

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Oliver Hoover Elementary School (2521)

Feeder Pattern - Felix Varela Senior

Regional Center VI

District 13 - Miami-Dade

Principal - Henry Ferrer

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

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

Oliver Hoover Elementary School was established in 1982 and was named for a prominent educator who served the school system as a teacher, Dean of Boys, and Principal. The school is 25 years old. The Oliver Hoover Primary Learning Center is located one and a half miles from the main campus. It was established in 2001 and is 6 years old. Oliver Hoover is located in a middle-class suburban community called The Hammocks. Homes are single family homes, cluster homes and apartments.

Our community partners are Domino's Pizza, BJ Warehouse, Washington Mutual, Sports For Kids and Publix. These businesses partner with our school to provide incentives to support the instructional program at Oliver Hoover.

The student population for the 2007-2008 school year consists of approximately 1,050 students in Pre-Kindergarten through grade five comprising a multi-ethnic population; with an ethnic breakdown of 75% Hispanic, 12% White Non-Hispanic, 5% Black Non-Hispanic, and 8% Asian/Indian Multiracial. There are 103 Gifted students. Twenty-nine students are enrolled in the Voluntary Pre-Kindergarten program.

At the present time, there are 68 students at Reading Level 1 and 50 students at Math Level 1 in third through fifth grade. There are 53 students at Reading Level 2 and 69 students at Math Level 2 in third through fifth grade.

The Oliver Hoover instructional staff includes 91 full time teachers: 49 in the general education curriculum, 16 Exceptional Student Education, 17 in special subject areas, four Occupational Therapists, two counselors, one media specialist, one Program Specialist, one Technology Coordinator, and one Reading Coach. The instructional staff employs 45 (50%) Hispanic, 29 (32%) white Non-Hispanic, and 15 (17%) black Non-Hispanic and one (1%) Asian-Pacific teachers. For the 2007-2008 school year, the average general education class size for Kindergarten is 19.8, First Grade 19.2, Second Grade 19.5, Third Grade 17.2, Fourth Grade 21.1, and 5th Grade 19.4. The attendance rate during the 2006-2007 school year rose from 95.38 in 2005-2006 to 95.90 in 2006-2007. The retention rate at Oliver Hoover Elementary was 4% during the 2006-2007 school year. It is our goal to improve this rate by 0.5% this school year.

Oliver Hoover is part of the Varela Feeder Pattern. Students attend elementary school at Oliver Hoover Elementary, Dr. Gilbert Porter Elementary and Cristina Eve Elementary. Hammocks Middle School services students in grades six through eight. Felix Varela High School services students in grades nine through twelve. All schools in the Feeder Pattern were designated "A" schools except Felix Varela which was designated a "C" school.

Oliver Hoover Elementary continues to enrich our students learning by providing students with sound teaching strategies and technologies. Our school has achieved a school grade of "A" for eight consecutive years. Also, our school was one of three elementary schools in Region VI recognized for achieving high learning gains, and received performance pay for our instructional and administrative staff. Our greatest area of concern continues to be ways to improve learning gains for our lowest 25% of students.

The Alliance for a Healthier Generation (American Heart Association and Clinton Foundation) awarded Oliver Hoover \$2,000 to extend physical activities through our After School Care Program. Additionally, this alliance sponsored our assistant principal's travel to Little Rock, Arkansas to attend training on methods to reduce diabetes in our student population. The Coca-Cola Company on behalf of the American Beverage Association donated 1,300 Step-O-Meters and literature on healthy eating habits for our entire school to promote physical activity.

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

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by five percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a one percentage point increase in the number of students achieving high standards on the 2008 administration of the FCAT Writing+.

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

Given school-wide emphasis on parental and community involvement, the school will demonstrate an increase of five percentage points in the number of parental and community contacts as evidenced by comparing the parent sign in logs for the 2006-2007 to the 2007-2008 school year.

Given school-wide emphasis on attendance, student attendance will maintain or show improvement on each of the 2007-2008 Quarterly Attendance Reports in comparison to the 2006-2007 Quarterly Attendance Reports.

Given an emphasis on the use of technology in education, all students will increase their usage of the FCAT Explorer Program as evidenced by an increase of three percentage points during the 2007-2008 school year as compared to the 2006-2007 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 one point gain in the number of students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

Given school-wide emphasis on the Art and Music curriculum, students in grades kindergarten through five will be given the opportunity to participate in special area and extra-curricular activities. Student participation will increase to 30% in the 2007-2008 school year as evidenced by improving participation in school-wide activities.

Oliver Hoover Elementary School Return on Investment (ROI) percentile ranking will increase by one percentage point.

The results of the Spring 2006-2007 Organizational Performance Improvement Snapshot Survey (OPIS) reveals that the staff at Oliver Hoover Elementary has concerns regarding the following categories: Strategic Planning (4.1) and Process Management (4.2). The SnapShot Student Performance Data Analysis Program extracts, manages, and analyzes student performance data. This data will be utilized to assist teachers in identifying areas for instructional focus and targeting specific groups. Snapshot feedback will be collected and used to better serve the unique needs of Oliver Hoover Elementary. Grade level meetings will continue to provide an outlet for teachers to plan, create and refine educational goals. The Leadership Team will provide the administration with staff concerns and generate ideas for improving the school. The Reading Coach and Technology Coordinator will provide on-site support to the staff. Small group meetings will be held to generate ideas and facilitate the decision making process to support the School Improvement Plan (SIP) and the daily operations of the school. Experiences will be shared and discussed.



School Improvement Plan 2007-2008



MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

2521 - OLIVER HOOVER ELEMENTARY SCHOOL

VISION

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

MISSION

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

CORE VALUES

Responsibility

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

Honesty

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

Cooperation

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

Citizenship

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

School Demographics

Oliver Hoover Elementary School was established in 1982 and was named for a prominent educator who served the school system as a teacher, Dean of Boys, and Principal. He served the community in many leadership roles. The school is comprised of two facilities. The main campus is located on six-acres on Hammocks Boulevard in the Hammocks, a suburban community in Miami-Dade County, and is adjacent to a five-acre park. The main campus has 49 classrooms and seven resource rooms, a cafeteria, a media center, a computer lab and a large main office. Fourteen portable classrooms are also on this site. The Oliver Hoover Primary Learning Center is located one and a half miles from the main campus. This facility has 11 classrooms for children in Pre-Kindergarten and Kindergarten. During the 2007-2008 school year, the Americans with Disabilities Act renovations of three bathrooms will begin construction.

Oliver Hoover Elementary has been designated an "A" school for eight consecutive years. Its student population for the 2007-2008 school year consists of approximately 1,050 students in Pre-Kindergarten through grade five comprising a multi-ethnic population; with an ethnic breakdown of 75% Hispanic, 12% White Non-Hispanic, 5% Black Non-Hispanic, and 8% Asian/Indian Multiracial. Oliver Hoover has 18% of the students enrolled in English Language Learners (ELL) Program. At this time, 50% of the students are on free or reduced price lunch.

The students at Oliver Hoover receive instruction in reading, language arts, mathematics, Science, social studies as described in the Miami-Dade County Public Schools Competency Based Curriculum. Music, art, technology, physical education and bilingual courses are also staples of the curriculum. Twenty-four percent of Oliver Hoover students are enrolled in Special Education (SPED) programs, including Gifted (103), Learning Disabilities, Other Health Impaired, Developmentally Delayed, Trainable Mentally Handicapped and Autism. These children have a wide range of exceptionalities and their social, emotional, and academic programs are governed by their Individual Educational Plans (IEP), and Educational Plans (EP). In addition, the school provides services for Speech, Language Therapy, Occupational and Physical Therapy and guidance services. The school also receives assistance from a school social worker, a school psychologist and a staffing specialist.

At the present time, there are 68 students at Reading Level 1 and 50 students at Math Level 1 in third through fifth grade. There are 53 students at Reading Level 2 and 69 students at Math Level 2 in third through fifth grade. One hundred-three students in grades one through five participate in our Gifted Program. Twenty-nine students participate in the Voluntary PreKindergarten Program. One hundred thirty-two students are enrolled in Special Education (SPED). There are 196 English Language Learners (ELL).

Four administrators, a principal and three assistant principals serve as the instructional leaders of the school. The school Leadership Team consists of the administration, Reading Coach, EESAC Chair, UTD Designated Steward, Media Specialist, Program Specialist, and seven department chairs. The Oliver Hoover instructional staff includes 91 full time teachers: 49 in the general education curriculum, 16 Exceptional Student Education, seventeen in special subject areas, four Occupational Therapists, two counselors, one Media Specialist, one Program Specialist, one Technology Coordinator, and one Reading Coach. The instructional staff employs 45 (50%) Hispanic, 29 (32%) white Non-Hispanic, and 15 (17%) black Non-Hispanic and one (1%) Asian-Pacific teachers. This year the school welcomed one beginning teacher. At the present time, 36 (40%) have obtained Master's degrees and three (3%) have obtained Specialist or Doctoral degrees. At the present time, there are no vacancies on our staff. The average years teaching on staff are 12 years.

For the 2007-2008 school year, the average general education class size for Kindergarten is 19.8, First Grade 19.2, Second Grade 19.5, Third Grade 17.2, Fourth Grade 21.1, and Fifth Grade 19.4.

The attendance rate during the 2006-2007 school year rose from 95.38 in 2005-2006 to 95.90 in 2006-2007. The Connect-Ed automated telephone service and student attendance reward program has positively impacted the school-wide attendance.

The retention rate at Oliver Hoover Elementary was 4% during the 2006-2007 school year.

Oliver Hoover is part of the Felix Varela Feeder Pattern. Students attend elementary school at Oliver Hoover Elementary, Dr. Gilbert Porter Elementary and Cristina Eve Elementary. The three elementary schools service PreKindergarten through fifth grade students. Students at the three elementary schools feed into Hammocks Middle School which serves students in grades six through eight. Felix Varela High School services students in grades nine through twelve. All schools in the Feeder Pattern were designated "A" schools except Felix Varela which was designated a "C" school.

Oliver Hoover has various special programs that service our student population. These programs include 2 Teaching Enrichment Activities to Minorities (TEAM) classes, 1 Extended Foreign Language (EFL) class and 4 Gifted classes. Oliver Hoover provides technology classes in the computer lab to enhance technology skills and prepare for the FCAT. Students are also provided with After School FCAT and LEP tutorial programs.

Oliver Hoover Elementary receives in kind donations from Domino's Pizza, BJ Warehouse, Washington Mutual, Sports For Kids and Publix to support instructional incentives and the teacher attendance incentive program.

Oliver Hoover Elementary has established a School Advisory Council designed to focus on school improvement and educational



School Improvement Plan

2007-2008



accountability. The Educational Excellence School Advisory Council (EESAC) is composed of seven parents, five teachers, one student, one education support employee, one business/community representative, the Designated UTD Steward, and the Principal. With the exception of the Principal, the business/community representative and the Designated UTD Steward, all other members are elected by their constituent group. The Principal, teachers, parents, students, and education support employees all have alternate representation.

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

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

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

The Alliance for a Healthier Generation (American Heart Association and Clinton Foundation) awarded Oliver Hoover \$2,000 to extend physical activities through our After School Care Program. Additionally, this alliance sponsored our assistant principal's travel to Little Rock, Arkansas to attend training on methods to reduce diabetes in our student population.

The Coca-Cola Company on behalf of the American Beverage Association donated 1,300 Step-O-Meters and literature on healthy eating habits for our entire school to promote physical activity.

School Foundation

Leadership:

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

District Strategic Planning Alignment:

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

Stakeholder Engagement:

The 2006-2007 Organizational Performance Self Assessment Survey Reveals that the Oliver Hoover faculty and staff ranked customer satisfaction at 4.3 out of a possible 5.0. The stakeholders at Oliver Hoover Elementary are focused on the school's vision and mission to make learning an exciting, productive, and vital part of each child's life, thus producing a caring community of learners aspiring to be responsible citizens.

Faculty & Staff:

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

Data/Information/Knowledge Management:

The results of the Spring 2006-2007 Organizational Performance Self Assessment Survey reveals that Oliver Hoover's faculty and staff ranked Measurement, Analysis, and Knowledge Management at 4.5 out of a possible 5.0. At Oliver Hoover Elementary, data is used to drive instruction and to make crucial decisions in the day-to-day operations of the school. Data is used to identify each student's strengths, weaknesses and potential. Strategies are created to ensure proficiency in the learner, teacher, and administrator.

Education Design:



School Improvement Plan 2007-2008



Extended Learning Opportunities:

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

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

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

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

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

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

Oliver Hoover has implemented several models of Inclusion. At the present time, we have one full-time second, third, fourth and fifth grade Inclusion Class of General Education and Autistic students.

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

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

Performance Results:

The 2005-2006 Student Case Management System revealed that out of 1,180 students, there were 139 general disruptive conduct reports, zero fights, zero simple assaults, 118 reprimands, ten suspensions, zero indoor suspensions, zero expulsions and zero denial of bus privileges.

Living the vision, mission, and practicing the core values daily have made a tremendous impact on the behavior of the students at Oliver Hoover Elementary. The character education word for the month is announced daily over the closed-circuit T.V. and students are rewarded for acts of kindness.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan
2007-2008



Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

Oliver Hoover Elementary students will be proficient in reading.

Needs Assessment

The results of the 2007 Reading test administration on the FCAT, indicate reading scores of 85% of students in grades three through five scored at or above FCAT Achievement Level 3. Additionally, third grade students need improvement in Reference with an overall score of 50% correct. Fourth grade students need improvement in Words/Phrases with an overall score of 60% correct. Fifth grade students need improvement in Main Idea with an overall score of 65% correct. This year's concerted instructional effort in these areas should result in an increase in student achievement in reading.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Disaggregate and analyze data from the 2007 FCAT Reading Test to identify strengths and weaknesses in student performance and develop an instructional focus calendar for reading utilizing the Reading Coach.	Classroom Teacher/Principal/Assistant Principals/Reading Coach	8/20/2007	6/5/2008	Continuous Improvement Model	47000
Implement the Comprehensive Research Based Reading Plan (CRRP) with intensive focus on Guided Reading and vocabulary development utilizing the Houghton Mifflin Reading Program for students in grades kindergarten through five.	Classroom Teacher/Principal/Assistant Principal/Reading Coach	8/20/2007	6/5/08	District-wide Literacy Plan	0
Implement a school-wide vocabulary development program in grades kindergarten through five.	Classroom Teacher/Principal/Assistant Principal/Reading Coach	8/20/2007	6/5/2008	Continuous Improvement Model	100
Conduct on-going grade level and subject specific meetings with leadership teams to ensure and direct effective application of strategies.	Classroom Teacher/Principal/Assistant Principal/Reading Coach	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize FCAT Explorer, Accelerated Reader/Star, Advanced Learning System, Riverdeep and Academy of Reading, Learning Today, Reading Plus, Compass Learning Odyssey Reading and Waterford Early Reading System computer assisted resources to reinforce and enhance reading skills.	Classroom Teacher/Principal/Assistant Principal/Reading Coach/Technology Coordinator/Media Specialist	8/20/2007	6/5/2008	Continuous Improvement Model	0
Identify the students scoring at Levels 1 and 2 on the FCAT, as delineated in the AYP disaggregated data. Provide tutorial assistance during school hours to address the reading deficiencies of all subgroups represented.	Classroom Teacher/Principal/Assistant Principal/Reading Coach	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement a school-wide weekly benchmark focus calendar in grades kindergarten through five.	Principal/Assistant Principal/Reading Coach	8/20/2007	6/5/2008	Continuous Improvement Model	0

Research-Based Programs

Research Based Programs include:

- Houghton Mifflin Reading Program
- Academy of Reading
- Compass Learning Odyssey Reading
- Waterford Early Reading
- Reading Plus
- Voyager

Professional Development

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

Evaluation

This objective will be evaluated by the results of the 2008 Reading test administration of the FCAT. Compiled data will be shared with classroom teachers utilizing the software program Snapshot. Additional Assessment Instruments include: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (K-5), Reading Interim Assessments (3-5), FCAT Reading and textbook tests.

Mathematics Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

Students will be proficient in mathematics.

Needs Assessment

The results of the 2007 Mathematics test administration of the FCAT indicates mathematics scores of 84% of students in grades three through five scored at or above FCAT achievement Level 3. Additionally, third grade students need improvement in Number Sense and Algebraic Thinking with an overall average score of 67% correct. Fourth grade students need improvement in Data Analysis with an overall average score of 57% correct. Fifth grade students need improvement in Measurement and Algebraic Thinking with an overall average score of 55% correct. This year's concerted instructional effort in these areas should result in an increase in student achievement in mathematics.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase by five percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Disaggregate and analyze data from the 2007 FCAT Mathematics test to identify strengths and weaknesses and develop an instructional focus calendar for mathematics.	Classroom Teacher/Principal/Assistant Principal/Mathematics Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide students in grades kindergarten through five with performance based activities incorporating the use of manipulatives, problem solving, critical thinking and communication.	Classroom Teacher /Principal/Assistant Principal	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize Riverdeep, Advanced Learning System, Learning Today, Scott Foresman Internet Program, FCAT Explorer and Quarter Mile Mathematics computer assisted resources to reinforce and enhance mathematics skills for students in grades kindergarten through five. Utilize Sistema Mathematics for ESOL students.	Classroom Teacher/Principal/Assistant Principal/Mathematics Department Chair/	8/20/2007	6/5/2008	Continuous Improvement Model	0
Conduct on-going grade level and subject specific meetings with leadership teams to ensure and direct effective application of strategies.	Classroom Teacher/Principal/Assistant Principal/Mathematics Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Broadcast mathematics vocabulary and "Problems of the Week" over closed-circuit television during the morning announcements.	Principal/Assistant Principal/Mathematics Department Chair	8/20/2007	6/5/2008	Continuous Improvement Model	0
Participation of students in grades one through five in a "Mathematics Facts Bowl-0-Rama" to improve acquisition of basic mathematics facts. These will take place twice a year, at the middle and end of the school year.	Classroom Teachers/Principal/Assistant Principal/Mathematics Department Chair	8/20/07	6/5/08	Continuous Improvement Model	0

Research-Based Programs

Research Based Programs include:

Scott Foresman Mathematics Program

Professional Development

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

Evaluation

This objective will be evaluated by the results of the 2008 Mathematics test administration of the FCAT. Compiled data will be shared with classroom teachers utilizing the software program Snapshot. Additional Assessment Instruments include Mathematics Interim Assessments (3-5) and FCAT Mathematics textbook tests to monitor student progress and redirect learning activities.

Writing Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

Students will be proficient in writing.

Needs Assessment

The results of the 2007 Writing test administration of the FCAT reflect that the 94% of students in grade four scored at or above the state standard of 3.5. Students' narrative scores were three percentage points lower than the expository scores. Therefore, students in fourth grade need to show growth in narrative writing in order to score 4.0 or better as evidenced by 79% of students meeting this criterion. This year's concerted instructional effort in this area should result in an increase in student achievement in writing.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a one percentage point increase in the number of students achieving high standards on the 2008 administration of the FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Promote effective writing techniques through the implementation of Computer-to-TV projection devices in large and small group settings for grades kindergarten through five.	Classroom Teacher/Principal/Assistant Principal/Technology Coordinator/Reading Coach	8/20/07	6/5/08	Continuous Improvement Model	0
Provide in-service for all administrators and instructional staff in writing techniques to ensure effective delivery of writing instruction and monitor its implementation.	Classroom Teacher/Principal/Assistant Principal/Reading Coach/District	8/20/07	6/5/08	District-wide Literacy Plan	0
Administer the district provided expository and narrative pre/post tests to all students in grades one through five, and utilize the assessment data to plan areas of need in the writing curriculum.	Classroom Teacher/Principal/Assistant Principal/Reading Coach	8/20/07	6/5/08	Continuous Improvement Model	0
Administer monthly writing prompts for all students in grades one through five that will be scored utilizing a grade-appropriate rubric to assess student effective narrative and expository writing techniques and determine further instruction.	Classroom Teacher/Principal/Assistant Principal/Administrators/Reading Coach	8/20/07	6/5/08	Continuous Improvement Model	0
Improve the quality of writing through the use of strategies such as, magnified moments, vivid verbs, sentence variety, writing pictures and magic words for students in grades kindergarten through five.	Classroom Teacher/Principal/Assistant Principal/Reading Coach	8/20/07	6/5/08	Continuous Improvement Model	0
Incorporate classroom journal writing using non-fiction prompts to provide additional writing opportunities in the content areas for students in grades kindergarten through five.	Classroom Teacher/Administrators	8/20/07	6/5/08	Continuous Improvement Model	0
Implement a school-wide vocabulary development program in grades kindergarten through five.	Classroom Teacher/Principal/Assistant Principal/Reading Coach	8/20/07	6/5/08	Continuous Improvement Model	0

Research-Based Programs

Research Based Programs include:

Houghton Mifflin Reading Program (writing component)

Professional Development

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

Evaluation

This objective will be evaluated by the results of the 2008 FCAT Writing+ Test for fourth grade students. Additionally, all students in grades one through five will participate in the administration of the district provided expository and narrative pre/post tests. Students will also participate in the administration of a monthly writing assessment prompt that will be used to monitor the writing objective, and as an instructional tool.

Science Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Science Statement

Students will be proficient in Science.

Needs Assessment

The results of the 2007 Science test administration of the FCAT indicate that 65% of students in grade five scored at or above FCAT Achievement Level 3. Therefore, fifth grade students need improvement in three of the Science clusters. These clusters include Physical and Chemical, Life and Environment and Science Thinking. This year's concerted instructional effort in this area should result in an increase in student achievement in Science.

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Disaggregate and analyze data from the 2007 FCAT Science Test and an FCAT-style pre-test and post-test to identify strengths and weaknesses of students in grade five.	Classroom Teacher/Principal/Assistant Principal/Science Department Chair	8/20/2007	6/5/08	Continuous Improvement Model	0
Utilize the district developed Science pacing guide to enhance the delivery of instruction in Science and ensure that all Science benchmarks are taught in grades kindergarten through five.	Classroom Teacher/Principal/Assistant Principal/ Science Department Chair	8/20/07	6/5/08	Continuous Improvement Model	0
Utilize the Advanced Learning System Technology Program Science component and FCAT Explorer Science to enhance Science instruction in grades three through five.	Classroom Teacher /Principal/Assistant Principal/Technology Coordinator	8/20/07	6/5/08	Continuous Improvement Model	0
Conduct staff development workshops to promote the teaching of Science process skills.	Classroom Teacher /Principal/Assistant Principal/Science Department Chair	8/20/2007	6/5/08	Continuous Improvement Model	0
Incorporate effective teaching strategies to develop students' understanding of scientific concepts through classroom activities, and project-based learning, such as: cooperative groups, hands-on activities and using problem-solving/critical thinking strategies.	Classroom Teacher /Principal/Assistant Principal	8/20/07	6/5/08	Continuous Improvement Model	0
Conduct a school-wide Science Fair for students to demonstrate application of the Scientific Process for students in grades kindergarten through five.	Classroom Teacher/Principal/Assistant Principal/Science Department Chair	8/20/07	6/5/08	Continuous Improvement Model	0

Increase student participation in hands-on Science activities by conducting classroom experiments utilizing materials provided by the Scott Foresman Science series that demonstrate concrete applications of the Scientific Method for students in grades kindergarten through five.	Classroom Teacher/Principal/Assistant Principal	8/20/07	6/5/08	Continuous Improvement Model	0
Utilize the FCAT-style problem solving "Science Dailies" in grade five to enrich curriculum by exposing students to concepts using higher order thinking skills.	Classroom Teachers/ Science Department Chair/ Principal/Assistant Principal	8/20/07	6/5/08	Continuous Improvement Model	0
Utilize McGraw-Hill Science Snapshots to supplement the Science program with audio-visual presentations and vocabulary workbooks that address the needs of multiple learning styles.	Classroom Teachers/ Science Department Chair/ Principal/Assistant Principal	8/20/2007	6/5/08	Continuous Improvement Model	3500
Implement the StudyBuzz Science computer-based program to assess student deficiencies and develop learning packets for remediation of skills.	Classroom Teachers/ Science Department Chair/ Principal/Assistant Principal	8/20/07	6/5/08	Continuous Improvement Model	950

Research-Based Programs

Research Based Programs include:

McGraw-Hill Science Program
 Scott Foresman Science Program

Professional Development

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

Evaluation

This objective will be evaluated by the results of the 2008 FCAT Science Test for students in grade five. Additional Assessment Instruments include Science Interim Assessments (3-5), FCAT Science textbook tests and FCAT-style pre-test and post-test to monitor student progress and redirect learning activities.

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Parental Involvement Statement

Oliver Hoover will foster open communication between home and school.

Needs Assessment

Parent participation sign-in sheets show that 590 (52%) of parents attended school site activities, teacher-parent conferences, parent workshops and other such meetings during the 2006-2007 school year. This number indicates we need to continue to strive to improve parental involvement.

Measurable Objective

Given school-wide emphasis on parental and community involvement, the school will demonstrate an increase of five percentage points in the number of parental and community contacts as evidenced by comparing the parent sign in logs for the 2006-2007 to the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Promote school-wide presentations such as Open House, Science Fair Parent Night, Parent Technology Night and monthly grade level parental information meetings in grades kindergarten through five.	Classroom Teacher/ Principal/Assistant Principal/Technology Coordinator	8/20/07	6/5/08	Improve Public Perception	0
Promote the use of the Parent Resource Center located in the Media Center, Primary Learning Center Office and the Main Office.	Classroom Teacher/Principal/Assist ant Principal	8/20/07	6/5/08	Improve Public Perception	0
Encourage parents to actively participate in groups such as Parent Teacher Association (PTA) and the Educational Excellence School Advisory Council (EESAC).	Classroom Teacher/ Principal/Assistant Principal /EESAC Chair	8/20/07	6/5/08	Improve Public Perception	0
Maintain an ongoing line of communication in students' home language between the home and the school using the following forms of communications: student progress reports, report cards, letters, flyers, monthly activity calendars, school newsletters, parent teacher conferences, home visits, monthly parental meetings, computer-based Gradebook Parental Viewer through the Miami-Dade County Parent Portal, the school web-site and Connect-ED call messenger.	Classroom Teacher/Principal/Assist ant Principal	8/20/07	6/5/08	Improve Public Perception	0
Monitor the participation of parents and community based organizations by maintaining sign in sheets and logs of attendance.	Classroom Teacher/Principal/Assist ant Principal/Clerical	8/20/07	6/5/08	Improve Public Perception	0
Promote the Oliver Hoover Elementary website for school information, school activities, district information, access to instructional computer programs, the on-line school calendar, the Miami-Dade County Parent Portal and the Excelsior Gradebook Parental Viewer.	Classroom Teacher/Principal/Assist ant Principal/Technology Coordinator	8/20/07	6/5/08	Improve Public Perception	0

Research-Based Programs

Not Applicable

Professional Development

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

Evaluation

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

Discipline & Safety Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Discipline & Safety Statement

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

Needs Assessment

In the 2006-2007 school year, the attendance rate was 95.90% compared to 95.38% during the 2005-2006 school year. These results indicated the need to continue to provide incentives to improve the quarterly attendance in order to increase the yearly attendance rate.

Measurable Objective

Given school-wide emphasis on attendance, student attendance will maintain or show improvement on each of the 2007-2008 Quarterly Attendance Reports in comparison to the 2006-2007 Quarterly Attendance Reports.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Promote school-wide incentive programs for attendance improvement in grades kindergarten through five utilizing incentives such as "Perfect Attendance Awards" and "Glad You're Here."	Classroom Teacher/Principal/Assistant Principal	8/20/07	6/5/08	Continuous Improvement Model	0
Utilize Connect-Ed on a daily basis to contact parents regarding student attendance.	Principal/Assistant Principal	8/20/07	6/5/08	Continuous Improvement Model	0
Include Character Education as a school-wide activity to help introduce and reinforce core character traits each month.	Classroom Teacher/Principal/Assistant Principal	8/20/07	6/5/08	Continuous Improvement Model	0
Maintain and monitor proactive discipline procedures.	Classroom Teacher / Principal/Assistant Principal	8/20/07	6/5/08	Continuous Improvement Model	0
Incorporate interactive bulletin boards that will include classroom responsibilities, rewards and consequences.	Classroom Teacher/Principal/Assistant Principal	8/20/07	6/5/08	Continuous Improvement Model	0
Continue to have security staff personnel supervise all main hallways during school hours. Arrival and dismissal areas will be monitored by security personnel, administrators and school personnel.	School Security Personnel /Classroom Teacher/Principal/Assistant Principal	8/20/07	6/5/08	Continuous Improvement Model	0
Promote school-wide incentive programs for behavior improvements for grades kindergarten through five such as, "Student of the Month," "Do the Right Thing" and "Papa John's Winner Circles."	Classroom Teacher/Principal/Assistant Principal	8/20/07	6/5/08	Continuous Improvement Model	150

Research-Based Programs

Research Based Programs include:

Houghton Mifflin Classroom Management Program

Professional Development

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

Evaluation

This objective will be evaluated on a quarterly basis upon receipt of Quarterly School Attendance Reports.

Technology Goal

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

Florida Education Priorities

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

Technology Statement

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

Needs Assessment

The results of the 2006-2007 FCAT Explorer computer program indicate 82% of students in grades three through five completed the program before the administration of the FCAT. These results indicate a need for improvement in this area. For the upcoming school year, there is a need for students to receive continuous support to facilitate the completion of this program prior to the FCAT test date.

Measurable Objective

Given an emphasis on the use of technology in education, all students will increase their usage of the FCAT Explorer Program as evidenced by an increase of three percentage points during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize FCAT Explorer, Accelerated Reader/Star, Advanced Learning System, Riverdeep, Academy of Reading, Reading Plus and Learning Today computer assisted resources to reinforce and enhance reading skills for students in grades one through five.	Technology Coordinator/Classroom Teacher/ Principal/Assistant Principal	8/20/07	6/5/08	Continuous Improvement Model	60000
Utilize FCAT Explorer, Riverdeep, Advanced Learning System and StudyBuzz Science computer assisted resources to reinforce and enhance all subject areas for students in grades three through five.	Technology Coordinator/Classroom Teacher/Principal/Assistant Principal	8/20/07	6/5/08	Continuous Improvement Model	0
Promote effective writing through the implementation of various computer-based programs, such as Microsoft Word, Kidspiration and PowerPoint for students in grades one through five.	Technology Coordinator/Classroom Teacher/ Principal/Assistant Principal	8/20/07	6/5/08	Continuous Improvement Model	0
Access programs such as Brain Pop, FCAT Explorer, Riverdeep and Learning Today for extended curriculum support at home for students in grades kindergarten through five.	Technology Coordinator / Students/ Parents	8/20/07	6/5/08	Continuous Improvement Model	1000
Promote the Oliver Hoover Elementary website for school information, school activities, district information, access to instructional computer programs, the on-line calendar, and the Excelsior Gradebook Parental Viewer.	Technology Coordinator/Classroom Teacher/Principal/Assistant Principal	8/20/07	6/5/08	Continuous Improvement Model	0
Provide teachers in grades three through five with quarterly completion reports to identify students needing additional instruction and motivation.	Technology Coordinator	8/20/07	6/5/08	Continuous Improvement Model	0
Utilize Academy of Reading software program to complement phonics instruction in the second grade and reward students completing the program.	Technology Coordinator/Classroom Teachers	8/20/07	6/5/08	Continuous Improvement Model	300

Research-Based Programs

Research Based Programs include:

- Academy of Reading
- Reading Plus

Professional Development

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

Evaluation



School Improvement Plan 2007-2008



This objective will be evaluated by quarterly computer generated FCAT Explorer Monitoring Reports indicating student performance on the required benchmarks. Second grade teachers will maintain Academy completion charts as student complete each skill in the Academy of Reading Phonics Software Program.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Health & Physical Fitness Statement

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

Needs Assessment

The results of the 2006-2007 Physical Fitness Testing Program (FITNESSGRAM) demonstrated that 64% of students in grades four and five received a passing score on the One Mile subtest. Therefore, these results indicate that 36% of fourth and fifth grade students need improvement on the One Mile Test.

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 one point gain in the number of students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the district developed Physical Education scope and sequence to enhance the delivery of instruction and assure that all Physical Education benchmarks are taught for students in grades kindergarten through five.	Physical Education Teachers /Classroom Teachers/ Principal/Assistant Principal	8/20/07	6/5/08	Other/ Not Applicable	0
Incorporate effective teaching strategies to develop students' understanding of the Health and Physical Fitness Program through various sports activities. Skills development includes catching, dribbling, fielding, running, passing, serving, shooting, striking for students in grades two through five.	Physical Education Teachers/Principal/Assistant Principal	8/20/07	6/5/08	Other/ Not Applicable	0
Incorporate effective teaching strategies to develop an understanding of good sportsmanship through understanding rules, boundaries and safety procedures for various sports and games for students in grades two through five.	Physical Education Teachers/Principal/Assistant Principal	8/20/07	6/5/08	Other/ Not Applicable	0
Create developmental situations that will increase and enhance the cardiovascular system, upper and lower body strength, upper and lower body flexibility, abdominal strength, and total body fitness in grades two through five.	Physical Education Teachers/Classroom Teachers/Principal/Assistant Principal	8/20/07	6/5/08	Other/ Not Applicable	0
Implement the Miami-Dade County Public Schools Elementary Physical Education, Reading, Writing, and Mathematics FCAT Resource for grades two through five.	Physical Education Teacher/Principal/Assistant Principal	8/20/07	6/5/08	Other/ Not Applicable	0

Research-Based Programs

Research Based Programs include:

Moving Into The Future: National Standards For Physical Education, National Association for Sports and Physical Education

Professional Development

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

Evaluation

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

Electives & Special Areas Goal

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

Florida Education Priorities

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

Electives & Special Areas Statement

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

Needs Assessment

Student achievement in Reading and Mathematics can be enhanced by exposure to and participation in chorus, recorders, bells, district, and state art competitions. During the 2006-2007 school year 25% of the student population participated in these events.

Measurable Objective

Given school-wide emphasis on the Art and Music curriculum, students in grades kindergarten through five will be given the opportunity to participate in special area and extra-curricular activities. Student participation will increase to 30% in the 2007-2008 school year as evidenced by improving participation in school-wide activities.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Support school-wide presentation of students' art work on school property, in the community, and district or state contests. Provide art and music field trips to enhance the curriculum. Increase acceptance to a Miami-Dade County Magnet Schools for the Arts.	Art Teacher/Music Teacher/Classroom Teacher/Principal/Assistant Principal	8/20/07	6/5/08	Other/ Not Applicable	0
Encourage the use of the media center through activities such as the Book Fair twice a year, the Oliver Hoover T.V. Crew for morning announcements, and maintaining a permanent art display.	Media Specialist/Principal/Assistant Principal	8/20/07	6/5/08	Other/ Not Applicable	0
Promote our Chorus Music Program with Winter and Spring concert presentations in school, in the community, district or state activities as well as increased acceptance to a Miami-Dade County Magnet Schools for the Performing Arts.	Music Teacher/Principal/Assistant Principal	8/20/07	6/5/08	Other/ Not Applicable	0
Implement school/community awareness and responsibility through United Way Activities, PTA Sports Day, Safety Patrols, DARE, FEA, Miami-Dade County Youth Fair, and Student Council.	Classroom Teacher/Principal/Assistant Principal/Police Officers/School Sponsors	8/20/07	6/5/08	Other/ Not Applicable	0
Provide after school clubs for students to explore areas of special interests such as Chess Club, Academic Excellence Program Chess Club, Photography Club and the Environmental Club.	School Sponsors/ Classroom Teacher	8/20/07	6/5/08	Other/ Not Applicable	2250
Continue to implement multi-cultural experiences through classroom curriculum instructions to all grade levels. Encourage faculty, staff and students to participate in monthly celebrations such as Hispanic Heritage, Red Ribbon Week, Black History, Career and Vehicle Day.	Classroom Teachers/ Principal/Assistant Principal	8/20/07	6/5/08	Other/ Not Applicable	0

Research-Based Programs

Research Based Programs include:

Curricular Art Program (County Wide) Spectrum of Music Program

Professional Development

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

Evaluation

This objective will be evaluated by maintaining student participation logs for participating in music, art, or special area events throughout the 2007-2008 school year.

Return On Investment Goal

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

Florida Education Priorities

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

Return On Investment Statement

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

Needs Assessment

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

Measurable Objective

Oliver Hoover Elementary School Return on Investment (ROI) percentile ranking will increase by one percentage point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	District /Principal/Assistant Principal	8/20/07	6/5/08	Other/ Not Applicable	0
Collaborate with the district on resource allocation.	District/Principal/Assistant Principal	8/20/07	6/5/08	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	District/Principal/Assistant Principal	8/20/07	6/5/08	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	District/Principal/Assistant Principal	8/20/07	6/5/08	Other/ Not Applicable	0
Provide financial resource information to EESAC and staff.	District/Principal/Assistant Principal	8/20/07	6/5/08	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

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

EESAC Compliance

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

Budget:

Members of the EESAC receive budget training and make recommendations for the 2007-2008 school site budget continuing the emphasis on acquiring materials needed to implement the Core Reading Program and practice of FCAT strategies and to support its integration across the curriculum.

Training:

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

Instructional Materials:

EESAC members, based on input from teachers, make suggestions for needed instructional materials that focus on phonemic awareness and writing skills. EESAC recommended and purchased StudyBuzz Science Program and renewed BrainPOP subscription.

Technology:

EESAC members, based on input from teachers, continued to support the position of an on-site Technology Coordinator to coordinate the purchase of technology needs and provide on-site training. Teacher and student training are available for the integration of technology into the curriculum through the use of student projects, skill development, PowerPoint presentations, Kidspiration projects and the use of the Internet. Recommendations for the purchase of software programs are recommended by the technology coordinator and teachers.

Staffing:

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

Student Support Services:

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

Other Matters of Resource Allocation:

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



School Improvement Plan 2007-2008



Benchmarking:

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

School Safety & Discipline:

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

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	47100
Mathematics	0
Writing	0
Science	4450
Parental Involvement	0
Discipline & Safety	150
Technology	61300
Health & Physical Fitness	0
Electives & Special Areas	2250
Return On Investment	0
Total	115250



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent