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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name:* 4021 - Oak Grove Elementary School

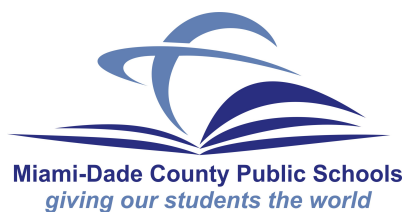
*FeederPattern:* North Miami Senior

*Region:* Regional Center II

*District:* 13 - Miami-Dade

*Principal:* Rhonda McKinney

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Oak Grove Elementary School*

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Oak Grove Elementary Community School, a school committed to educational excellence, is located in North Miami Beach and serves a student body of 845 students in grades pre-kindergarten through sixth grade. The ethnic composition is as follows: 86% Black Non-Hispanic, 11% Hispanic, 1% White Non-Hispanic, and 2% Asian, Indian and Pacific Islanders. Approximately 98% of the students qualify for the Federal Free and Reduced Price Lunch Program. Our staff and students are involved in many multi-cultural activities to better prepare them for future life experiences.

Given instruction based on the Sunshine State Standards, students in grades three through six will improve their reading skills as evidenced by 68 percent of the students achieving a Level 3 or higher as documented by scores on the 2007 FCAT Reading Assessment.

\* Given instruction based on the Sunshine State Standards, students in grades three through six will improve their Mathematics skills as evidenced by 65 percent of the students achieving a Level 3 or higher as documented by the scores on the 2007 FCAT Mathematics Assessment.

\* Given instruction based on the Sunshine State Standards, Limited English Proficient students in grades three through six will improve their Mathematic skills as evidenced by 56 percent scoring a Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, students in grade four will improve their Writing scores to a Level 3.5 or higher, as documented by scores on the 2007 FCAT Writing Assessment.

Given instruction based on the Sunshine State Standards, students in grade five will improve their Science skills as evidenced by 42 percent of the students achieving a Level 3 or higher as documented by the 2007 FCAT Science Assessment.

Given the need to establish a link between the school, home, and community to support improved academic achievement, parental involvement will increase to 3,823 participants, a three percent gain, for the 2006-2007 school year as documented by parent signatures on the attendance logs at school events.

Given instruction based on the Code of Student Conduct, students will improve their behavior as evidenced by a five percent reduction in the number of Outdoor Suspensions for the 2006-2007 school year to 38 students as documented by the Student Case Management System report.

Given professional development to incorporate technology across the curriculum, 30 percent of the teachers will increase their knowledge in Instructional Technology from Stage 1 Entry Level to Stage 2 Intermediate Level on the 2007 STaR School Profile.

Given instruction based on the Sunshine State Standards to improve student physical fitness, the percentage of students in grades four through six receiving FitnessGram Awards in gold and silver will grow two percent from 91 percent in 2005-2006 to 93 percent for the 2006-2007 school year.

Given instruction using the Competency Based Curriculum and the Sunshine State Standards, student participation in art exhibits school-wide and in the District's Art Exhibition/Galleries, will increase from 456 in the 2005-2006 school year to 495 for the 2006-2007 school year.

Given increased attention to the ranking on the State of Florida Return on Investment Index publication, Oak Grove Elementary will improve its ranking from the 55th percentile in 2004-2005 to the 56th percentile on the next publication of the Index.

After analyzing the results of the Organizational Performance Improvement snapshot Assessment, the two areas that produced the lowest scores were in Business Results (3.7) and Strategic Planning (3.9). When the staff members were asked question 7c, "I Know how well my work location is doing financially", the average score was a 3.7 Also, when staff members were asked question 2a, "As it plans for the future my work location asks for my ideas," the average score was a 3.9.

In order to address these two issues and improve the staff's perception of what transpires at the work-site, Oak Grove Elementary will increase the frequency of the decision-making process, which will involve all staff members. We realize that when staff members are satisfied, this impacts student performance and raises morale. We will increase our decision-making process by: involving staff members in various aspects of the school operation, conducting bi-weekly collaborative planning meetings, eliciting input during grade level team meetings and faculty meetings and providing professional development in the School Based Budget System, in order to improve and maintain communication throughout the 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.

## Oak Grove Elementary School

### VISION

Working as partners, Oak Grove Elementary Stakeholders are dedicated to challenging and motivating all students to reach the highest possible levels of academic, personal, social, technological, and career development. By providing a variety of teaching strategies and methods, and utilizing the latest advances in technology, Oak Grove Elementary students will become productive, literate, and responsible citizens in our multicultural society.

### MISSION

To develop each child's academic, social, physical, and emotional potential in a wholesome, supportive learning environment. This will prepare them to become creative, lifelong learners, and contributing citizens to this changing world.

## 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 enhances the self-esteem, safety, and well-being of our students, families and staff.

### Equity

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

### Citizenship

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

## *School Demographics*

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Oak Grove Elementary Community School is a Title I funded school located at 15640 N.E. 8th Avenue in North Miami Beach, Florida, adjacent to the Miami-Dade County Oak Grove Park. The school community includes low-income single-family homes and numerous apartment complexes. Oak Grove is fortunate to not require transportation services for our students, as all students live within a two mile radius. The instructional space includes seven free-standing buildings that house 32 classrooms, two relocatables that house four classrooms, and six portables with individual classes. Additionally, one free-standing building houses the media center, one free-standing building houses the computer lab, science lab, and Students with Disabilities (SWD) classrooms, and one free-standing building contains the main office, the community school office, the counselor offices, the parental resource room, the reading resource room, and the reading coach room. This 47 year old school has been retro-wired to provide Internet access to 99 percent of the classrooms with a closed circuit television system for total visual communication.

Our school is a pre-kindergarten through sixth grade facility, providing educational services to meet the needs of all learners. School wide programs include: Students with Disabilities (SWD) to address varying exceptionalities; English Speakers of Other Languages (ESOL), to provide effective communication skills for our students with Limited English Proficiency (LEP); Gifted/Galaxy program, to challenge our academically accelerated students; and Teaching Enrichment Activities to Minorities (TEAM), to nurture potential academic achieving students.

Oak Grove Elementary Community School, a school committed to educational excellence, serves a student body of 845 students in grades pre-kindergarten through sixth grade. The ethnic composition includes 87 percent Black Non-Hispanic, ten percent Hispanic, zero percent Indian, one percent White Non-Hispanic, and two percent Asian students. Approximately 98 percent of these students qualify for the Federal Free and Reduced Price Lunch Program. The mobility rate of the school is slightly decreasing at approximately 29 percent and the attendance rate continues to be excellent at an average of 97 percent.

Our school employs a total of 61 full-time faculty members and 18 part-time staff members. The ethnic composition of the total staff includes 46 percent Black Non-Hispanic, 33 percent White non-Hispanic, 18 percent Hispanic, two percent Indian and two percent identified as Asian and Other. Of this group, there are three administrators, 39 classroom teachers, 16 special area teachers, one Guidance Counselor, one social worker, one speech therapist, one Community Involvement Specialist, one Media Specialist, one Reading Coach, one Computer Specialist, one Microsystem Technician, four classroom Paraprofessionals, five clerical employees, eight cafeteria workers, two security monitors, two cafeteria monitors, ten community school assistants, and six custodial workers. Of the instructional staff, 44 percent hold advanced degrees, (four Specialists, 22 Master level degrees, and one Doctorate level degree), with an average of ten years teaching experience in the state of Florida.

Oak Grove is unique within our Regional Center by being a community school with a child care program and a Family Literacy Grant. The child care program provides supervision of registered students before and after school for our working parents and gives assistance in home learning and FCAT tutorial services. The Family Literacy Grant provides free pre-GED and ESOL courses for the parents while the students are involved in FCAT tutorial classes and a developmental program for the younger students. Together, the family engages in quality time in the computer lab and developing skills for the parent to participate in their child's academic achievement. With the relatively low income status of our school community, the students are in need of socio-economic support, in order to be successful in school. For this reason, special considerations have been implemented to reduce classroom size, to encourage parental involvement, and to impact family literacy. Additionally, students who are in need of extra assistance in mastering skills are served through tutorial programs and are referred to the School Support Team (SST).

# *School Foundation*

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## ***Leadership:***

Weekly communication of the school's mission and operational agenda are provided to all staff members through close-circuit TV, grade level meetings, and faculty meetings. (1a. I know my organization's mission, what it is trying to accomplish = 4.7). An open-door policy exists between staff members and all members of the leadership team as we seek to find solutions to daily school site challenges. (1b. My supervisor uses our organization's values to guide us = 4.4). New and experienced staff are counseled and encouraged to develop their own leadership skills and assume responsibility and credit for the school's continuous improvement. (1f. My organization lets me know what it thinks is most important = 4.4). The leadership team at Oak Grove Elementary Community School works as a team with the entire staff to create a work environment that is conducive for all staff to reach their full potential. (1c. My supervisor creates a work environment that helps me do my job. = 4.4) Results from the 2006 Organizational Performance Improvement Snapshot self-assessment survey indicate that the leadership category received one of the highest ranking with an average ranking of 4.4 on a 5 point scale.

## ***District Strategic Planning Alignment:***

In order to achieve the goals and objectives of the school, appropriate strategies have been suggested and planned by all of our school's stakeholders. (2a. As it plans for the future, my organization asks for my ideas=4.0) The organization and identification of staff members working as small learning communities whose goals are aligned with our district and school improvement plan, during monthly grade level chair meetings, will review and analyze test results to drive the curriculum. (2c. I know how to tell if we are making progress on my work group's part of the plan.=4.2) Alignment to the District Strategic Planning secured an average score of 4.1 points on the 5 point scale on the 2006 Organizational Performance Improvement Snapshot self-assessment survey.

## ***Stakeholder Engagement:***

Oak Grove Elementary Community School constantly seeks to involve parents and the community. Customer satisfaction is driven by the premise that quality service should be evident in key areas within the school. (3a. I know who my most important customers are. =4.7) The school hosted an Open House and Resource Fair for parents to meet the teachers and staff to be informed about curriculum requirements, immigration, PTA, and agencies that could assist families in need of various services. At this time we encourage parent participation throughout the year for parents to become school volunteers, members of the PTA and EESAC members, as a part of the decision making process of the school. (3b. I keep in touch with my customers. =4.7) Results from the 2006 Organizational Performance Improvement Snapshot self-assessment survey indicates that the Customer and Market Focus category was the second highest ranking with a 4.5 on a 5 point scale.

## ***Faculty & Staff:***

Oak Grove Elementary Community School has been fortunate to have a committed instructional faculty and staff. Staff members believe they work in a safe and caring work environment. Our instructional staff meets weekly with their grade level teams to collaborate on teaching strategies, techniques, curriculum and resources that foster higher order thinking skills; thus, allowing for articulation and discussion among our staff in order to monitor our School Improvement Plan and its goals and objectives. (5c. The people I work with cooperate and work as a team. = 4.3) Results from the 2006 Organizational Performance Improvement Snapshot self-assessment survey indicate that the

Human Resource category received a ranking of 4.2 on a 5 point scale.

### ***Data/Information/Knowledge Management:***

Oak Grove Elementary Community School utilizes the Continuous Improvement Model (CIM) by focusing on the Plan-Do-Check-Act. Our grade levels meet on a weekly basis to plan instruction, to implement scope and sequence and to assess the needs of students through data-driven instruction (4e. I get all the important information I need to do my work.=4.4). Our school follows the Competency Based Curriculum (CBC), using the state aligned benchmarks to assess the needs of our students. Professional development in all areas of the curriculum are offered for teachers and administrators on a regular basis (6a. I get all the resources I need to do my job.=4.0). Administrators meet with teachers and/or grade level chairpersons to monitor the progress of their students and to disaggregate data for remediation and enrichment, resulting in continuous monitoring and adjusting to the needs of the students and teachers.

### ***Education Design:***

Oak Grove Elementary Community School utilizes the Eight-Step Continuous Improvement Model (CIM). All grade levels engage in the Continuous Improvement Model to disaggregate student data and develop an instructional focus. (6c. We have good processes for doing our work.=4.3) We work together to assess, remediate and enrich the student's learning experience. Teachers review lessons, check for knowledge acquired, and monitor for success. (5a. I can make changes that will improve my work.=4.4) The results of our ongoing analysis of student data drives the implementation of our before school, in school, after school, and Saturday Academy tutorial programs. Results from the Organizational Performance Improvement Snapshot self-assessment survey indicates that the staff rated this category with an average score of 4.2 on a 5 point scale.

### ***Performance Results:***

The student services program at Oak Grove Elementary Community School is a vital part of our school. Group counseling, individual counseling and classroom lessons, help to instill in our students good peer relationships, a good attitude about school and personal problem solving skills. Our counselors also meet with parents to provide services for outside agencies to assist in their family needs. Other support services include, the D.A.R.E. Program, Five Thousand Role Models, Peer Mediation, Big Brothers/Big Sisters, and Conflict Resolution. They all support our efforts to improve student achievement. The questions receiving the highest rating was in Measurement, Analysis, and Knowledge Management with a 4.5. The question receiving the lowest rating was Strategic Planning, with a ranking of 4.1 on a 5 point scale.



## 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:**

The goal of Oak Grove Elementary Community School is to improve reading achievement for all students.

### **Needs Assessment**

Results of the 2006 FCAT Reading Assessment indicates that 64 percent of the third grade students, 55 percent of the fourth grade students, 59 percent of the fifth grade students, and 50 percent of the sixth grade students tested, scored at or above achievement Level 3. Upon comparing the data of the 2005 and 2006 FCAT, the analysis indicates that between the 2005 and 2006 administration, third grade students remained at 64 percent of the students performing at Achievement Level 3 or higher in 2006. The results indicate that intense, effective, and productive instruction was given to these students to achieve their greatest potential. The fourth grade administration of the 2005 FCAT Reading assessment indicates that 62 percent of the students performed at achievement Level 3 or higher, whereas in the 2006 administration, 55 percent of the fourth grade performed at achievement Level 3 or higher, a seven percent decrease. The results indicate a need for intense, effective, and productive instruction in order to enable these students to achieve their greatest potential. The fifth grade administration of the 2005 FCAT Reading Assessment indicates that 59 percent of the students performed at achievement Level 3 or higher, whereas in 2006, 57 percent of the students performed at achievement Level 3 or higher, a two percent decrease. The analysis of the data from the FCAT 2005 and 2006 for grade six indicates an increase of three percent in the amount of students' scores for Reading (from 47 percent to 50 percent). Further analysis shows that the greatest need in third, fourth, and sixth grades is in the area of Reference & Research and in fifth grade Words/Phrases.

The 2006 School Accountability Report denotes that 58 percent of the students in grades three through six made

learning gains in Reading. Furthermore, the report showed that 61 percent of the lowest 25th percentile of students made learning gains in Reading. The FCAT 2006 Reading data indicates inconsistencies in percentage gains in Words/Phrases for grades three, four, and six and also in Compare/Contrast for grade six. The percentage decrease in fifth grade may be attributed to limited pull-out programs that provided individualized instruction and a lack of additional focus on Main Idea/Author's Purpose strategies. Reading Plus will develop essential vocabulary, analytical reading, comprehension, and fluency skills for struggling as well as advanced students and as such this may contribute to higher gains.

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

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through six will improve their reading skills as evidenced by 68 percent of the students achieving a Level 3 or higher as documented by scores on the 2007 FCAT Reading Assessment.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Initiate a school-based Academic Calendar with a timeline for benchmark instruction and assessment of reading skills.	Assistant Principal, Reading Coach, ESE Teachers, Classroom Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Implement and monitor the District Comprehensive Research-Based Reading Plan (CRRP) in a two-hour reading block for grades kindergarten through grade six, with a focus on guided reading to instruct, phonemic awareness, fluency, vocabulary, comprehension skills and in the Reference/Research, and Words/Phrases strands utilizing the Houghton Mifflin Reading Program.	Assistant Principal, Reading Coach, ESE Teachers, Classroom Teachers	8/08/06	5/30/07	District Strategic Plan	\$0.00
Utilize the District's Reading Pacing Guide for student instruction in all grades.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide and monitor grade level FCAT Reading workshops to empower parents with the skills needed to assist their students with home learning activities.	Administrators, Reading Coach, Community Involvement Specialist, Classroom Teachers	11/15/2006	2/28/2007	Academic Teams	\$0.00
Disaggregate and analyze reading assessment data from State, District, and school assessments, and curriculum based tests to guide daily instruction in kindergarten through grade six.	Assistant Principal, Reading Coach, ESE Teachers, Classroom Teachers	8/08/06	05/30/07	Continuous Improvement Model	\$0.00
Provide and monitor Reading Plus for targeted Level 1, Level 2, and low Level 3 students.	Reading Coach, Computer Specialist, Teachers	9/12/2006	5/30/2007	District Strategic Plan	\$0.00
Schedule weekly grade level meetings for Kindergarten through grade six teachers with grade level leaders to evaluate data from students' performance, as it pertains to the Sunshine State Standards, enhancing instructional procedures, and providing	Principal, Assistant Principal, Teachers	8/08/06	05/30/07	District Strategic Plan	\$0.00

innovative strategies that ensure a balanced curriculum.					
Provide and monitor daily small group and a pull-out tutorial program to target the lowest 25th percentile and LEP students with a bi-weekly after school tutorial program, a Saturday Academy, and tutorial classes provided by the community school.	Principal, Reading Coach, Assistant Principal of Community Education.	9/08/06	05/30/07	District-wide literacy plan	\$0.00
Utilize computer-assisted programs to improve reading comprehension and promote independent reading such as Accelerated Reader, Waterford, Riverdeep, Reading Plus, Lexia Learning Systems and Success Maker. Progress will be assessed with weekly reports.	Media Specialist, Assistant Principal, Reading Coach, Teachers	8/08/06	05/30/07	District Strategic Plan	\$16395.00

### Research-Based Programs

- \* Houghton – Mifflin Reading Series
- \* SuccessMaker
- \* Soar to Success
- \* Waterford
- \* Early Success
- \* Reading Plus
- \* Accelerated Reader
- \* Lexia Learning Systems (Early Reading, Phonics Based Reading, & Strategies for Older Students)
- \* Voyager.

### Professional Development

- \* District professional development specific to teacher assignment.
- \* Teacher Mentor Program for Beginning teachers, teachers new to the school, and teachers new to a grade level.
- \* The Reading Coach will provide professional development for teachers and administrators to support Reading goal.
- \* Reading Plus.
- \* Project Developing Readers and Writers (D.R.A.W).
- \* FCAT Reading Item Specifications Training.

## **Evaluation**

- \* 2007 FCAT Reading Assessment
- \* District Interim Reading Assessment
- \* Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- \* Diagnostic Assessments of Reading (DAR)
- \* In-house pre/progress/post and quaterly assessments

## 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:**

The goal of Oak Grove Elementary Community School, is to improve Mathematics achievement for all students.

### ***Needs Assessment***

Results of the 2006 FCAT Mathematics Assessment indicates that 57 percent of the third grade students, 50 percent of the fourth grade students, 55 percent of the fifth grade students, and 34 percent of the sixth grade students tested, scored at or above Level 3. The 2006 School Accountability Report denotes that 55 percent of the students in grades three through six made learning gains in mathematics. The 2006 FCAT Mathematics data indicates inconsistencies in the percentage gain in Number Sense strand in grades three through six and Algebraic Thinking in grade three. The results indicate intense, effective, and productive instruction is needed to enable these students to achieve their greatest potential. An increased and continuous curriculum will be provided for these students to ensure academic achievement. Although 49 percent of the total student population in grades three through six scored at Level 3 or higher the 2006 FCAT Mathematics assessment; the data also indicates that 43 percent of the third graders, 50 percent of the fourth graders, 45 percent of the fifth graders, and 66 percent of the sixth graders performed below Level 3. This analysis of the FCAT data across all grade levels that specifically impact the mathematics curriculum, indicates the strand with the greatest need is Measurement in grades three and six. Additionally, grade five's data displayed Algebraic Thinking as a need.

NCLB SUBGROUP TARGET

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

## Measurable Objective

\* Given instruction based on the Sunshine State Standards, students in grades three through six will improve their Mathematics skills as evidenced by 65 percent of the students achieving a Level 3 or higher as documented by the scores on the 2007 FCAT Mathematics Assessment.

\* Given instruction based on the Sunshine State Standards, Limited English Proficient students in grades three through six will improve their Mathematic skills as evidenced by 56 percent scoring a Level 3 or higher on the 2007 administration of the FCAT Mathematics Assessment.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize SuccessMaker, FCAT Explorer, and Riverdeep computer assisted resources to reinforce and enhance Mathematics skills with special attention directed to strands identified as needing remediation for Level 1, Level 2, and Level 3 students.	Assistant Principal, Teachers	09/08/06	5/30/07	Continuous Improvement Model	\$0.00
Utilize the District's Mathematics Pacing Guide for student instruction in all grades.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Analyze data from 2006 FCAT Mathematics assessment to identify Level 1, Level 2 and low Level 3 students in all subgroups to drive instruction.	Principal, Assistant Principal, Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Schedule weekly grade level meetings for Kindergarten through grade six teachers to evaluate student performance, assess intervention strategies, enhance instructional procedures, and provide innovative strategies to ensure a balanced curriculum.	Principal, Assistant Principal, Teachers	08/14/06	5/30/07	Academic Teams	\$0.00
Provide and monitor grade level FCAT Mathematics workshops to empower parents with the skills needed to assist their students with home learning activities.	Administrators, Community Involvement Specialist, Classroom Teachers	11/15/2006	2/28/2007	Academic Teams	\$0.00
Initiate a school-based Academic Calendar with a timeline for benchmark instruction and assessment of Mathematics skills.	Administrators, ESE Teachers, Classroom Teachers	8/14/2006	5/30/07	District Strategic Plan	\$0.00
Increase competency and fluency of the basic mathematics facts, awareness of number patterns and emphasize procedural steps in computation through Problem of the Day.	Principal, Assistant Principal, Teachers	9/01/06	05/30/07	District-wide literacy plan	\$0.00
Monitor and analyze student progress	Principal, Assistant Principal,	08/14/06	05/30/07	Continuous	\$0.00



monthly through the school-developed assessment of each strand, quarterly assessments and pre, progress, and post mathematics test to determine appropriate tutorial programs for students in grades three through six.	Teachers			Improvement Model	
Provide and monitor students with performance-based activities incorporating problem solving strategies as they relate to real world situations that involve the use of manipulatives, problem solving, critical thinking, communication, and technology.	Teachers	08/14/06	05/14/07	District Strategic Plan	\$0.00
Provide and monitor daily, remedial assistance that addresses the Sunshine State Standards for Level 1, Level 2, and LEP students in grades three through six.	Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide an After School Tutorial Program and a Saturday Academy to expand the opportunity for mastery of mathematics skills for Level 1, Level 2, and LEP students and monitor through benchmark assessments.	Teachers	9/14/2006	3/17/2007	District Strategic Plan	\$10000.00

### Research-Based Programs

- \* Scott Foresman/Addison Wesley Mathematics Program.
- \* Riverdeep.
- \* Successmaker.
- \* FCAT Explorer.

### Professional Development

- \* Coordinate school-site/Regional Center/District personnel for professional development activities and resources in Mathematics.
- \* SuccessMaker
- \* FCAT Explorer
- \* Riverdeep
- \* Mathematics FCAT Items Specification.
- \* Teacher Mentor Program for beginning teachers, teachers new to the School, and teachers new to a grade level.

## **Evaluation**

- \* 2007 FCAT Mathematics Assessment.
- \* District Interim Assessment.
- \* In-house pre/progress/post and quaterly assessments.
- \* Scott Foresman Mathematics Series/Addison Wesley Mathematics Unit Assessment.

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

### **GOAL 3 STATEMENT:**

The goal at Oak Grove Elementary Community School is to maintain high standards in writing for all students.

### **Needs Assessment**

The results of the 2006 FCAT Writing Assessment indicates that 84 percent of the fourth grade students tested met high standards and 82 percent scored a 3.5 or above. The combined mean score of the tested population is 3.9, with 91 percent of the students scoring 3.5 or above on the expository and 73 percent of the students scoring a 3.5 or above on the Narrative Writing assessment. In addition, 91 percent of the students achieved proficiency as per the "No Child Left Behind Act" (NCLB) Adequate Yearly Progress report by improving performance in Writing by one percentage point. The focus of the Writing objective for 2006-2007 will be to impact eight percent of the students scoring below 3.5 on the Expository assessment and 11 percent of the students scoring below 3.5 on the Narrative Writing assessment.

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

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will improve their Writing scores to a Level 3.5 or higher, as documented by scores on the 2007 FCAT Writing Assessment.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Schedule the Reading Coach to assist teachers in analyzing and interpreting assessment data.	Reading Coach	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Schedule grade level meetings with each grade to assess overall academic achievement, intervention strategies, attendance/tardies, and other teacher academic concerns.	Assistant Principal	9/08/06	5/30/07	Continuous Improvement Model	\$0.00
Provide daily instructions and practice in writing skills to integrate writing across the curriculum.	Teachers	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Analyze the District pre and post Writing assessments in Narrative and Expository for grades one through six to provide student data to impact classroom curriculum and instruction.	Reading Coach, Teachers, Assistant Principal	8/08/05	5/30/07	Continuous Improvement Model	\$0.00
Implement school- wide monthly FCAT Writing prompts based on grade level standards to enhance writing skills.	Teachers, Reading Coach	8/14/06	5/30/07	District-wide literacy plan	\$0.00
Provide and monitor grade level FCAT Writing workshops to empower parents with the skills needed to assist their students with home learning activities.	Administrators, Community Involvement Specialist, Classroom Teachers	11/15/2006	2/28/07	Academic Teams	\$0.00
Implement a spiral curriculum, initiated in Kindergarten with Main Idea as the first component and all components of effective Writing completed by the fourth grade.	Reading Coach, Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00

## **Research-Based Programs**

- \* Houghton Mifflin state adopted Reading series - Student Writing Component.
- \* Harcourt state adopted Social Studies book - Student Writing Component.
- \* McGraw Hill state adopted Science book - Student Writing Component.

## **Professional Development**

- \* Title I Reading Coach will provide professional development for all teachers by modeling the writing process and through the use of holistic scoring procedure.
- \* Beginning teachers, teachers new to the school, and teachers new to the grade will receive continuous mentoring in Writing instruction and curriculum

## **Evaluation**

- \* 2007 FCAT Writing Assessment.
- \* District pre and post tests in the Narrative and Expository forms.
- \* District pre and post tests in Persuasive Writing for grade six.
- \* In-house monthly Writing prompts for Kindergarten through sixth grade.

## 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 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 4 STATEMENT:**

The goal of Oak Grove Elementary Community School is to increase the scientific knowledge of all students.

### ***Needs Assessment***

Scores of the 2006 FCAT Science Assessment indicates that 21 percent of the students in grade five scored a Level 3 and higher and achieved a mean scale score of 290 points. An analysis of the 2005-2006 FCAT Science assessment data indicates our greatest strength was in the Physical/Chemical cluster. These strengths can be attributed to the amount of hands-on investigations being utilized in the scientific process in the Science Lab. The data of the Earth/Space, Life Environment, and Scientific Thinking clusters indicates the need for more intensive instruction and exposure to increase scores. These deficiencies may be enhanced through incorporating multimedia to reenact Earth's process, field trips to the Miami-Dade County Environmental Center, nature walks and daily entries in the science journals focusing on vocabulary development and the results of scientific investigations.

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their Science skills as evidenced by 42 percent of the students achieving a Level 3 or higher as documented by the 2007 FCAT Science Assessment.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the Science Lab to organize and create an environment that fosters the creativity of self-exploration, promote developmentally appropriate hands-on activities and provide and opportunity to work in cooperative groups.	Science Resource Teacher	8/14/06	5/30/07	District Strategic Plan	\$0.00
Utilize the FOSS Kits to demonstrate science experiments and provide a hands-on, manipulative experience.	Science Resource Teacher	08/14/06	5/30/07	District Strategic Plan	\$0.00
Utilize the services of the Science Resource teacher for assistance in content delivery, instructional strategies, and parent workshops.	Science Resource Teacher	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
The Science Resource Teacher will develop additional activities aligned to the annually assessed benchmarks in the areas of Earth/Space, Life Environment and Scientific Thinking to increase students' scores.	Assistant Principal, Science Resource Teacher, Teachers	8/14/06	5/30/07	District Strategic Plan	\$1000.00
Engage students in grades three through six with hands-on Science activities that centers on basic process skills such as observing, classifying, communicating, measuring, predicting and inferring.	Science Resource Teacher, Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Utilize the District's Science Pacing Guide for student instruction in all grades.	Science Resource Teacher, Classroom Teachers	08/14/06	5/30/07	District Strategic Plan	\$0.00
Provide FCAT Science workshops to empower parents with the skills needed to assist their students with home learning activities.	Administrators, Science Resource Teacher, Community Involvement Specialist, Classroom Teachers	11/15/06	02/28/07	Academic Teams	\$0.00
Analyze the results of the in-house Science quarterly assessments, based on the District's long-range Science Pacing Guide, for data to guide instruction, to implement intervention strategies, and to monitor student progress.	Assistant Principal, Teacher	8/14/06	5/30/07	Continuous Improvement Model	\$0.00

Incorporate field trips to the Miami-Dade County Environmental Center, and nature walks at Oak Grove Park.	Science Resrouce Teacher, Classroom Teachers	11/14/2006	5/30/07	District Strategic Plan	\$0.00
Maintain and monitor student science journals focusing on vocabulary development, scientific exploration, and results of investigations.	Science Resource Teacher, Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00

### **Research-Based Programs**

- \* McGraw-Hill Science Program.
- \* FOSS Science Kits.

### **Professional Development**

- \* Coordinate school-site/Regional Center/District personnel for professional development activities and resources in Science.
- \* Teacher Mentor Program for beginning teachers, teachers new to the School, and teachers new to a grade level.
- \* FCAT Science Item Specification Training.

### **Evaluation**

- \* 2007 FCAT Science Assessment.
- \* In-house Science quarterly assessment to Kindergarten through grade six.



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

### **GOAL 5 STATEMENT:**

Oak Grove Elementary Community School will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

### **Needs Assessment**

The level of student achievement and homework participation indicates a need to increase parental involvement. The demographics of the school community indicates the need for assistance with communication skills to involve parents in their child's educational decision-making process. Additionally, the parents need to be informed of the academic progress of their child, school programs, events, and be provided with strategies and materials to enhance learning activities in the home. Active participation by parents in decision-making groups such as PTA, EESAC, and other school-sponsored events need to increase. With an enrollment of approximately 845 students, attendance logs will be provided to document and monitor parental involvement in Parent Workshops, Bilingual LEP/SWD Parent Education Workshops, and "Parents as Volunteers" for the 2006-2007 school year.

## Measurable Objective

Given the need to establish a link between the school, home, and community to support improved academic achievement, parental involvement will increase to 3,823 participants, a three percent gain, for the 2006-2007 school year as documented by parent signatures on the attendance logs at school events.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide a Parent Resource Room for parents to meet with the Community Involvement Specialist, voice questions and concerns, and receive resources to support student academic achievement and parental involvement.	Principal, Assistant Principal, Community Involvement Specialist	10/2/06	5/30/07	Community Partnerships	\$1000.00
Provide a "Parent Volunteer" Notebook in the main office for parents to sign-in and receive badges to identify their participation in the school program.	Community Involvement Specialist	8/14/2006	5/30/07	Community Partnerships	\$0.00
Monitor the participation of parents and community-based organizations by maintaining the use of sign-in sheets, attendance logs, and delivery of services.	Community Involvement Specialist	8/14/2006	5/30/07	Community Partnerships	\$0.00
Provide informational workshops for parents, facilitated by the Community Involvement Specialist, to empower parents with the knowledge-base to improve their parenting skills, understanding of child-related health issues, and to guide their own educational growth.	Community Involvement Specialist	10/2/2006	5/30/07	Community Partnerships	\$0.00
Provide grade level FCAT Parent Workshops to empower parents with the skills needed to assist students with home learning activities.	Principal, Assistant Principal, Reading Coach, Teacher	10/2/2006	5/30/2007	Academic Teams	\$0.00
Plan and inform parents of school events, i.e. Open House/Resource Fair, Title I Parent Orientation, Mathematics and Science Family Night, and through monthly newsletters distributed to the school community.	Principal, Newspaper Editor	10/2/2006	5/30/07	Community Partnerships	\$0.00

## Research-Based Programs

The National PTA Standards for Parent and Family Involvement Programs

## **Professional Development**

- \* Title I Instructional Fair.
- \* Annual Open House and Title I Orientation.
- \* Parent Resource Fair.
- \* EESAC Training Workshops.
- \* Annual Technology Conference.
- \* Community Involvement Specialist (CIS) Training to enhance parental involvement support.

## **Evaluation**

- \* In-house sign-in logs for all parent participation in school programs and attendance at school events.

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 6 STATEMENT:**

Oak Grove Elementary Community School will provide a safe and disciplined environment for all students.

***Needs Assessment***

A review of the data associated with the Student Case Management System indicates a need for improvement in student behavior. There is a need to investigate and implement a variety of alternatives to reduce the number of referrals and outdoor suspensions. Provide an open door policy between the administration, teachers, parents, and students, to impact inappropriate behavior, excessive absences and to improve the overall conduct of all students.

## Measurable Objective

Given instruction based on the Code of Student Conduct, students will improve their behavior as evidenced by a five percent reduction in the number of Outdoor Suspensions for the 2006-2007 school year to 38 students as documented by the Student Case Management System report.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Incorporate the Walk Safe Program	Assistant Principal, Physical Education Teacher	10/16/2006	05/30/07	District Strategic Plan	\$0.00
Provide professional development for the counselors in conflict-resolution and peer mediation.	Counselor	10/16/06	5/30/07	Small Learning Communities	\$0.00
Periodically review Code of Conduct with students and parents to increase awareness of suspension policies.	Administration, Teachers	8/14/2006	5/30/07	Community Partnerships	\$0.00
Provide professional development for teachers using the "Safety Tips for Teachers Video" for promoting and maintaining a safe learning environment.	Assistant Principal	10/16/2006	5/30/07	District Strategic Plan	\$0.00
Incorporate character education into the curriculum.	Teachers, Counselors	9/18/2006	5/30/07	Mentoring Opportunities	\$0.00

## Research-Based Programs

NOT APPLICABLE

## Professional Development

\* Provide in-service training and assistance in Character Education to allow greater opportunities for stakeholders to participate in the maintenance of school attendance and discipline.

## Evaluation

\* 2006-2007 Case Management System report.

## 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 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 7 STATEMENT:**

Oak Grove Elementary Community School teachers will integrate technology in all curricular areas in order to increase computer/technology proficiency through intergrated challenging learning opportunities.

### **Needs Assessment**

The review of the 2006 STaR School Profile indicates a need for instructional technology support for our teachers. The need may be a result of teachers' lack of experience or exposure to a variety of technological resources as documented by the Stage 1 Entry Level on the 2006 STaR School Profile. Professional development using technology resources in analyzing, synthesizing, retrieving information, and producing products to involve the summarization of materials should be on-going during the course of the school year.

## Measurable Objective

Given professional development to incorporate technology across the curriculum, 30 percent of the teachers will increase their knowledge in Instructional Technology from Stage 1 Entry Level to Stage 2 Intermediate Level on the 2007 STaR School Profile.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the Computer Lab bi-weekly to provide equal access to the available software and Internet resources.	Computer Specialist	10/2/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize computer assisted programs such as Accelerated Reader, STAR, Voyager, SuccessMaker, Reading Plus, Riverdeep, Lexia Learning Systems and FCAT Explorer to enhance student academic performance.	Media Specialist, Computer Specialist, Microsystem Technician	10/2/2006	5/30/2007	District Strategic Plan	\$0.00
Provide professional development for all staff in the use of SuccessMaker, Edusoft, Reading Plus, STaR, Lexia Learning Systems, Microsoft Office, and Accelerated Reader.	Reading Coach Media Specialist Computer Specialist	9/04/06	05/30/07	District Strategic Plan	\$25000.00

## Research-Based Programs

NOT APPLICABLE

## Professional Development

- \* Reading Plus
- \* SuccessMaker
- \* EduSoft
- \* STAR
- \* Accelerated Reader
- \* Lexia learning Systems
- \* Microsoft Office

## Evaluation

Review the results of the 2007 STaR School Profile.

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

*Miami-Dade County Public Schools*

*District Strategic Plan*

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

**GOAL 8 STATEMENT:**

Oak Grove Elementary Community School will promote the overall health and fitness of students.

**Needs Assessment**

Student health-related fitness is assessed through the implementation of the FitnessGram Test Program and indicates a need to improve the overall health and physical fitness of all students. The results of the 2005-2006 FitnessGram demonstrated that 91 percent of the students in grades four through six received awards for proficiency, indicating the opportunity for improvement to increase to 93 percent for the 2006-2007 school year. A review of the National Standards for Physical Education indicates a need to improve student knowledge, quality, interest, and skills to promote and encourage life time fitness for daily living and wellness.



## Measurable Objective

Given instruction based on the Sunshine State Standards to improve student physical fitness, the percentage of students in grades four through six receiving FitnessGram Awards in gold and silver will grow two percent from 91 percent in 2005-2006 to 93 percent for the 2006-2007 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer a pretest to determine baseline physical measures.	Physical Education Teachers	11/06/2006	11/17/2006	District Strategic Plan	\$0.00
Provide daily instructional time dedicated to fitness related activities.	Physical Education Teachers	8/08/2006	5/30/2006	District Strategic Plan	\$0.00
Administer a post test as a valid measure of student baseline improvement.	Physical Education Teacher	3/5/2007	4/16/2007	District Strategic Plan	\$0.00
Monitor the physical education program to insure that instruction specifically relates to assessment component items.	Principal, Assistant Principal	8/08/2006	5/30/07	District Strategic Plan	\$0.00

## Research-Based Programs

NOT APPLICABLE

## Professional Development

\* Physical Education teachers will attend monthly District mandated workshops provided by the Department of Life Skills Management.

## Evaluation

\* 2006-2007 FitnessGram.

## 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 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 9 STATEMENT:***

Oak Grove Elementary Community School will develop an appreciation for the arts through expanded curriculum and extra curricular offerings.

### ***Needs Assessment***

In reviewing the number of students participating in displaying their artistic talents, there is a need to increase student participation by three percent in the 2006-2007 school year. There is a need to increase the curriculum in order to ensure artistic achievement and recognition. Students need to expand their knowledge in the arts by learning about artistic mediums, different styles of artists and time periods in the arts.

## Measurable Objective

Given instruction using the Competency Based Curriculum and the Sunshine State Standards, student participation in art exhibits school-wide and in the District's Art Exhibition/Galleries, will increase from 456 in the 2005-2006 school year to 495 for the 2006-2007 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Enter various art exhibitions sponsored by Miami-Dade County Public Schools.	Art Teachers	9/04/2006	5/30/2007	Expanding arts opportunities	\$0.00
Provide an After School Art Club.	Art Teachers	10/02/2006	5/30/2007	Expanding arts opportunities	\$0.00
Schedule fieldtrips to local art museums.	Principal, Art Teachers, Classroom Teachers	9/04/2006	5/30/2007	Expanding arts opportunities	\$0.00
Submit art work to annual Dade County Youth Fair.	Art Teachers, PTA	9/14/2006	4/6/2007	Expanding arts opportunities	\$0.00
Implement an end of the year Art Gallery – Parent Night.	Art Teachers, PTA Board	9/04/2006	5/30/2007	Expanding arts opportunities	\$0.00

## Research-Based Programs

NOT APPLICABLE

## Professional Development

- \* Art Teachers will attend “Retratos” workshops at the Bass Museum of Art.
- \* Classroom teachers will incorporate Hispanic, African-American, and Women artists and their work across the curriculum.
- \* Art educators from Miami-Dade County will provide professional development for art teachers.
- \* Art teachers will attend lectures given by local artists.

## Evaluation

- \* In house logs for all students that entered school-wide and District art exhibitions and/or galleries.

## 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 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*

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

### ***GOAL 10 STATEMENT:***

Given increased attention to the ranking on the State of Florida Return on Investment Index publication, Oak Grove Elementary will improve its ranking from the 55th percentile in 2004-2005 to the 56th percentile on the next publication of the Index.

### ***Needs Assessment***

The most recent data supplied from the FLDOE indicates that in 2005, Oak Grove Elementary Community School ranked at the 55th percentile on the State of Florida Return On Investment Index.

## Measurable Objective

Given increased attention to the ranking on the State of Florida Return on Investment Index publication, Oak Grove Elementary will improve its ranking from the 55th percentile in 2004-2005 to the 56th percentile on the next publication of the Index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Educate the school community regarding the use of financial resources in relationship to school programs.	Stakeholders	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Stakeholders	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the District on resource allocation.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

NOT APPLICABLE

## Professional Development

\* In-service for all stakeholders on evaluating the efficiency and the effectiveness of programs.

## Evaluation

\* The Florida Return On Investment Index publication.

## *EESAC Compliance*

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YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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>

### ***Budget:***

EESAC agreed to utilize the 2005-2006 ESSAC funds to purchase incentives for student achievement.

### ***Training:***

EESAC received information regarding the school budget from the Principal.

### ***Instructional Materials:***

EESAC understood the importance of maintaining research-based programs as reflected in the School Improvement Plan.

### ***Technology:***

EESAC recognized the importance of maintaining technology-based programs as reflected in the 2005-2006 School Improvement Plan.

### ***Staffing:***

EESAC budgeted funds to pay for personnel to teach in the Saturday Academy.

### ***Student Support Services:***

EESAC supported students through the Comprehensive Research-Based Reading Plan by approving expenditures for supplementary reading materials to enhance student learning.

### ***Other Matters of Resource Allocation:***

### ***Benchmarking:***

EESAC monitored the implementation of the 2005-2006 School Improvement Plan at monthly EESAC meetings.

***School Safety & Discipline:***

EESAC is 100 percent supportive of the policies and procedures outlined in the Student Code of Conduct as well as the importance of maintaining a safe learning environment for all Oak Grove Elementary Community School students.

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$16,395.00
Goal 2: Mathematics	\$10,000.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$1,000.00
Goal 5: Parental Involvement	\$1,000.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$25,000.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
<b>Total:</b>	<b>\$53,395.00</b>



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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*