
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 4171 - Orchard Villa Elementary School

FeederPattern: Miami Northwestern Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Patricia Duncan

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Orchard Villa Elementary School

Orchard Villa Elementary School is a Title I school which serves 550 students from the surrounding neighborhood, including standard curriculum students (80%), Students With Disabilities (SWD) (19%) and Limited English Proficient (LEP) students (1%), of which 93.9% are economically disadvantaged. The ethnic/racial makeup of the student population is 97.2 percent African-American and 2.8% Hispanic. The mobility rate of the school is 50%. Because of the relatively low-income status of the area surrounding the school, the students are in need of support to secure the basic resources that will enable them to participate fully in the life of the community. The school services students from Pre-Kindergarten through grade five. In addition, the school offers Kids and the Power of Work (KAPOW), Academic Excellence Program (AEP), Chorus Club and After School intensive tutoring programs. Orchard Villa Elementary belongs to the Miami Northwestern Senior High School Feeder Pattern. Students promoted from grade five will attend one of the following schools: Brownsville Middle School, Charles R. Drew Middle School, or Miami Springs Middle School.

The results of the 2006 FCAT Reading Test indicated that students in grades three through five showed a decrease of two percentage points when comparing the 2006 FCAT Reading Test results to the 2005 FCAT Reading Test results for students scoring a level 3 or higher. The results of the 2006 FCAT Mathematics Test indicated that students in grades three through five demonstrated a decrease of ten percentage points when comparing the 2006 FCAT Mathematics Test results to the 2005 FCAT Mathematics Test results for students scoring a level 3 or higher. The results of the 2006 FCAT Writing Test indicated students in grade four demonstrated a decrease of 23 percentage points when comparing the 2006 FCAT Writing Test to the 2005 FCAT Writing Test results with students scoring 3.5 or higher. The results of the 2006 FCAT Science Test indicated that students in grade five showed a decrease of two points on the mean scale when comparing the 2006 FCAT Science Test results to the 2005 FCAT Science Test results. Students with disabilities did not make learning gains in the 2006 FCAT Reading or FCAT Mathematics. As a result, they did not meet adequate yearly progress.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase by 5% their reading skills on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades three through five will improve their reading skills as evidenced by 51%, scoring at a Level 3 or higher on the 2007 administration of FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 56 percent, scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the students in the African-American subgroup in grades three through five will improve their mathematics skills as evidenced by 56 percent, scoring at Level 3 or higher on the 2007 administration of FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades three

through five will improve their mathematics skills as evidenced by 56 percent, scoring at Level 3 or higher on the 2007 administration of FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in the economically disadvantaged subgroup in grades three through five will improve their mathematics skills as evidenced by 56 percent, scoring at Level 3 or higher on the 2007 administration of FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 90% of the students achieving high standards, on the 2007 administration of the FCAT Writing Test.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

Given the data from the 2005-2006 Parent Contact Logs, parental involvement will increase as evidenced by a five percent increase in the number of parents participating in school site activities as documented in the 2006-2007 Parent Contact Logs.

Given an emphasis based on the need to improve attendance, students attendance will improve as evidenced by a 2% increase in the Miami-Dade County Public Schools Percentage of Attendance Report for the 2006-2007.

Given emphasis on the use of technology in education, students in second through fifth grade will augment their usage of the Accelerated Reader Program as evidenced by a 10% increase during the 2006-2007 school year as compared to the 2005-2006 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their running skills as evidenced by a 5% increase in the number of students meeting high standards in running the one mile test on the 2007 administration of the FITNESSGRAM Test as compared to the 2006 administration of the FITNESSGRAM Test.

Given emphasis on the benefits of participating in programs that promote cultural arts, the number of students participating in the Arts for Learning Miami Get smART program will increase 5% in 2006-2007 when compared to the number of participants during the 2005-2006 school year.

Orchard Villa Elementary School will improve by one percent its ranking on the State of Florida ROI index publication.

Survey (OPIS), categories Process Management and Strategic Planning were ranked overall lower by staff than the other seven categories addressed in the survey. According to the survey, two areas for improvement from the Process Management category, are "I can get all of the resources I need to do my job.", where nine staff members disagreed and "I have control over my work processes.", where three staff members disagreed. From the Strategic Planning category, the area of most concern is "As it plans for the future, my work location asks for my ideas.", where six staff members disagreed. This school site will improve the overall perception of business by reviewing with staff the budget and its components. In addition, the administration will review the Organizational Performance Improvement Survey with the staff in an effort to address any concerns and bring resolution to them.

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.

Orchard Villa Elementary School

VISION

The vision of Orchard Villa Elementary School's personnel is commitment to the belief that all students can learn and achieve mastery of essential skills. We seek to offer an instructional program that promises high academic performance commensurate with each student's potential, as well as, fostering positive growth in social behaviors and attitudes with parental support.

MISSION

At Orchard Villa Elementary School, the faculty and staff are committed to identifying the learning style of each student. To that purpose, each student will believe in his/her ability, to achieve and excel and become a future leader. Our mission will be accomplished through motivation-in-depth academic programs that will encompass the whole student in a caring and safe environment.

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School Demographics

Orchard Villa Elementary School is a Title I school which serves 550 students from the surrounding neighborhood, including standard curriculum students (80%), Exceptional Student Education (ESE) students (19%) and Limited English Proficiency (LEP) students (1%), of which 93.9 percent are economically disadvantaged. The ethnic/racial makeup of the student population is 97.2% African-American and 2.8% Hispanic. The mobility rate of the school is 50%. Because of the relatively low-income status of the area surrounding the school, the students are in need of support to secure the basic resources that will enable them to participate fully in the life of the community. The school services students from pre-kindergarten through grade five. In addition, the school offers Kids and the Power of Work (KAPOW), Academic Excellence Program (AEP), Chorus Club and After School intensive tutoring programs. Orchard Villa Elementary belongs to the Miami Northwestern Senior High School Feeder Pattern. Students promoted from grade five will attend one of the following schools: Brownsville Middle School, Charles R. Drew Middle School, and Miami Springs Middle School.

Orchard Villa Elementary is a COMER School in collaboration with the Yale University Child Study Center. Through COMER, emphasis is put on the developmental pathways, which include physical (physical health, nutrition, responsible decision making), language (receptive language, expressive language, and ability to process communications), psychological (feelings of adequacy, ability to manage emotions, and acceptance of differences), ethical (respect for rights and integrity of self and others), social (ability to be empathetic, ability to use communication in relationships and ability to interact with others who may be different), and cognitive (flexibility of thought, ability to interact with others who may be different), and cognitive (flexibility of thought, ability to manipulate information). This school is structured in alignment with the COMER School Development Program, which yields a number of committees such as: the Social Climate Committee, Academic Committee, Staff and Parent Development Committee, and the Parent Committee that is instrumental in identifying families in need. The Parental Involvement Committee is instrumental in identifying families in need, and providing both direct assistance and referrals to appropriate social service agencies. Additionally, students who are in need of extra support in mastering the basic skills are serviced through the extended day tutoring program offered before and after school.

Orchard Villa Elementary School is a schoolwide Title I program utilizing allocated funds to defray expenditures for differentiated programs to address the specific needs of students. The school provides basic educational services while implementing the Sunshine State Standards to students in pre-kindergarten through grade five. Additionally, the school has special units dedicated to offering services to the Varying Exceptionalities and Emotionally Handicapped students. The instructional programs are enhanced through computer-based activities in kindergarten through grade five.

Enrollment at Orchard Villa Elementary School has increased from the 2005-2006 school year due to development in the community and student transfers. This school year, there has been an increase in enrollment for the 2006-2007 school year. The overall student attendance for the 2005-2006 school year was 92.06%. The school will continue to focus on attendance this year by conducting Truancy Child Study Team – Level 1 through 4 meetings with parents/guardians of students who have been identified by the State Attorney's Office Truancy Intervention Program (TIP), implementing a schoolwide attendance incentive program, and closely monitoring students who have excessive excused absences.

Orchard Villa Elementary was the recipient of the All Students All Schools Inclusion Grant. The All Students All Schools Inclusion Grant delivery model is designed to promote innovative instructional strategies to improve academic performance. The inclusion model utilized at this school site is the co-teaching model, collaboration model, and the consultation model. Inclusion is being implemented with kindergarten through fifth grade students. Two teachers from the Special Education Program (SPED) and regular classroom teachers co-teach and collaborate on the instructional program. The educational design encompasses the implementation of effective intervention strategies, provision of professional development for instructional personnel, effective utilization of research-based reading materials and technology that benefits all students. Parental involvement is an integral part of

this design model in an effort to augment reading instruction in the home. The co-teaching model is intended primarily to allow teachers to share their expertise in instructional planning/ delivery and curriculum alignment to support the learning environment for all students. The co-teaching model engages collaborative planning, teaching methods and learning tasks and individualized academic programs to meet the specific needs of students.

Other unique assets of the school are, High Scope/Head Start Programs, Kids and the Power of Work (KAPOW), Academic Excellence Program (AEP), and before and after-school tutorial programs offered by classroom teachers.

One administrator, a principal, serves as the instructional leader of the school. Orchard Villa Elementary employs a total of 65 full-time and 23 part-time faculty members. Of the 88 employees, 13 are male and 75 are females. School personnel is comprised of 7 Hispanics, 44 African-Americans, one Indian, two Asians, and 7 White non-Hispanics. Of this group, two are administrators, 42 are classroom teachers, five are Special Education teachers, one is a Behavior Management Teacher, one is a guidance counselor, one is a speech pathologist, one is a Media Specialist, one is a Microsystems Technician, eight are classroom paraprofessionals, four are clerical employees, seven are cafeteria workers, five are security monitors, and seven are custodial service workers. Of the instructional personnel, 14 are new to this school. The average length of teaching experience for our faculty is ten years. A total of ten employees have earned advanced degrees. The average teacher to student ratio in the regular education program is 18 students per one teacher in primary and 24 students per one teacher in intermediate. The average teacher to student ratio in the Emotionally Handicapped classes in the Special Education (SPED) program is 15 students per one teacher and one paraprofessional.

Orchard Villa Elementary School has 14 new, beginning teachers this year. All of the new teachers to the profession will be provided with assistance in planning and effective classroom management strategies in a mentorship program. Beginning teachers will be further supported by partnering master teachers with beginning teachers and engaging them in a monthly collaborative meeting known as "New Teacher Support Program Meetings." In addition, Professional Growth Teams (PGT) will be assigned to provide additional support and feedback on an individual basis.

Orchard Villa Elementary School has partnered with community businesses known as Dade Partners. These Dade Partners cooperate and support the school site. The partners are Dominos Pizza, Publix Supermarket, Churches' Chicken and Dr. Rosalyn Paschal. The Florida Department of Education grades Orchard Villa Elementary School as a "C". According to the data compiled from the Florida Department of Education 2006 Annual Report Card, 58 percent of students are reading at or above grade level, 51 percent of students made a year's worth of progress and 64 percent of students in the lower quartile made learning gains. The 2006 FCAT Mathematics Assessment scores reflected 46 percent of students at or above grade level and 68 percent of students made a year's worth of progress. Scores on the 2006 FCAT Writing indicated that 48 percent of students met state standards in writing; in addition, 74 percent of the students improved their performance in writing by one percent.

Orchard Villa Elementary School has identified issues concerning challenges in improving student skill mastery and parental involvement. Among these are high mobility of students, frequent tardiness and absences. To address this need, Orchard Villa Elementary School implements a school-site tardy policy, a Community Involvement Early Intervention Program and Character Education. Many students seem reluctant to spend the time outside of the classroom that is needed to master new skills and to retain competence in skills previously taught. To assist students in retention and enhancement of academic skills, Orchard Villa Elementary School offers an Extended School Day Program, as well as, intervention strategies throughout the school day. Less than five percent of the homes have telephone access to electronic communications. To improve communication, the school schedules regular parent involvement activities, home visits and uses the Connect ED to expedite communication when possible. A majority of families are dependent upon services of government and faith-based organizations for assistance in providing the basic needs of students and their families. The challenge of multicultural awareness is addressed by infusing the following curriculum into the instructional process: African-American Voices, Legado, Women's Contributions to United States History, information regarding the Holocaust and information regarding veterans. Orchard Villa Elementary School uses a Student Services Team, which identifies student concerns and facilitates referrals to appropriate agencies, if deemed necessary.

According to the data compiled from the Florida Department of Education 2006 Annual Report Card, 58 percent of students are reading at or above grade level, 51 percent of students made a year's worth of progress and 64 percent of students in the lower quartile made learning gains. The 2006 FCAT Mathematics Test scores reflected 46 percent of students at or above grade level and 68 percent of students made a year's worth of progress. Scores on the 2006 FCAT Writing + Test indicated that 48 percent of students met state standards in writing; in addition, 74 percent of the students improved their performance in writing by one percent.

School Foundation

Leadership:

Staff responses to the survey demonstrate that the school's administration is effective in providing direction and focus as evidenced by a category score of 4.2. It supports and encourages suggestions and it provides opportunities for professional growth and career advancement.

District Strategic Planning Alignment:

The results indicate that staff members have knowledge of the school's goals as evidenced by a category score of 4.0. The staff knows how to tell if they are making progress on their part of the plan and understands the value and importance of the plan towards student achievement.

Stakeholder Engagement:

Survey responses indicate staff's awareness of the importance in building and maintaining relationships with key stakeholders as evidenced by a category score of 4.2. The staff agrees that they know who their most important customers are, that they keep in touch with their customers, and that they are allowed to make decisions to solve problems for their customers.

Faculty & Staff:

Staff responses on the survey indicate that overall the staff agrees that the administration is effective in providing direction and focus to existing faculty and staff, as well as, teachers new to the profession as evidenced by a category score of 4.1. Teachers agreed that they were afforded the opportunity to make changes that will improve their work, that the people they work with cooperate and work as a team, that they have a safe workplace, that they are recognized for their work, and the administration encourages faculty to develop their job skills so that they can advance their career.

Data/Information/Knowledge Management:

Staff responses on the survey indicate that overall the staff agrees that they know how to measure the quality of their work, that they know how to analyze (review) the quality of their work to see if changes are needed, that they use analyses for making decisions about their work, that they know how the assessments they use in their work fit into the organization's overall measures of improvement, and that they get the information they need to know about how their organization is doing as evidenced by a category score of 4.3. Orchard Villa Elementary School will incorporate the Plan-Do-Study-Act (PDSA) cycle in an effort to improve student achievement.

Education Design:

Staff responses on the survey indicate that staff members collect information about the quality of their work and have good processes for doing the work as evidenced by a category score of 4.0.

Performance Results:

Staff responses on the survey indicate that overall, the staff agrees that Orchard Villa Elementary school obeys laws and regulations and adheres to high standards and ethics as evidenced by a category score of 4.0.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Orchard Villa Elementary School is committed to selecting the most qualified teachers available. To attract high quality, highly qualified teachers, the school participates in student teaching programs with local colleges and universities, teacher fairs, and the applicant tracking system. Furthermore, Orchard Villa Elementary School is staffed with classroom instructors who have been certified and deemed highly qualified by the State of Florida per the issuance of a state teaching certificate, that documents the completion of a bachelor's degree and knowledge of subject area(s) taught. In addition, teachers are provided with professional development that aligns with the needs of the students in their classroom or school.

• Highly Qualified, Certified Administrators:

The administrative staff of Orchard Villa Elementary School is comprised of a principal and an assistant principal. The principal is Patricia Chestang Duncan who has served as an administrator in the Miami-Dade County Public Schools district for the past 12 years during which time she has been instrumental in working with school personnel in a variety of settings. Mrs. Duncan is certified in Secondary and Middle School grades five through nine, Secondary Administration, and successfully completed the Executive Training Program. Mrs. Duncan facilitated the Science Center for Individualized Instruction which yielded improved student performance. Mrs. Duncan, as an assistant principal, implemented Reciprocal Reading at Rockway Middle School resulting in the school maintaining a school grade of an "A" for five consecutive years.

Mrs. Duncan is actively involved in her community; Mrs. Duncan is a charter member of the South Miami Chapter of Jack and Jill of America, Inc. As a charter member, Mrs. Duncan has received several awards for implementing activities for the various grade groups which fostered community activities for children. At the Southeastern Region level of Jack and Jill of America, Inc., Mrs. Duncan has served as Chairman of the Leadership Council, Chairman of the Coalition Committee, Chairman of the Advocacy and Florida Representative on the Judiciary Committee. During the 2005 Mothers' Conference, Mrs. Duncan was selected as the 2005 Outstanding Associate of the Year for her commitment and dedication to the children and families of the Southeastern Region of Jack and Jill of America, Inc. Mrs. Duncan was appointed the Regional Chairman for the Associates.

Ms. Lourdes Cela has been an assistant principal for five academic years at the secondary level. During that time, she implemented numerous academic programs that facilitated student mastery of benchmarks, as evidenced by increased student achievement on the FCAT. This included creating and monitoring approximately 100 sections of intensive reading and math, a variety of tutoring services, and a diverse inclusion program. In order to support these initiatives, Ms. Cela coordinated and often presented professional development for teachers in areas directly related to the School Improvement Plan. With the input and assistance of the curriculum council and the faculty, Ms. Cela implemented a comprehensive school-wide student survey, which led to the development of four distinct Smaller Learning Communities in addition to a number of ninth grade teams for the following academic year. Ms. Cela routinely shared information with parent groups such as EESAC and PTSA. She then integrated these changes into the articulation and subject selection process, leading to a comprehensive master schedule. She also introduced a two-day summer retreat for faculty members to allow time for instructional planning and team building for the following school year.

• Teacher Mentoring:

All teachers new to the profession and/or school district, will be involved in the Beginning Teacher Orientation Program provided

by the district. The school will provide new teachers with assistance in planning, effective implementation of instructional strategies, methods of monitoring student progress and effective classroom management strategies in a mentorship program. This will be further supported by partnering master teachers with beginning teachers and engaging them in a monthly collaborative meeting known as the "Monthly Principal's Circle." Professional Growth Teams (PGT) will be assigned to provide additional support and feedback on an individual basis. The beginning teachers and their mentors for the 2006-2007 school year are: Dr. Delores Culmer beginning first grade teacher, Diesha Ford, beginning kindergarten teacher/Ms. Perez-Harris, Mentor; Mr. Kely Tabutaeu, beginning second grade teacher, Ms. Marie Jordan beginning second grade teacher, Ms. Evelyn Hanna beginning second grade teacher/Ms. Cathy Finch Mentor, Ms. Meghan Ratcliff, beginning third grade teacher/Ms. Nancy Yates Mentor, Demetria Williams beginning fourth grade teacher, Niya Garrison beginning fourth teacher, Ms. Bennett Adams beginning fourth grade teacher, Ms. Junnel Brown beginning fifth grade teacher/Ms. Shirley Perry, Mentor; Ms. Doris Shulz beginning ESE teacher, Anita Anderson beginning ESE teacher/Ms. Doraetta Horton, Mentor. The Reading Coach provides individual support for beginning teachers while implementing the Comprehensive Research-based Reading Plan (CRRP), administration of screening and progress monitoring assessments to determine students' reading proficiency, model demonstration lessons delineating components of the CRRP and provide appropriate materials for skill mastery. Furthermore the Reading Coach facilitates continuous professional development in reading to improve students' skill mastery. The school administration will provide mentors and assistance to teachers new to the school to ensure appropriate implementation of site procedures and policies to improve student achievement.

• School Advisory Council:

The Educational Excellence School Advisory Council (EESAC) reviewed, analyzed and evaluated pertinent data such as the School's Demographic and Academic Profile, FCAT Reports and formulated objectives as schoolwide priorities. The Council's chairperson scheduled meetings, notified participants and created agendas as mandated in state and district guidelines. The EESAC recommended regular reviews of the school's budget and the FR05-08 Report in an effort to monitor expenditures and provide guidelines for expenditures related to the School Improvement Plan. Additionally, the EESAC recommended the procurement of various equipment, materials, technology and trade books that support both teachers and students in their professional and academic growth, the use of educational web sites to enhance classroom instruction, the use of Distance Learning to enhance classroom instruction and the awareness of various learning styles. The EESAC recommended that the school identify other schools with similar demographics where students have high levels of reading proficiency and duplicate strategies/programs to promote skill mastery at this site.

Furthermore, the EESAC recommended the continuation of the schoolwide Orchard Villa Elementary Discipline Plan, the school's Student Tardy Policy and Orchard Villa Elementary School's Emergency Procedures as stated in the Orchard Villa Elementary School's Personnel Handbook. The Council will support the efforts of the Parent Teacher Association (PTA) in achieving a higher level of parental involvement. Furthermore, EESAC recommended training related to improving reading proficiency and continuation of the Student Services Team to provide a vehicle to address student concerns and modify students' behavior.

During 2005-2006 the Educational Excellence School Advisory Council (EESAC) employed consensus and collaboration to determine expenditure of the EESAC budget. EESAC determined that a portion of the money would be given to the media center, supplementary reading materials, and discretion would be given to the principal to purchase supplies for school operations. The following outlines the expenditures of the EESAC budget: Accelerated Reader books and quizzes and sets of books on tapes for listening stations for the library = \$2,500.00; Awarded first grade teachers money to support their implementation of the "Spelling Bee" = \$200.05. The EESAC decided to reserve the remainder of the budget to be used for the 2006-2007 school year.

Appropriate strategies and activities have been suggested and planned by all of the school's stakeholders. Strategies to be implemented include, but are not limited to, the use of technology in pre-kindergarten through grade five and an Extended School

Day Program specifically designed for grades three through five. The EESAC will monitor the objectives and strategies included in this plan that are designed to complement our mission in developing the holistic skills of the child and in producing an enriched academic and social climate that reflects an active partnership of students, school personnel and community. The EESAC convenes regularly to review progress on the School Improvement Plan and continue schoolwide professional development to enhance delivery of the instructional programs in an effort to raise student achievement. In addition, enrichment activities are offered to those students participating in the Academic Excellence Program after-school.

• Extended Learning Opportunities

Orchard Villa Elementary School will offer a wide array of additional learning opportunities for all students. Special tutorial programs to address the specific needs of each subgroup will occur before, during and after-school hours. The Extended School Program is designed to provide additional support for third through fifth grade students in the areas of reading, writing and mathematics. The Reading Plus laboratory will be provided for students participating in the After School Tutorial Program in an effort to support reading achievement.

The after-care program operated by the Florida Christian Association of America (FCAA) provides on site services after school hours. The program is comprised of three components, which are: improving reading achievement, an exploratory wheel in the arts, and physical education with emphasis on team sports.

• School Wide Improvement Model

Orchard Villa Elementary School will incorporate the Continuous Improvement Model (CIM). The CIM will involve a four-step process that is a systematic process for making improvements in services. The cycle will include: Plan - for changes to bring about improvement, Do – changes on a small scale first to try them, Study – to see if changes are working, and Act – to get the greatest benefit from changes. The CIM must link the process to improving student achievement by aligning data analysis, assessment and remediation of skills not mastered.

Orchard Villa Elementary School addresses students who are in need of remediation and enrichment of skill mastery during the Extended Day School Program, the Academic Excellence Program and small group pullouts during the instructional day. The Character Education curriculum is implemented in all grade levels, highlighting a monthly virtue in an effort to teach students to appreciate their responsibilities to themselves, each other, their school and their community. In addition, the Reciprocal Teaching strategy is being implemented throughout the grade levels and special area classes.

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

GOAL 1 STATEMENT:

Students in third through fifth grade will improve reading skills.

Needs Assessment

The results attained from the 2006 Annual Report Card indicated that 58 percent of the students scored at or above the Florida Comprehensive Achievement Test (FCAT) Reading Achievement Level 3, and 51 percent of the students tested made learning gains in reading. The scores reflected a two percent decrease in the students achieving high standards and a 14 percent decrease in students achieving learning gains in comparison to the 2004-2005 scores. Sixty-one percent of the students in third grade, 37% of fourth grade students, and 53% of fifth grade students scored at Level 3 or above. This school encounters the challenge of meeting and/or exceeding the percent of students achieving high standards and making learning gains in order to meet the required level of proficiency designated by the state. Upon analysis, the results indicated that students in these categories, as well as, students overall, struggled in the following content clusters:

Grade 3 Percent Earned

Words/Phrased 57%

Main Idea/Purposes 59%

Comparisons 58%

Reference/Research 75%

Grade 4 Percent Earned

Words/Phrases 50%

Main Idea/Purpose 45%
 Comparisons 47%
 Reference/Research 33%

Grade 5 Percent Earned
 Words/Phrases 57%
 Main Idea/Purposes 59%
 Comparisons 60%
 Reference/Research 67%

The content cluster words/phrases has been identified as an area of deficiency closely followed by reference/research and comparisons. According to data analysis of the 2005-2006 FCAT results and other data, the areas of greatest need are words/phrases, main idea/purpose, research/reference and comparison in the fourth grade. As per the No Child Left Behind (NCLB) Adequate Yearly Progress Report, 30 percent of the Students with Disabilities achieved high standards in reading while 70 percent of the Students with Disabilities did not attain the state required level of proficiency. One hundred percent of students in grades three through five participated in the 2006 FCAT Reading test.

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 checked="" 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 five will increase by 5% their reading skills on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades three through five will improve their reading skills as evidenced by 51%, scoring at a Level 3 or higher on the 2007 administration of FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilization of ongoing progress monitoring to guide instruction, task cards, graphic organizers, visual aids, audio-visual aids and effective strategies that are congruent with learning styles and modalities of Students with Disabilities to build fluency and reinforce reading standards in the content clusters: words/phrases, main idea/purpose, reference/research and comparisons to improve reading skills.	Principal Assistant Principal Reading Coach E.S.E. Department Chairperson	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Coordinate during scheduled collaborative grade level planning, district critical mass professional development specific to designated grade levels for instructional personnel to enhance students' reading proficiency.	Principal Assistant Principal Reading Coach Grade Level Chairpersons	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilization of weekly assessments to guide instruction to improve reading proficiency of Students with Disabilities. Utilization of diagnostic, screening and outcome measures to identify areas of strengths and weaknesses for the purpose of improving reading proficiency for Students with Disabilities focusing in the content clusters: words/phrases, main idea/purpose, reference/research and comparisons in order to achieve skill mastery. Students who need remediation and/or immediate intensive intervention in the five components of reading will have adjustments made to their Individual Education Plan (IEP) and an extended period of intensive reading to support reading achievement.	Principal Assistant Principal Reading Coach E.S.E. Department Chairperson	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

<p>Disaggregate and analyze data from the weekly reading assessments utilizing Edusoft. The teachers will disseminate the data to target students' needs in reading and provide intensive small group instruction.</p>	<p>Principal Assistant Principal Reading Coach Grade Level Chairpersons</p>	<p>8/14/2006</p>	<p>5/30/2007</p>	<p>Continuous Improvement Model</p>	<p>\$0.00</p>
<p>Utilize District DIBELS screening, Diagnostic Assessments of Reading (DAR) diagnostic assessments, curriculum based assessments from Houghton Mifflin 2003 Edition, and weekly assessments utilizing Edusoft to determine students' progress and guide instruction for the purpose of improving students' reading proficiency. Diagnostic, screening and outcome measures will be used to identify areas of strengths and weaknesses in the content area clusters: words/phrases, reference/research, main idea/purpose and comparisons to achieve reading mastery. Students who need remediation and/or immediate intensive intervention in the five components of reading will have an extended period of intensive reading to support reading achievement.</p>	<p>Principal Assistant Principal Reading Coach Grade Level Chairpersons</p>	<p>8/14/2006</p>	<p>5/30/2007</p>	<p>District Strategic Plan</p>	<p>\$0.00</p>
<p>Monitor the implementation of the Comprehensive Research-Based Reading Plan (CRRP) to ensure teachers' district focus is providing differentiated/intervention instruction for remediation and enrichment through guided reading, learning centers, and small group instruction using reciprocal teaching to improve students' proficiency in reading with particular attention to the content clusters, ie., words/phrases, main idea/purpose, research/reference and comparisons.</p>	<p>Principal Assistant Principal Reading Coach Grade Level Chairpersons</p>	<p>8/14/2006</p>	<p>5/30/2007</p>	<p>District Strategic Plan</p>	<p>\$0.00</p>
<p>Utilize and monitor computer-assisted instruction, including FCAT Explorer, Riverdeep and Accelerated Reader/STAR, Earobics, Reading Plus, and any other district recommended software to monitor student progress and provide enrichment activities to increase students' mastery of reading standards.</p>	<p>Principal Assistant Principal Reading Coach Grade Level Chairpersons</p>	<p>8/14/06</p>	<p>5/30/07</p>	<p>District Strategic Plan</p>	<p>\$0.00</p>
<p>Provide tutorial services via the Extended School Day Program (utilizing partnerships</p>	<p>Principal Assistant Principal</p>	<p>8/14/2006</p>	<p>5/30/2007</p>	<p>District Strategic Plan</p>	<p>\$0.00</p>

with Florida Christian Association of America (FCAA) and New Horizons Mental Health Center) to Level 1 and Level 2 students in grades three through five who demonstrate reading deficiencies in the content clusters: words/phrases, main idea/purpose, reference/research and comparisons based on disaggregated data from weekly standard assessments to achieve reading mastery.	Reading Coach Grade Level Chairpersons				
Substitute funds will be utilized to provide training for teachers who will provide in-house intensive tutoring and Before/After school tutoring utilizing Early Success, Soar to Success and Voyager.	Principal Assistant Principal Reading Coach	8/14/2006	5/30/2007	District-wide literacy plan	\$54270.00

Research-Based Programs

Houghton Mifflin 2003 Edition
 Voyagers Passport
 Early Success
 Soar to Success

Professional Development

Professional development for teachers will include training on:

1. Becoming Effective Active Readers (B.E.A.R), First Grade Teachers and Reading Coach
2. The Big Five For Literacy Development, Kindergarten through Fifth Grade Teachers and Reading Coach
3. Developing Readers and Writers (D.R.A.W.), Third Grade Teachers and Reading Coach
4. Effective Reading Strategies, Kindergarten through Fifth Grade Teachers and Reading Coach
5. FCAT Standards, Third through Fifth Grade Teachers and Reading Coach
6. Guided Reading, Kindergarten through Fifth Grade Teachers
7. Houghton Mifflin Overview, Kindergarten through Fifth Grade and Reading Coach
8. Project CRISS, All Instructional Teachers
9. Project OWL (Opening Worlds of Literature) Second Grade Teachers and Reading Coach
10. Project Right Beginnings, Kindergarten Teachers and Reading Coach
11. Accelerated Reader/STAR, Kindergarten through Fifth Grade, Reading Coach and Media Specialist
12. Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Kindergarten through Fifth Grade and Reading Coach
13. Edusoft, Second through Fifth Grade and Reading Coach
14. FCAT Explorer, Third through Fifth Grade Teachers
15. Riverdeep, Fourth through Fifth Grade
16. Differentiated Instruction, Kindergarten through Fifth Grade and Reading Coach.
17. Earobics, kindergarten and first grade.
18. Reading Plus, grades two through five.

Evaluation

1. The 2007 administration of the FCAT Reading Test, third through fifth grade.
2. The District Interim Assessments for Reading, third through fifth grade.
3. Dynamic Indicators of Basic Early Literacy Skills (DIBELS), kindergarten through fifth Grade.
4. Diagnostic Assessments of Reading (DAR), kindergarten through fifth grade.
5. The weekly assessments utilizing Edusoft, third through fifth grade.

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

GOAL 2 STATEMENT:

Students in third through fifth grade will improve their mathematics skills.

Needs Assessment

The results attained from the 2006 Annual Report Card indicate that overall 46 percent of the students scored at or above FCAT Achievement Level 3, and 68 percent of the students made learning gains in mathematics. Forty-six percent of students in third grade, and 38% of students in both fourth and fifth grade scored a Level 3 or above. Upon analysis, the 2006 FCAT test results indicate that students in the categories, as well as, students overall, struggled on the following mathematics strands:

Grade 3 Percent Earned

Number Sense 50%

Measurement 50%

Geometry and Spatial Sense 43%

Algebraic Thinking 50%

Data Analysis and Probability 43%

Grade 4 Percent Earned

Number Sense 45%

Measurement 50%

Geometry and Spatial Sense 57%

Algebraic Thinking 43%

Data Analysis and Probability 57%

Grade 5 Percent Earned

Number Sense 38%

Measurement 45%

Geometry and Spatial Sense 46%

Algebraic Thinking 36%

Data Analysis and Probability 33%

According to the data analysis of the 2006 FCAT results and other data, students in grades three through five need to show improvement across all the strands. Schoolwide performance in mathematics mandates a continuous increase in the number of students achieving high standards by five (5) percentage points. The percent of students making learning gains will increase by five percentage points. Fifty-four percent of the student population in grades three through five scored below criteria mandated by the state. One hundred percent of students in grades three through five participated in the 2006 FCAT Mathematics 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 five will improve their mathematics skills as evidenced by 56 percent, scoring at a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the students in the African-American subgroup in grades three through five will improve their mathematics skills as evidenced by 56 percent, scoring at Level 3 or higher on the 2007 administration of FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades three through five will improve their mathematics skills as evidenced by 56 percent, scoring at Level 3 or higher on the 2007 administration of FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in the economically disadvantaged subgroup in grades three through five will improve their mathematics skills as evidenced by 56 percent, scoring at Level 3 or higher on the 2007 administration of FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize Mathematics Vocabulary Notebooks to improve vocabulary and integrate mathematics language with cross-curricular learning tasks to improve students' mastery of mathematics skills.	Principal Assistant Principal Mathematics/Science Coach Grade Level Chairpersons	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Disaggregate and analyze data from standard assessments and 2006 FCAT scores to develop a mathematics instructional calendar that delineates instruction, assessment and maintenance teaching for identified mathematics benchmarks to build students' mathematics proficiency.	Principal Assistant Principal Mathematics/Science Coach Grade Level Chairpersons	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide tutorial services via the Extended School Day Program utilizing partnerships with Florida Christian Association of America (FCAA) in grades three through five who demonstrate deficiencies in mathematical skills focusing on all of the mathematics strands of: algebraic thinking and measurement in third grade, number sense, data analysis, measurement, geometry, and algebraic thinking in fourth and fifth	Principal Assistant Principal Mathematics/Science Coach Grade Level Chairpersons Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

<p>grade based on disaggregated data from weekly standard assessments conducted in mathematics classes to achieve mastery in mathematics.</p>					
<p>Coordinate and schedule collaborative grade level planning to provide students across all grade levels with a variety of mathematical techniques that emphasize the preparation, development and implementation of critical thinking skills as applied to real-life situations to improve students' mathematics application skills.</p>	<p>Principal Assistant Principal Mathematics/Science Coach Grade Level Chairpersons</p>	<p>8/14/2006</p>	<p>5/30/2007</p>	<p>District Strategic Plan</p>	<p>\$0.00</p>
<p>Utilize and monitor computer-assisted instruction, including FCAT Explorer, Riverdeep, Harcourt Brace Mathematics technology component, Mathematics Achiever and any other district recommended software to monitor student progress and provide enrichment activities to increase students' mastery of mathematics standards.</p>	<p>Principal Assistant Principal Mathematics/Science Coach Grade Level Chairpersons</p>	<p>8/14/2006</p>	<p>5/30/2007</p>	<p>District Strategic Plan</p>	<p>\$0.00</p>
<p>Utilize weekly assessments to guide instruction to improve students' mathematics proficiency focusing on all the mathematics strands. Diagnostic screening and outcome measures will be used to identify areas of strengths and weaknesses. Students who need remediation will receive immediate intensive intervention using manipulatives, charts and graphs, and student developed projects for the strands of mathematics identified in the Sunshine State Standards.</p>	<p>Principal Assistant Principal Mathematics/Science Coach Grade Level Chairpersons</p>	<p>8/14/2006</p>	<p>5/30/2007</p>	<p>District Strategic Plan</p>	<p>\$0.00</p>

Research-Based Programs

Harcourt Brace Mathematics Series

Professional Development

Professional development for teachers will include training on:

1. Edusoft, Third through Fifth Grade Teachers
2. FCAT Explorer, Third through Fifth Grade Teachers
3. Riverdeep, Third through Fifth Grade Teachers
4. Principles and Standards for School mathematics, Kindergarten through Fifth Grade Teachers

Evaluation

1. The 2007 administration of the FCAT Mathematics Test, third through fifth grade.
2. The District Interim Assessments for Mathematics, third through fifth grade.
3. The weekly assessments utilizing Edusoft, third through fifth grade.

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

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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 3 STATEMENT:

The students in grade four will improve their writing skills.

Needs Assessment

The results attained from the 2006 Annual Report Card indicate that 47% of the students tested met the state standard of 3.5 or above on the combined score. The results indicate that 56% of the students tested met the state standard of 3.5 or above on the expository writing test and 38% on the narrative writing test. The combined score reflected a 24% decrease when compared to the 2005 FCAT Writing Test results. The expository score reflected a 3% decrease when compared to the 2005 FCAT Writing Test results. The narrative score reflected a 42% decrease when compared to the 2005 FCAT Writing Test results. One hundred percent of fourth grade students participated in the 2006 FCAT Writing assessment. The needs assessment revealed that students required further development in the four elements: focus, organization, support and conventions to enhance writing skills. FCAT assessment scores indicated that the area of strength is narrative writing when compared to expository writing assessment results.

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 skills as evidenced by 90% of the students achieving high standards, on the 2007 administration of the FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Organize materials for the implementation of the writing composition strands and promote writing across the curriculum through incorporation of resources from Write Time for Kids to improve students' writing skills and master writing standards.	Principal Assistant Principal Reading Coach Grade Level Chairpersons	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Incorporate daily journal writing and vocabulary enrichment strategies, which promote the use of vivid verbs, sentence variety and writing pictures to improve students' writing skills and acquire mastery of the writing standards.	Principal Assistant Principal Reading Coach Grade Level Chairpersons	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide in-house tutoring to increase exposure to the writing process for targeted students who require assistance in mastering deficient writing skills.	Principal Assistant Principal Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Teachers will collaborate during common grade level planning to discuss strategies to improve students' writing.	Principal Assistant Principal Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Engage students in Daily Oral Language practice to improve grammar skills in kindergarten through fifth grade.	Principal Assistant Principal Reading Coach, Grade Level Chairpersons	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide inservice during planning for teachers in kindergarten through fifth grade on how to utilize the holistic scoring, analyze and disseminate data to target students' needs in writing.	Principal Assistant Principal Reading Coach, Grade Level Chairpersons	8/24/2006	5/30/2007	District Strategic Plan	\$0.00
Disaggregate and analyze data from writing assessments and 2006 FCAT scores to develop a writing instructional timeline to improve students writing proficiency. Use monthly district writing assessments as	Principal Assistant Principal Reading Coach Grade Level Chairpersons	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

<p>instructional tools to provide remediation for students who do not score at the rubric score of 3.5 and enrichment for students who score at or above the 3.5 proficiency levels.</p> <p>Instruction will be centered on the writing development in the four elements: focus, organization, support and conventions in expository writings.</p>					
<p>Coordinate the writing composition plan with the District's Keys to Effective Writing that delineates instruction, assessment and maintenance to improve student's writing proficiency and achieve mastery of writing standards. The plan must emphasize writing development in the four elements: focus, organization, support and conventions in expository/narrative writings through the use of graphic organizers, high-lighting the elements of writing in written work and working on details through magnified moments.</p>	<p>Principal Assistant Principal Reading Coach Grade Level Chairpersons</p>	<p>8/14/2006</p>	<p>5/30/2007</p>	<p>District Strategic Plan</p>	<p>\$0.00</p>
<p>Utilize writing prompts in kindergarten through grade five to provide a variety in writing genre to include expository, narrative and persuasive forms to amplify writing skills of the Students with Disabilities, African-Americans and the Economically Disadvantaged in order achieve mastery of the writing standards.</p>	<p>Principal Assistant Principal Reading Coach Grade Level Chairpersons</p>	<p>8/14/2006</p>	<p>5/30/2007</p>	<p>District Strategic Plan</p>	<p>\$0.00</p>
<p>Provide in-house inservices for teachers in kindergarten through fifth grade on how to apply graphic organizers to enhance prewriting skills of the Students with Disabilities, African-American, and the Economically Disadvantaged.</p>	<p>Principal Assistant Principal Reading Coach Grade Level Chairpersons</p>	<p>8/14/2006</p>	<p>5/30/2007</p>	<p>District Strategic Plan</p>	<p>\$0.00</p>

Research-Based Programs

Houghton Mifflin 2003 Edition Reading series (writing component)

Professional Development

Professional development for teachers will include training on:

1. Developing Readers and Writers (D.R.A.W.), Second Grade Teachers
2. Writing, Third and Fourth Grade Teachers

Evaluation

1. The 2007 administration of the FCAT Writing Test, fourth grade.
2. Monthly writing assessments will be utilized to monitor fourth grade.
3. District Prompts

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

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

GOAL 4 STATEMENT:

The students in grade five will improve their science skills.

Needs Assessment

The results of the 2006 FCAT Science test indicate that 6% of the students tested in fifth grade scored at Level 3 or above. The results indicate a 2% decrease in percent of possible points on the Earth and Space content area, a 16% decrease on the Life/Environmental content area, a 12% decrease on the Physical and Chemical content area, and a 8% decrease on the Scientific Thinking content area as evidenced by the 2005 and 2006 FCAT Science scores. The results indicate that the greatest areas of concern are Earth and Space, followed by Life/Environmental, Physical/Chemical and Scientific Thinking.

2005 Percent of Possible Points

Earth and Space 38%
 Life/Environmental 54%
 Physical and Chemical 54%
 Scientific Thinking 50%

2006 Percent of Possible Points

Earth and Space 36%
 Life/Environmental 38%

Physical and Chemical 42%

Scientific Thinking 42%

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize and monitor computer-assisted instruction, including Riverdeep and any other district recommended software, to provide enrichment activities to increase students' science skills and achieve mastery.	Principal Assistant Principal Mathematics/Science Coach Grade Level Chairpersons Microsystems Technician	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Emphasize cross-curricular utilization of the scientific method as a problem solving tool applicable to increase students' science skills in scientific thinking, Earth/ Science, Life/ Environmental, and Physical/ Chemical culminating with a school wide Science Fair to obtain mastery of science standards. This strategy will be monitored by the administrative team, classroom teachers, and the Leadership Team utilizing teachers' lesson plans/instructional focus during collaborative grade level planning sessions monthly.	Principal Assistant Principal Mathematics/Science Coach Grade Level Chairpersons	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the school-based laboratory in which students in grades kindergarten through grade five will participate in weekly hands-on inquiry based investigations to develop students' scientific thinking. The focus will be on highlighting the use of science process skills in order to increase science content knowledge as outlined in the District's Mathematics and Science Literary Bridges to Career Plan.	Principal Assistant Principal Mathematics/Science Coach Grade Level Chairpersons	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the utilization of Student Investigation Notebooks to improve students' science skills and reinforce laboratory activities and science vocabulary for fifth grade students to master science standards.	Principal Assistant Principal Mathematics/Science Coach Grade Level Chairpersons	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Disaggregate and analyze data from the	Principal	8/14/2006	5/30/2007	District Strategic	\$0.00

biweekly science teacher made tests to develop a science instructional calendar to delineate instruction, assessment and maintenance teaching for identified science strands of Scientific Thinking, Earth/Science, Life/Environmental and Physical/Chemical to improve students' achievement in science while attaining mastery of science standards.	Assistant Principal Mathematics/Science Coach Grade Level Chairpersons			Plan	
Differentiated teaching strategies will be used to develop students' understanding of scientific concepts through classroom activities and project-based learning such as hands-on investigations and using problem solving/critical thinking strategies such as using laboratory investigations to explain Newton's three laws of motion to acquire mastery of science standards.	Principal Assistant Principal Mathematics/Science Coach Grade Level Chairpersons	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Harcourt-Brace Science Series

Professional Development

Professional development for teachers will include training on:

1. Hands-On Science, Kindergarten through Fifth Grade Teachers
2. Science and Mathematics Integrated with Literacy Experiences (SMILE), Kindergarten through Fifth Grade Teachers

Evaluation

1. The 2007 administration of the FCAT Science Test, fifth grade.
2. The biweekly assessments utilizing teacher made test, fifth grade.
3. The District Interim Assessments for Science, fifth grade.

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 checked="" type="checkbox"/>

GOAL 5 STATEMENT:

The school will provide increased opportunities for parents to be involved in their children's education.

Needs Assessment

The data reflected on the 2005-2006 Parent Contact Logs indicated a 5% increase in parent participation. The level of involvement and coordination of activities of both parents and stakeholders must be highly focused and well planned to maximize efforts to generate increased participation and support.

Measurable Objective

Given the data from the 2005-2006 Parent Contact Logs, parental involvement will increase as evidenced by a five percent increase in the number of parents participating in school site activities as documented in the 2006-2007 Parent Contact Logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Maintain an on-going line of communication (in student's home language) between the home and the school through the use of student progress reports, report cards, letters, flyers, school newsletters, parent/teacher conferences and home visits to provide parents with current information regarding student progress and promotion requirements.	Principal Assistant Principal Guidance Counselor Reading Coach Mathematics/Science Coach Grade Level Chairpersons	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide parent workshops to augment classroom instruction in reading, writing, mathematics and science to support the effort of improving the academic achievement of students for all No Child Left Behind (NCLB) subgroups.	Principal Assistant Principal Guidance Counselor Reading Coach Mathematics/Science Coach Grade Level Chairpersons	8/14/06	5/30/07	District Strategic Plan	\$0.00
Utilize the Parent Resource Center, Connect-Ed. and a student/parent recognition program to encourage students to attend school regularly.	Principal Assistant Principal Guidance Counselor Reading Coach Mathematics/Science Coach Grade Level Chairpersons	8/14/06	5/30/07	District Strategic Plan	\$0.00
Utilize the Parent Compact to identify needed areas of parent participation in order to improve student performance and parental support in both school and home-based learning.	Principal Assistant Principal Guidance Counselor Reading Coach Mathematics/Science Coach Grade Level Chairpersons	8/14/06	5/30/07	District Strategic Plan	\$0.00
Inform parents of their child's progress utilizing the Daily Home Learning Report to support parent participation in the completion of structured independent assignments increase parental involvement and further enhance student achievement.	Principal Assistant Principal Guidance Counselor Reading Coach Mathematics/Science Coach Grade Level Chairpersons	8/14/06	5/30/07	District Strategic Plan	\$0.00
Inform parents of each student's writing	Principal	8/14/06	5/30/07	District Strategic	\$0.00

progress via the Daily Home Learning Report and conduct parent involvement activities that will provide content knowledge and instructional strategies in science to promote scientific inquiry at home.	Assistant Principal Guidance Counselor Reading Coach Mathematics/Science Coach Grade Level Chairpersons			Plan	
Disseminate and discuss information to parents regarding the schoolwide Comprehensive Research Based Reading Plan, the Title I activities, the School Volunteer Program, the schoolwide Orchard Villa Discipline Plan, the School Improvement Plan and parent workshops such as Mathematics/Science Family Nights to provide additional opportunities for parental involvement. During the "Opening House/Back-to-School Night" orientation meeting, inform parents of the various vehicles of communication with the school as means of actively involving parents in their child's academic development.	Principal Assistant Principal Guidance Counselor Reading Coach Mathematics/Science Coach Grade Level Chairpersons	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Parents and school personnel will be encouraged to actively participate in the following activities:

1. Workshops conducted by second grade teachers to inform parents on how to assist their children with the Stanford Achievement Test (SAT).
2. Workshops conducted by third through fifth grade teachers to inform parents on how to assist their children with the Florida Comprehensive Achievement Test (FCAT).
3. Workshops conducted by the teachers on to assist parents how to utilize the computer to assist their children at home to conduct research, as well as, logging into Riverdeep and the FCAT Explorer.
4. Parent Academy will provide workshops to address the needs of parents to ensure that their child(ren) achieve academically, and assist them with the enhancement of their own personal growth.

Evaluation

Parental involvement will be monitored through Parent Contact Logs and the Community Involvement Specialist's monthly report.

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 checked="" type="checkbox"/>

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

The school will promote programs and practices that facilitate a safe and disciplined environment for students.

Needs Assessment

Attendance at this school site has been a challenge. For the 2005-2006 school year, this school site was ranked 92.06% in attendance. During the fourth nine weeks of the 2004-2005 school year, this school site received most improved overall attendance for Regional Center III. The focus will be to continue addressing attendance issues in an effort to improve student achievement.

Measurable Objective

Given an emphasis based on the need to improve attendance, students attendance will improve as evidenced by a 2% increase in the Miami-Dade County Public Schools Percentage of Attendance Report for the 2006-2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Identify students with three (3) cumulative absences and contact parent. Monitor daily attendance bulletin and meet with parents/guardians of students who have five (5) or more cumulative absences.	Principal Assistant Principal Guidance Counselor Data Input Community Involvement Specialist	8/14/06	5/30/07	District Strategic Plan	\$0.00
Identify students with 10 unexcused absences and conduct TIP meetings.	Administration Guidance Counselor Classroom Teachers Data Input Community Involvement Specialist	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide meaningful and comprehensive services to students and families exhibiting poor attendance.	Administration Guidance Counselor Classroom Teachers Data Input Community Involvement Specialist	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide training to all staff regarding attendance issues.	Administration Guidance Counselor Classroom Teachers Data Input	8/14/06	5/30/07	District Strategic Plan	\$0.00
Develop and implement an incentive program to improve attendance, as well, as announce the names of students with perfect attendance on the morning announcements.	Administration Guidance Counselor Classroom Teachers Data Input Community Involvement Specialist	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Miami- Dade State Attorney's Office Truancy Intervention Program (TIP) District Wide Professional Development.

Evaluation

2006-2007 District Attendance 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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 7 STATEMENT:

The school will promote equitable and universal access to technology.

Needs Assessment

The results obtained from the 2006 Accelerated Reader End of the Year report indicate that 206 out of a possible 331 students between grades one through five participated in the program. The Accelerated Reader program provides teachers an effective way to monitor all forms of guided reading practice. In addition, it helps students focus attention on careful reading of books, which improves the students' critical-thinking skills, while building an intrinsic love of reading. The Accelerated Reader Program promotes equitable and universal access to technology with emphasis on increasing reading mastery.

Measurable Objective

Given emphasis on the use of technology in education, students in second through fifth grade will augment their usage of the Accelerated Reader Program as evidenced by a 10% increase during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide teachers with data regarding students' progress on the Accelerated Reader Program.	Principal Assistant Principal Reading Coach Media Specialist Microsystems Technician	8/14/06	5/30/07	District Strategic Plan	\$0.00
Develop a schoolwide incentive program for students successfully participating in the Accelerated Reader Program.	Principal Assistant Principal Reading Coach Media Specialist Microsystems Technician	8/14/06	5/30/07	District Strategic Plan	\$0.00
Conference with students regarding their progress in the Accelerated Reader Program.	Principal Assistant Principal Reading Coach	8/14/06	5/30/07	District Strategic Plan	\$0.00
Monitor student participation in the AR by providing teachers with a monthly usage report.	Principal Assistant Principal Reading Coach Media Specialist Microsystems Technician	8/14/06	5/30/07	District Strategic Plan	\$0.00
Allow students to take Accelerated Reader tests corresponding to books that they have read.	Principal Assistant Principal Reading Coach Media Specialist Microsystems Technician	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Professional development for teachers will include training on:

1. Accelerated Reader, First through Fifth Grade and Media Specialist

Evaluation

The 2006-2007 End of the Year Usage report for the Accelerated Reader Program.

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 checked="" type="checkbox"/>

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

GOAL 8 STATEMENT:

The school will promote the overall health and fitness of students.

Needs Assessment

Based on the Miami-Dade County Public Schools 2006 Physical Fitness Testing Elementary School Report for Orchard Villa Elementary, 69 out of 157 students tested using the FITNESSGRAM in fourth and fifth grade, were able to run one mile.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four through five will improve their running skills as evidenced by a 5% increase in the number of students meeting high standards in running the one mile test on the 2007 administration of the FITNESSGRAM Test as compared to the 2006 administration of the FITNESSGRAM Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Encourage students to participate in Jump Rope for Heart.	Principal Assistant Principal Physical Education Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Promote healthy eating habits by providing nutritional instruction through health and science and healthy food choices in the cafeteria.	Principal Assistant Principal Physical Education Teachers Cafeteria Staff	8/14/06	5/30/07	District Strategic Plan	\$0.00
Encourage students to do 100 or more jumping jacks to increase endurance as part of their Daily Home Learning assignment.	Principal Assistant Principal Physical Education Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Provide students the opportunity to run every day in order to build endurance and provide instruction on appropriate exercise and conditioning of muscles prior to daily exercise.	Principal Assistant Principal Physical Education Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Promote participation in sports activities.	Principal Assistant Principal Physical Education Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

FITNESSGRAM

Professional Development

Professional development for teachers will include training on:

1. Anabolic Steroid Instructional Professional Development
2. Monthly District Physical Education Professional Development

Evaluation

The M-DCPS 2006-2007 Physical Fitness Testing Elementary School Report.

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

GOAL 9 STATEMENT:

Students will develop an appreciation for the arts through expanded curricular and extra curricular offerings.

Needs Assessment

During the 2005-2006 school year there were 37 students participating in the Arts for learning Miami Get smART program. The Arts for Learning Miami Get smART program will afford students the opportunity to participate in a program that promotes cultural awareness and is interdisciplinary because it integrates the arts with reading, mathematics, and content areas.

Measurable Objective

Given emphasis on the benefits of participating in programs that promote cultural arts, the number of students participating in the Arts for Learning Miami Get smART program will increase 5% in 2006-2007 when compared to the number of participants during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Schedule regular collaborative planning time for participating teachers.	Principal Assistant Principal Participating Second & Third Grade Teachers Art Teacher Media Specialist	8/14/06	5/30/07	District Strategic Plan	\$0.00
Expose students to live cultural arts performances.	Principal Assistant Principal Participating Second & Third Grade Teachers Art Teacher Media Specialist	8/14/06	5/30/07	District Strategic Plan	\$0.00
Implement the Academic Excellence Program for Drama and Public Speaking.	Media Specialist	8/14/06	5/30/07	District Strategic Plan	\$0.00
Prepare lessons for the arts and cultural experiences leading towards culminating activity.	Principal Assistant Principal Participating Second & Third Grade Teachers Art Teacher Media Specialist	8/14/06	5/30/07	District Strategic Plan	\$0.00
Communicate with parents through letters and flyers about Arts for Learning activities.	Principal Assistant Principal Participating Second & Third Grade Teachers Art Teacher Media Specialist	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Professional development for teachers will include training on:

1. The Arts for Learning Miami GET smART.

Evaluation

Student participation will be monitored through attendance rosters.

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 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 checked="" type="checkbox"/>

GOAL 10 STATEMENT:

Orchard Villa Elementary School will rank at or above the 90th percentile statewide in the 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 (FLDOE) indicate that in 2005, Orchard Villa Elementary School ranked in the fourteenth percentile on the State of Florida ROI index.

Measurable Objective

Orchard Villa Elementary School will improve by one percent its ranking on the State of Florida ROI index publication.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Collaborate with the district on resource allocation.	Principal	8/14/06	5/30/07	District Strategic Plan	\$0.00
Consider shared used of facilities, partnering with community agencies.	Principal	8/14/06	5/30/07	District Strategic Plan	\$0.00
Become more informed about the use of financial resources in relation to school programs.	Principal	8/14/06	5/30/07	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or take advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/14/06	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

See core subjects area goals/objectives

Professional Development

See core subjects area goals/objectives

Evaluation

The percentage of students' learning gains will be divided by the program cost per weighted FTE students at the school.

EESAC Compliance

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 recommended regular reviews of the school's budget and the FR05-08 Report in an effort to monitor expenditures and provide guidelines for expenditures related to the School Improvement Plan.

Training:

An effort was made to provide professional development to EESAC members on topics of interest. Such professional development included understanding budget reports, understanding the School Improvement Plan, and interpreting school data.

Instructional Materials:

EESAC recommended the procurement of various equipment, materials, technology and trade books that supported both teachers and students in their professional and academic growth.

Technology:

EESAC members had access to computers in the media center for the purpose of downloading pertinent school improvement data. Furthermore, the EESAC recommended the use of technology through the use of educational web sites and the use of Distance Learning to enhance classroom instruction and the awareness of various learning styles.

Staffing:

EESAC representatives were involved in the interview process of the new school site principal.

Student Support Services:

EESAC representatives were apprised of the COMER School Committees and its involvement with student support services.

Other Matters of Resource Allocation:

EESAC employed consensus and collaboration to determine expenditure of the EESAC budget. EESAC determined what portion of the money was given to specific programs at the school site.

Benchmarking:

EESAC representatives were informed of the clusters and strands that students at this school site are required to master. In addition, EESAC recommended that the school identify other schools with similar demographics where students have high levels of reading proficiency, and duplicate strategies/programs to promote skill mastery at this site.

School Safety & Discipline:

EESAC representatives discussed community, as well as, school site concerns regarding school safety. They recommended the continuation of the schoolwide Orchard Villa Elementary School Discipline Plan, the school's Student Tardy Policy and the Orchard Villa Elementary School's Emergency Procedures as stated in the Orchard Villa Elementary School's Personnel Handbook.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$54,270.00
Goal 2: Mathematics	\$0.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$54,270.00

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