2006 FCAT Science Test to identify strengths and weaknesses of students in grade five.	Classroom Teacher / Administrators / Science Department Chair	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize the district developed science scope and sequence to enhance the delivery of instruction in science and ensure that all science benchmarks are taught in grades kindergarten through five.	Classroom Teacher / Administrators / Science Department Chair	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Continue to utilize the Advanced Learning System Technology Program science component to complement science instruction in grades three through five.	Classroom Teacher / Administrators / Technology Coordinator	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Conduct staff development workshops to promote the teaching of science process skills.	Classroom Teacher / Administrators/Science Department Chair	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Incorporate effective teaching strategies to develop students' understanding of scientific concepts through classroom activities, and project-based learning, such as: cooperative groups, hands-on activities and using problem-solving/critical thinking strategies.	Classroom Teacher / Administrators	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Conduct a school-wide Science Fair for students to demonstrate application of the Scientific Process for students in grades kindergarten through five.	Classroom Teacher / Administrators/Science Department Chair	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Increase student participation in hands-on science activities by conducting experiments that demonstrate concrete applications of the Scientific Method for students in grades kindergarten through five.	Classroom Teacher / Administrators	08/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize "Science Dailies" in grade five to enrich curriculum by exposing students to concepts using higher order thinking skills.	Classroom Teachers/ Science Department Chair/Administrators	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

McGraw-Hill Science Program
Harcourt Science (First Grade)

Professional Development

Professional development training for teachers will include district provided science training. On-site training will be provided to enhance the science curriculum delivery.

Evaluation

This objective will be evaluated by the results of the 2007 FCAT Science Test for students in grade five.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Oliver Hoover will foster open communication between home and school.

Needs Assessment

Parent participation sign-in sheets show that 348 parents attended school site activities and meetings during the 2005-2006 school year. This number indicates the need to improve parental involvement.

Measurable Objective

Given school-wide emphasis on parent outreach and parent/school communication, parent participation will exceed 348 signatures as evidenced by the 2006-2007 parent sign in logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Promote school- wide presentations such as Open House, Science Fair Parent Night, Parent Technology Night and monthly grade level parental information meetings in grades kindergarten through five.	Classroom Teacher / Administrators/ Technology Coordinator	08/14/2006	05/30/2007	Community Partnerships	\$0.00
Promote the use of the Parent Resource Center located in the Media Center, Primary Learning Center Office and the Main Office.	Classroom Teacher / Administrators	08/14/2006	05/30/2007	Community Partnerships	\$0.00
Encourage parents to actively participate in groups such as Parent Teacher Association (PTA) and the Educational Excellence School Advisory Council (EESAC).	Classroom Teacher / Administrators/EESAC Chair	08/14/2006	05/30/2007	Community Partnerships	\$0.00
Maintain an on-going line of communication in students' home language between the home and the school using the following forms of communications: student progress reports, report cards, letters, flyers, monthly activity calendar, school newsletters, parent teacher conferences, home visits, monthly parental meetings, computer-based Gradebook Parental Viewer through the Miami-Dade County Parent Portal, and Connect-ED call messenger.	Classroom Teacher / Administrators	08/14/2006	05/30/2007	Community Partnerships	\$0.00
Monitor the participation of parents and community based organizations by maintaining sign in sheets and logs of attendance.	Classroom Teacher / Administrators	08/14/2006	05/30/2007	Community Partnerships	\$0.00
Promote the Oliver Hoover Elementary website for school information, school activities, district information, access to instructional computer programs, the on-line school calendar, the Miami-Dade County Parent Portal and the Excelsior Gradebook Parental Viewer.	Classroom Teacher / Administrators/ Technology Coordinator	08/14/2006	05/30/2007	Community Partnerships	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Administrators, teachers and parents will participate in district/school based parent involvement workshops that addresses the needs of parents in helping their children achieve academically and in helping them enhance their own personal growth.

Evaluation

This objective will be evaluated by compiling attendance records of sign in sheets, logs and surveys collected at all meetings and parent seminars.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

GOAL 6 STATEMENT:

Oliver Hoover will foster a safe learning environment for its students.

Needs Assessment

In the 2005-2006 school year, the attendance rate was 95.38 percent, therefore, showing a need for improvement in this area. Also, in an effort to provide an environment that is safe, a Placement Review Committee has been established to follow procedures established by Miami-Dade County Public Schools' Code of Student Conduct.

Measurable Objective

Given school-wide emphasis on attendance, student attendance will show improvement by one percent in the 2006 – 2007 school year as evidenced by the 2006 – 2007 attendance report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Promote school-wide incentive programs for attendance improvement in grades kindergarten through five utilizing incentives such as “Perfect Attendance Awards” and “Glad You’re Here.”	Classroom Teacher / Administrators	08/14/2006	05/30/2007	Community Partnerships	\$1000.00
Utilize Connect-Ed on a daily basis to contact parents regarding student attendance.	Administrators	08/14/2006	05/30/2007	Community Partnerships	\$0.00
Include Character Education as a school-wide activity to help introduce and reinforce core character traits each month.	Classroom Teacher / Administrators	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Maintain and monitor proactive discipline procedures.	Classroom Teacher / Administrators	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Incorporate interactive bulletin boards that will include classroom responsibilities, rewards and consequences.	Classroom Teacher / Administrators	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Continue to have security staff personnel supervise all main hallways during school hours. Arrival and dismissal areas will be monitored by security personnel, administrators and teachers.	School Security Personnel / Classroom Teacher / Administrators	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Promote school-wide incentive programs for behavior improvements for grades kindergarten through five such as, “Student of the Month,” “Do the Right Thing” and “Papa John’s Winner Circles.”	Classroom Teacher / Administrators	8/14/2006	5/30/2007	Community Partnerships	\$150.00

Research-Based Programs

Houghton Mifflin Classroom Management Program

Professional Development

Professional development training for school security monitors will include district in-service training. Teachers will also be provided with in-services on classroom management.

Evaluation

This objective will be evaluated on a quarterly basis when we receive our Quarterly School Attendance Reports.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

Oliver Hoover will provide students with exposure to technological skills needed compete in a global economy.

Needs Assessment

The results of the 2005-2006 FCAT Explorer computer program indicates that 20 percent of students in grades three through five were unable to complete the program before the administration of the FCAT, therefore, showing that there is a need for improvement in this area. For the upcoming school year, there is a need for students to receive continuous support to facilitate the completion of this program prior to the FCAT test date.

Measurable Objective

Given instruction utilizing the FCAT Explorer software program, 90 percent of students in grades three through five will complete the designated programs using their technological skills as evidenced by the FCAT Explorer Program Completion Reports.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize FCAT Explorer, Accelerated Readers/Star, Advanced Learning System, Riverdeep and Academy of Reading computer assisted resources to reinforce and enhance reading skills for students in grades one through five.	Technology Coordinator / Classroom Teacher / Administrators	08/14/2006	05/30/2007	Continuous Improvement Model	\$60000.00
Utilize FCAT Explorer, Riverdeep and Advanced Learning System computer assisted resources to reinforce and enhance all subject areas for students in grades three through five.	Technology Coordinator / Classroom Teacher / Administrators	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Promote effective writing through the implementation of various computer-based programs, such as Microsoft Word, Kidspiration and PowerPoint for students in grades one through five.	Technology Coordinator / Classroom Teacher / Administrators	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Access programs such as Brain Pop, FCAT Explorer, Riverdeep and EasyTech for extended curriculum support at home for students in grades kindergarten through five.	Technology Coordinator / Students/ Parents	08/14/2006	05/30/2007	Continuous Improvement Model	\$1000.00
Promote the Oliver Hoover Elementary website for school information, school activities, district information, access to instructional computer programs, the on-line calendar, and the Excelsior Gradebook Parental Viewer.	Technology Coordinator / Classroom Teacher / Administrators	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Provide teachers in grades three through five with monthly completion reports to identify students needing additional instruction and motivation.	Technology Coordinator	08/14/2006	05/30/2007	Community Partnerships	\$0.00
Utilize Academy of Reading software program to complement phonics instruction in the classroom and reward students completing the program.	Technology Coordinator/Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$300.00

Research-Based Programs

Academy of Reading

Professional Development

Professional development training will be available for teachers and staff utilizing total class, small group and individualized training and support. In addition, continuous classroom support will be available for effective classroom implementation.

Evaluation

This objective will be evaluated by computer generated FCAT Explorer Program Completion Reports indicating student program and performance on the required benchmarks.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

GOAL 8 STATEMENT:

Oliver Hoover will promote Health and Physical Fitness through participation in various sports, team activities, and school-wide events.

Needs Assessment

The results of the 2005-2006 Physical Fitness Testing Program (FITNESSGRAM) demonstrated that 87 percent of students in grades four through five received a passing score. Therefore, these results show that 13 percent of fourth and fifth grade students need improvement in this area.

Measurable Objective

Given practice in various sports activities and different components of the Physical Fitness Testing Program, FITNESSGRAM, students in grades four and five will be able to achieve, or master the benchmarks set forth by this program.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the district developed Physical Education scope and sequence to enhance the delivery of instruction and assure that all Physical Education benchmarks are taught for students in grades two through five.	Physical Education Teachers / Administrators	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Incorporate effective teaching strategies to develop students' understanding of the Health and Physical Fitness Program through various sports activities. Skills development includes catching, dribbling, fielding, running, passing, serving, shooting, striking for students in grades two through five.	Physical Education Teachers / Administrators	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Incorporate effective teaching strategies to develop an understanding of good sportsmanship through understanding rules, boundaries and safety procedures for various sports and games for students in grades two through five.	Physical Education Teachers / Administrators	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Create developmental situations that will increase and enhance the cardiovascular system and upper body strength on designated days for students in grades two through five.	Physical Education Teachers / Classroom Teachers / Administrators	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Implement the Miami-Dade County Public Schools Elementary Physical Education Reading, Writing, and Mathematics FCAT Resource for grades two through five.	Physical Education Teacher / Administrators	08/14/2006	05/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Journal of Health and Physical Education and Recreation

Professional Development

Professional development training for physical education teachers will include in-service workshops, district and state seminars providing current fitness techniques and programs.

Evaluation

This objective will be evaluated by administering the Physical Fitness Testing Program (FITNESSGRAM) for students in grades four through five.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 9 STATEMENT:

Oliver Hoover will foster and create an environment that actively engages students in the appreciation of Music and Art.

Needs Assessment

Student achievement in Reading and Math can be enhanced by exposure to and participation in chorus, recorders, bells, district and state art competitions.

Measurable Objective

Given school-wide emphasis on the Art and Music curriculum, students in grades kindergarten through five will be given the opportunity to participate in special area and extra-curricular activities. Student participation will involve a minimum of 25 percent of the school population.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Support school-wide presentation of students' art work on school property, in the community, district or state contests, as well as increase acceptance to a Miami-Dade County Magnet Schools for the Arts.	Art Teacher / Classroom Teacher / Administrators	08/14/2006	05/30/2007	Expanding arts opportunities	\$0.00
Encourage the use of the media center through activities such as Book Fair, (Fall and Spring), and Oliver Hoover T.V. Crew, for morning announcements.	Media Specialist / Administrators	08/14/2006	05/30/2007	Expanding arts opportunities	\$0.00
Promote our Music program (Chorus, Recorders, and Bells) with Winter and Spring concert presentations in school, in the community, district or state activities as well as increase acceptance to a Miami-Dade County Magnet Schools for the Performing Arts.	Music Teacher / Administrators	08/14/2006	05/30/2007	Expanding arts opportunities	\$0.00
Continue to implement multi-cultural experiences through classroom curriculum instructions to all grade levels. Encourage faculty, staff and students to participate in monthly celebrations such as Hispanic Heritage, Red Ribbon Week, Black History, Career and Vehicle Day.	Classroom Teachers/Administrators	08/14/2006	05/30/2007	Expanding arts opportunities	\$0.00
Implement school/community awareness and responsibility through United Way Walkathon, Safety Patrols, DARE, FEA, and Student Council.	Classroom Teacher / Administrators / Police Officers / School Sponsors	08/14/2006	05/30/2007	Expanding arts opportunities	\$0.00
Provide after school clubs for students to explore areas of special interests such as Chess Club, Photography Club and the Environmental Club.	School Sponsors/ Classroom Teacher	8/14/2006	5/30/2007	Expanding arts opportunities	\$2250.00

Research-Based Programs

Curricular Art Program (County Wide) Spectrum of Music Program

Professional Development

Professional development training for the Art and Music teachers will include District in-service workshops.

Evaluation

This objective will be evaluated two times a year by assessing the number of students in grades kindergarten through five participating in music, art, or special area events.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Oliver Hoover Elementary School will rank above the 62nd percentile on the next publication of the State of Florida Return on Investment (ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education (FDLOE) indicates that in 2004-2005, Oliver Hoover Elementary School ranked at the 62nd percentile on the State of Florida Return on Investment(ROI)index.

Measurable Objective

Oliver Hoover Elementary School will exceed its current ranking of the 62nd percentile on the next publication of the State of Florida ROI index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	District / Administrators	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	District / Administrators	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	District / Administrators	08/14/2006	05/30/2007	Community Partnerships	\$0.00
Consider shared use of facilities, partnering with community agencies.	District / Administrators	08/14/2006	05/30/2007	Community Partnerships	\$0.00
Provide financial resource information to EESAC and staff.	Administrators	08/14/2006	05/30/2007	Community Partnerships	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida Return on Investment ROI index publication, Oliver Hoover Elementary will show progress towards exceeding the 62nd 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:

Members of the EESAC receive budget training and make recommendations for the 2006-2007 school site budget continuing the emphasis on acquiring materials needed to implement the Core Reading Program and practice of FCAT strategies and to support its integration across the curriculum.

Training:

EESAC members, based on input from teachers, make suggestions for needed staff development activities in the areas of reading, mathematics, science, writing and technology for selected teachers in kindergarten through grade five.

Instructional Materials:

EESAC members, based on input from teachers, make suggestions for needed instructional materials that focus on phonemic awareness and writing skills. They also recommended and purchased Time for Kids for students at all grade levels, Accelerated Reader components and the TampaReads Vocabulary Program.

Technology:

EESAC members, based on input from teachers, make suggestions to continue to purchase computers and appropriate software. These materials will make teacher training available for the integration of technology into the curriculum through the use of student projects, PowerPoint presentations, Kidspiration projects and the use of the Internet.

Staffing:

EESAC members, based on input from teachers, established a Reading Coach position to develop and facilitate the school-wide reading program, writing curriculum and provide remedial instruction to identified students in grades kindergarten through five. EESAC and staff participate in staffing decisions in conjunction with the principal.

Student Support Services:

EESAC members, based on input from teachers and student support services personnel, make suggestions for items affecting student support services. These include the timely identification of potential gifted students and students with learning and behavior disorders.

Other Matters of Resource Allocation:

The EESAC recommends providing incentives for increasing student achievement on the FCAT Reading, Mathematics, Science, Florida Writes+ Test and improvement of attendance.

Benchmarking:

EESAC members endorsed monitoring Adequate Yearly Progress for all subgroups in order to meet the No Child Left Behind requirements.

School Safety & Discipline:

EESAC members, based on input from teachers and the Placement Review Committee, make suggestions to promote a safe school environment. These include funding school-wide incentive programs that are geared to encourage attendance and positive student behavior.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$43,300.00
Goal 2: Mathematics	\$0.00
Goal 3: Writing	\$100.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$1,150.00
Goal 7: Technology	\$61,300.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$2,250.00
Goal 10: Return On Investment	\$0.00
Total:	\$108,100.00

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent