

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

**Olinda Elementary School (4071)**

Feeder Pattern - Miami Northwestern Senior

Regional Center III

District 13 - Miami-Dade

Principal - Adrian Montes

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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Olinda Elementary is an urban school located at 5536 NW 21st Avenue, Miami, Florida. It sits on approximately 9.95 acres. This small school has a population of 361 students in grades kindergarten through five. The neighborhood surrounding Olinda is comprised primarily of private homes, apartments, low-income housing and other schools. The Joseph Caleb Center, located across the street, contains several community service agencies, as well as the Model City Branch of the Miami-Dade Public Library. The majority of private businesses in the area are restaurants, convenience stores and warehouses. In 1969, approximately 39 years ago, Olinda Elementary opened its doors as an "open pod" demonstration school with one pod housing three classrooms. Today, seven open pod spaces are divided in half to house two classrooms, with one pod serving as a renovated media center. In addition, two portables, owned by The Carrie Meek Center are located on the premises and serves students that are enrolled in the County's Head Start Program. During the 2006 – 2007 school year, the Kiwanis Club of Little Havana provided book bags and school supplies to every student, including Head Start and has committed to providing them again for the 2007 – 2008 school year. In addition, Chili's Restaurant and McDonalds are both proud partners who provide Olinda Elementary with food certificates for students as incentives for positive behavior and/or academic achievement.

The disaggregated student membership at Olinda is as follows: 90 percent Black and 10 percent Hispanic with 96 percent of the students receiving free or reduced lunch. Three percent of our students are English Language Learners (ELL) students. The mobility rate for students at Olinda Elementary is 32 percent. Thirty-two percent of the total school population participates in Special Education (SPED) programs. The school provides a variety of Special Education services such as inclusion and a resource setting for VE/SLD SPED students. There are four self contained Autistic units and a resource program for gifted students. According to the results of the 2007 FCAT test, of the students in grades three through five, 40 students scored a Level 1 and 35 students scored a Level 2 in Reading; 27 students scored a Level 1 and 39 students scored a Level 2 in Mathematics; 10 students scored below a 3.5 in Writing; 29 students scored a Level 1 and 14 students scored a Level 2 in Science. The school's No Child Left Behind (NCLB) Sub-groups are Students with Disabilities (SWD), Economically Disadvantaged and Black. Olinda Elementary made Adequate Yearly Progress (AYP) during the 2006 -2007 school year; and for the past three consecutive years has met the requirements for AYP in reading. Olinda Elementary School employs 40 full-time and 10 part time staff members. The instructional staff consists of 25 full-time teachers. Thirty-seven percent of the teaching staff is new to the school. Thirty-six percent of the instructional staff are beginning teachers. Thirty-three percent of the staff has earned a masters degree and four percent of the staff has earned a doctoral degree. Of the staff members, 28 percent are White non-Hispanic, 44 percent are Black and 28 percent are Hispanic. The mobility rate for teachers is currently just over 25 percent. The average class sizes for general education at Olinda Elementary are as follows: kindergarten (21:1); first grade (18:1); second grade (17:1); third grade (18:1); fourth grade (22:1); and fifth grade (22:1). The average class size for SPED students participating in the four self contained Autistic classrooms is 7:1 and 8:1 for students participating in the Specific Learning Disabilities program. Student attendance for 2006 – 2007 was 94.5 percent as compared to the district's 95 percent. Instructional staff attendance rate was 94.5 percent, with 21 teachers missing five or more days during the 2007 – 2006 school year. Olinda Elementary retained six third grade students at the end of the 2006 -2007 school year based on the students achieving a Level 1 on the FCAT Reading Test. The school's promotion rate is currently 98 percent. Olinda Elementary is a part of the Miami Northwestern Senior High Feeder Pattern. Our fifth grade students matriculate into Brownsville Middle School and then move to Miami Northwestern Senior High School. Both, Brownsville Middle and Miami Northwestern Senior High School are a part of the District's School Improvement Zone. During the 2006 – 2007 year, Olinda Elementary's Chess team participated in district wide competitions and won 3rd place in one competition. Also, students in the gifted program have participated in playwriting and drama competitions and have received awards and recognitions for their participation. Olinda Elementary School has identified several challenges concerning improvement in the Educational Design and Support Process. The first challenge is maintaining academic excellence. For the 2006-2007 school year, Olinda Elementary School earned a grade of "C" from the Florida Department of Education. The school earned a grade of "C" for the 2005-2006 school year as well. During the 2003-2004 and 2004-2005 school years, Olinda Elementary School earned a grade of "A". In order to address this challenge, the administration has departmentalized grades three through five and has developed schedules for teachers to have common planning times to collaborate with colleagues and curriculum leaders. In addition, the school has developed a structured instructional focus in reading, math and science that addresses the needs of the students as evidenced by the 2007 FCAT results. The second challenge is the instructional staff's attendance rate. To address this challenge, the administration will provide incentives and recognition programs that will target improving teacher attendance. An additional challenge is student behavior. In order to address this challenge, the school's Discipline Committee has developed a school-wide Positive Behavior System (PBS) to implement the first day of school. This program will provide continuous recognition and incentives to all students that model acceptable school-wide behavior. Olinda Elementary school is proud to be part of the Reading First Program. The Reading First Grant assist the school in implementing proven methods of scientifically-based reading instruction in classrooms in order to combat and prevent reading difficulties in grades K-3. Olinda Elementary has also been identified and also a Title I school.

After careful review and evaluation of pertinent data, such as the results of the 2007 Florida Comprehensive Assessment Test(FCAT), School's Demographic and Academic Profiles, Student Reports, the faculty and staff of Olinda Elementary School, in conjunction with the Educational Excellence School Advisory Council (EESAC), have developed the following objectives as school-wide priorities for all stakeholders for the 2007 - 2008 school year:

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase to 58 percent meeting high standards on the 2008 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 to 62 percent on the 2008 Administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by 90 percent of the 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 25 percentage points on the 2008 Administration of the FCAT Science Test as compared to the 2007 Administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006 -2007 and 2007 -2008 school years.

Given increased emphasis on discipline and safety, the schools overall student attendance rate will increase by 1 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

Given increased emphasis on technology, there will be a 15 percent increase in the number hours spent utilizing Pearson Digital Learning SuccessMaker within the classroom during the 2007-2008 school year as compared to the 2006-2007 school year.

Given increased emphasis on health and physical fitness, there will be a 20 percent increase in the total number of students in grades three through five receiving Gold and Silver Fitness Awards during the 2007-2008 school year as compared to the 2006-2007 school year.

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the Academic Excellence Program will increase by 10 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

The school's Return On Investment (ROI) percentile ranking will increase by at least one percentage point by the next publication of the Return On Investment Index.

The results of the 2007 Spring Organizational Performance Improvement Snapshot (OPIS) indicated that the school's staff rated Business Results and Strategic Planning as the two lowest areas in need of improvement. The majority of the school's staff agreed that they are aware of the location's strategic plans and how it will affect their work. This was accomplished through the implementation of the school's strategic plan, which incorporated the Continuous Improvement Model. However, an OFI exist as the staff exhibits a need to further their understanding on how progress is being made on their part towards the overall school plan. Although a majority of the staff agreed that the work location asked for ideas from its staff members, it has also been identified as being an area that the school would like to target as an OFI. As the schools plans for the future, we will work on improving and increasing feedback opportunities provided to staff members for ideas and suggestions through in-house surveys, staff meetings, and one-on-one assessment talks. Also, the Academic Committee will assist in ensuring that teachers and staff members have an avenue of communication, which will help them understand how their performance is impacting student achievement.



# 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.

## 4071 - OLINDA ELEMENTARY SCHOOL

### VISION

We are committed to imparting the knowledge, skills and behaviors required to achieve life-long academic and personal success.

### MISSION

We promote the academic and personal excellence of all students through positive reinforcement, high expectations and parental involvement.

### CORE VALUES

#### *Excellence*

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

#### *Integrity*

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

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## **School Demographics**

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In order to recruit teachers, the Leadership Team will recruit teachers within the neighboring demographic areas. In order to retain teachers, the administration will provide in-house teacher mentoring and workshops, provide teacher attendance incentives and maintain a cohesive safe learning environment in an effort to decrease the mobility rate of staff.

During the 2006 – 2007 year, Olinda Elementary's Chess team participated in district wide competitions and won 3rd place in one competition. Also, students in the gifted program have participated in playwriting and drama competitions and have received awards and recognitions for their participation. Olinda Elementary School has identified several challenges concerning improvement in the Educational Design and Support Process. The first challenge is maintaining academic excellence. For the 2006-2007 school year, Olinda Elementary School earned a grade of "C" from the Florida Department of Education. The school earned a grade of "C" for the 2005-2006 school year as well. During the 2003-2004 and 2004-2005 school years, Olinda Elementary School earned a grade of "A". In order to address this challenge, the administration has departmentalized grades three through five and has developed schedules for teachers to have common planning times to collaborate with colleagues and curriculum leaders. In addition, the school has developed a structured instructional focus in reading, math and science that addresses the needs of the students as evidenced by the 2007 FCAT results. The second challenge is the instructional staff's attendance rate. To address this challenge, the administration will provide incentives and recognition programs that will target improving teacher attendance. An additional challenge is student behavior. In order to address this challenge, the school's Discipline Committee has developed a school-wide Positive Behavior System (PBS) to implement the first day of school. This program will provide continuous recognition and incentives to all students that model acceptable school-wide behavior. Olinda Elementary school is proud to be part of the Reading First Program. The Reading First Grant assist the school in implementing proven methods of scientifically-based reading instruction in classrooms in order to combat and prevent reading difficulties in grades K-3. Olinda Elementary has also been identified and also a Title I school.



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## ***School Foundation***

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### **Leadership:**

Overall results of the 2007 Spring Organizational Performance Improvement Snapshot Survey indicate Leadership as the third highest ranking category with a score of 3.8. An analysis of the individual indicator's reveal that staff knows the work location's mission. (Item score of 4.1) The lowest indicator reveals that staff does not think the work location asks them what they think (Item score 3.6). As the schools plans for the future, we will work on improving and increasing feedback opportunities provided to staff members for ideas and suggestions through in-house surveys, staff meetings, and one-on-one assessment talks.

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

Overall results of the 2007 Spring Organizational Performance Improvement Snapshot Survey indicate Strategic Planning as the lowest ranking category with a score of 3.6. An analysis of the individual indicator's reveal that staff know how to tell if progress is being made and that they are aware of the work location's plans that affect them and their work (Item score of 3.7). The lowest indicator reveals that staff does not think the work location asks for their ideas when planning for the future. (Item score 3.5) The school plans to target this area by ensuring that all staff members participate in weekly grade level Professional Learning Community meetings which will be attended regularly by administrators and curriculum support specialist. The Continuous Improvement Model will be implemented at these meetings to help ensure that all staff members are constantly involved in the school-wide strategic planning process.

### **Stakeholder Engagement:**

Overall results of the 2007 Spring Organizational Performance Improvement Snapshot Survey indicate that Stakeholder Engagement as the highest ranking category with a score of 4.1. An analysis of the individual indicator's reveal that the staff knows the most important customers and they keep in touch with them. (Item score of 4.4) The lowest indicator reveals that staff does not ask if their customers are satisfied or dissatisfied with their work. (Item score 3.7) The school plans on improving the ability to identify the needs and satisfaction level of its customers by incorporating quarterly surveys. These surveys will provide ongoing information, which will allow the school to continuously improve its effort in increasing customer satisfaction.

### **Faculty & Staff:**

Overall results of the 2007 Spring Organizational Performance Improvement Snapshot Survey indicate a score of 3.8 in Faculty and Staff. Analyses of the individual indicator's reveal that staff feels they can make changes that will improve their work and they believe that they are recognized for their work (Item score of 4.1). The lowest indicators reveal that staff does not feel safe in the workplace and feel as if the supervisors do not encourage the development of job skills (Item score 3.8) To target this area in need of improvement, the school will set aside funding to hire a part time security monitor to help increase the security presence at the school. As it relates promoting job skills, the school will administer a professional development survey at the beginning of the year that will assist in the development of an ongoing professional development calendar that will target and encourage the continuous development of job skills.

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

Overall results of the 2007 Spring Organizational Performance Improvement Snapshot Survey indicate Data Management as the second highest ranking category with a score of 4.3. An analysis of the individual indicator's reveals that staff knows how to measure the quality of their work. (Item score of 4.1) The lowest indicator reveals that staff does not feel that they get the information that they need to know how their work location is doing. (Item score 3.7) To target this area in need of improvement, the school will set aside time during faculty meetings in an effort to provide staff with continuous information regarding school-wide data. In addition, teachers will be asked to complete Mini Assessment Data Debriefing Protocols after every bi-weekly assessment so that important data information can be discussed during their regularly scheduled Professional Learning Community meetings.

### **Education Design:**

Overall results of the 2007 Spring Organizational Performance Improvement Snapshot Survey indicate a score of 4.1 in Educational Design. An analysis of the individual indicator's reveals that staff has control over their work processes and that they can get all of the resources needed to do their job. (Item score of 3.9) The lowest indicators reveal that staff does not have good processes for doing their work and that they do not collect information about the quality of their work. (Item score 3.7) To target this area in need of improvement, the school will provide continuous feedback to teachers through informal observation briefings with administrators and curriculum support specialist.



# School Improvement Plan 2007-2008



## **Performance Results:**

Overall results of the 2007 Spring Organizational Performance Improvement Snapshot Survey indicate a score of 3.7 as it relates to Business Results. An analysis of the individual indicator's reveals that the work location obeys laws and regulations. (Item score 4.3) The lowest indicator reveals that staff does not know how well the work location is doing financially. (Item score 3.2) To target this area in need of improvement, the school will provide staff with quarterly financial updates through faculty meetings.

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## ***Schools Graded 'C' or Below***

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### **Professional Development:**

Olinda Elementary School will continue to train and provide refresher sessions in the Continuous Improvement Model (CIM) which has helped our school meet AYP in all subgroups.

District and Regional Center III Curriculum Support Specialists and school-site reading, mathematics and writing coaches will provide on-going professional development to teachers in kindergarten through grade five in the implementation of best practices in differentiated instruction. Training shall occur in Professional Learning Communities. Continuous student assessment results will provide the leadership team critical information on the professional development needs of the staff.

Professional development will be provided to teachers and appropriate staff in Professional Learning Communities and on Teacher Planning Days. Trainings will include the core reading program, intervention programs, and assessments used at the elementary school level as follows: Houghton Mifflin's Legacy of Literacy, Houghton Mifflin's Early Success, Houghton Mifflin's Soar to Success, and Voyager Passport.

Teachers will be provided trainings on how to utilize Reading First K through 5 Student Activities Center binders in Professional Learning Communities to train teachers how to provide small group, differentiated instructions in grades kindergarten through fifth.

Professional development will be provided to teachers and appropriate staff in Professional Learning Communities and on Teacher Planning Days. Trainings will include the core mathematics program, intervention programs, and assessments used at the elementary school level as follows: Harcourt Brace.

Professional development will be provided to teachers and appropriate staff in Professional Learning Communities and on Teacher Planning Days. Trainings will include the core science program, intervention programs, and assessments used at the elementary school level as follows: Scott Foresman.

Administrators will participate in professional development activities to support the school-wide literacy plan.

### **Disaggregated Data :**

Continue to provide professional development on the 8-Step Continuous Improvement Model/PDSA Model to ensure that all subgroups meet AYP in 2008.

Disaggregate and analyze third through fifth grade student data from the 2007 FCAT Reading, Mathematics and Science Tests to identify strengths and weaknesses in student performance and develop an instructional focus calendar for reading, mathematics and science.

Conduct ongoing monthly Leadership Team meetings to oversee the implementation of school-wide reading, mathematics, writing and science initiatives and to analyze data.

Continuous implementation of the Plan-Do-Study-Act (PDSA) Model across all grade levels to improve student achievement and ensure reading progress.

### **Informal and Formal Assessments:**

The strategies used to achieve student progress in reading, writing, mathematics and science will be evaluated as follows:

1. Scores on the 2008 administration of the FCAT SSS Reading, Mathematics, Writing+ and Science Tests;
2. Bi-weekly/monthly school authored assessments will be administered to monitor student progress, drive instruction, redirect learning activities on an ongoing basis and to monitor the tutorial programs;
3. Dynamic Indicators of Basic Early Literacy (DIBELS);
4. District Interim Reading, Mathematics and Science Assessments ; and,
5. Skills (DIBELS) (K-3) and STAR Reading will be administered to assess students' Performance levels.

### **Alternative Instructional Delivery Methods :**





# School Improvement Plan

## 2007-2008



Provide an additional 30 minutes of focused and appropriate intervention using Voyager Passport for Tier 1 and Tier 2 students to increase reading comprehension.

Provide an additional 60 minutes of focused and appropriate intervention using Voyager Passport for Tier 3 students to increase reading comprehension.

Implement a school based reading and math intervention program with the assistance of special area instructional staff designed to provide differentiated instruction to students scoring in the lowest 25 percentile in grades three through five, as measured by school authored bi-weekly assessments.

Implement the Comprehensive Research-based Reading Plan (CRRP), for students in grades kindergarten through five, with intensive focus on differentiated instruction and vocabulary development to further increase reading ability.

Utilize the following computer programs: Accelerated Reader (first through fifth grades), Reading Plus (third through fifth grades) FCAT Explorer (third through fifth grades), NCS Pearson (SuccessMaker/third through fifth grades), FCAT Simulation (fifth grade) and Brainchild (third through fifth grades) for intervention and enrichment.

Departmentalize third through fifth grade to draw from the strengths of the instructional staff based on results of the 2007 FCAT.

Utilize 2007 FCAT results and continuous school authored bi-weekly assessments to identify professional development activities that enhance and promote best practices on tested benchmarks.

Implement a before school Tutorial Enrichment Reading Program for students that are identified as Level 4 and Level 5 as evidenced by 2007 FCAT and SAT 10.

Implement dual tutorial services that focus on providing additional reinforcement of skills, and individualized instruction through Extended Day Tutorial program and Saturday Academy for students identified as Level 1 and Level 2 and the Lowest 25 percent of the third, fourth, and fifth grade students to further enrich their reading and mathematical experiences.



School Improvement Plan  
2007-2008



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***Schools Offering Primarily Grades 6 through 12***

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**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 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"/>

### Reading Statement

All students will be able to read on or above grade level.

### Needs Assessment



# School Improvement Plan 2007-2008



Scores indicate that 56 percent of third grade students met high standards on the 2007 administration of the FCAT Reading test by scoring at or above Achievement Level 3, a 15 percentage decrease from 2005 – 2006.

Scores indicate that 51 percent of fourth grade students met high standards on the 2007 administration of the FCAT Reading test by scoring at or above Achievement Level 3, a 3 percentage point increase from 2005 – 2006.

Scores indicate that 44 percent of fifth grades students met high standards on the 2007 administration of the FCAT Reading test by scoring at or above Achievement Level 3, a 4 percentage point decrease from 2005 – 2006.

Data reveals that an average of 50 percent of students in grades three through fifth did not meet high standards on the 2007 administration of the FCAT Reading test by scoring at Achievement Level 1 or Level 2, a 6 percentage point increase from 2005 – 2006.

Scores indicate that third grade students' mean score by content during the 2006 – 2007 school year were: Words and Phrases (6), a 1 percentage point increase from 2005 – 2006; Main Idea/Purpose (10), a 3 percentage point decrease from 2005 – 2006; Comparisons (10), a 3 percentage point increase from 2005 – 2006; and, Reference/Research (1), a 1 percentage point decrease from 2005 – 2006.

Scores indicate that fourth grade students' mean score by content during the 2006 – 2007 school year were: Words and Phrases (3), a 2 percentage point decrease from 2005 – 2006; Main Idea/Purpose (14), a 1 percentage point increase from 2005 – 2006; Comparisons (10), a 3 percentage point increase from 2005 – 2006; and, Reference/Research (2), a 0 percentage point increase from 2005 – 2006.

Scores indicate that fifth grade students' mean score by content during the 2006 – 2007 school year were: Words and Phrases (4), a 0 percentage point increase from 2005 – 2006; Main Idea/Purpose (11), a 1 percentage point increase from 2005 – 2006; Comparisons (5), a 4 percentage point decrease from 2005 – 2006; and, Reference/Research (2), a 2 percentage point decrease from 2005 – 2006.

**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 to 58 percent meeting high standards on the 2008 Administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1.Utilize the Continuous Improvement Model (CIM) to support improved student achievement. This strategy will be used at all grade levels, including all students within each subgroup.	Administration	8/20/07	6/5/08	Business Process Redesign	0
2.Provide a curriculum calendar focusing on the targeted FCAT Reading benchmarks for grades three through five to ensure that all benchmarks have been taught by February, 2008. Use developmentally appropriate strategies and techniques to infuse the eight annually assessed reading benchmarks in grades kindergarten through fifth.	Curriculum Leaders	8/20/07	06/05/08	Continuous Improvement Model	0
3. Utilize school site reading coaches, Regional Center III Curriculum Support Specialists, district Curriculum Support Specialists and Reading First personnel to provide in class professional development for teachers.	Administration	08/20/07	06/05/08	District-wide Literacy Plan	0
4. Identify the students in all subgroups at Achievement Level 1 or Level 2 of the FCAT Reading Test, as delineated in adequate yearly progress disaggregated data. Implement during school tutorial programs to address the reading deficiencies of these students. Refer students not demonstrating adequate growth to the Student Support Team for additional intervention strategies, such as individualized tutoring and counseling.	Administration	08/20/07	06/05/08	Continuous Improvement Model	0
5.Utilize computer assisted programs in reading such as SuccessMaker, Reading Plus, Accelerated Reader, Assess2Learn, and Riverdeep to reinforce learning and provide repetition for growth.	Media Specialist	08/20/07	06/05/08	Other/ Not Applicable	0
6.Implement an uninterrupted daily 90 minutes block in reading for grades kindergarten through fifth. Implement an uninterrupted daily two hour block in reading for Tier 1 students in grades kindergarten through fifth and a daily 3 hour block in reading for Tier 3 students.	Administration	8/20/07	06/05/08	District-wide Literacy Plan	0
7.Administer weekly, monthly, and District Interim assessments aligned to the Sunshine State Standards tested benchmarks using the FCAT Item Specifications for Reading.	Reading Coaches	08/20/07	06/05/08	Continuous Improvement Model	0
8.Utilize Edusoft to score assessments, generate disaggregated data reports to redirect classroom instruction. Conduct weekly grade level meetings to review and analyze student data.	Curriculum Facilitators	08/20/07	06/05/08	Continuous Improvement Model	0
9. Create a book club for Level 1 and 2 students to foster their love for reading and to build fluency and stamina.	Media Specialist	10/09/07	03/27/08	Other/ Not Applicable	
10. Implement tutorial services that focus on providing additional reinforcement of skills, and individualized instruction through Extended Day Tutorial program for students identified as Level 1, Level 2 and the Lowest 25 percent of the third, fourth, and fifth grade students to further enrich their reading experiences.	Administration	08/20/07	06/05/08	Continuous Improvement Model	9000

### Research-Based Programs

Houghton Mifflin Reading Series, SuccessMaker Enterprise, Voyager, Soar To Success, Early Success, Reading Plus

### Professional Development

Professional development is provided through grade level meetings and collaborative planning. Olinda offers teacher training for the Houghton Mifflin Reading Series at the school site and encourages teachers to participate in district workshops. SuccessMaker training and support is also provided at the school site by Pearson consultants.





# School Improvement Plan 2007-2008



## **Evaluation**

The summative evaluation of this objective will be the scores of the 2007 FCAT Reading Test. Quarterly site authored Sunshine State Standards based tests will provide formative assessment which will be used to monitor progress toward the objective and the effectiveness of the tutorial program. In addition, District Interim Assessments will be administered and the results will be analyzed to continuously align curriculum.

## 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 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"/>

### **Mathematics Statement**

All students will demonstrate increased performance in mathematics.

### ***Needs Assessment***



# School Improvement Plan 2007-2008



Scores indicate that 69 percent of third grade students met high standards by scoring at or above Achievement Level 3, a 13 percentage point increase from 2005 – 2006.

Scores indicate that 53 percent of fourth grade students met high standards by scoring at or above Achievement Level 3, an 11 percentage point increase from 2005 – 2006.

Scores indicate that 46 percent of fifth grades students met high standards by scoring at or above Achievement Level 3, a 12 percentage point increase from 2005 – 2006.

Data reveal that an average of 44 percent of students in grades three through fifth did not meet high standards by scoring at Achievement Levels 1 or Level 2, a 12 percentage point increase from 2005 – 2006.

Scores indicate that third grade students' mean score by content during the 2006 – 2007 school year were: Number Sense (7), a 0 percentage point increase from 2005 – 2006; Measurement (5), a 1 percentage point increase from 2005 – 2006; Geometry (4), a 1 percentage point increase from 2005 – 2006; Algebraic Thinking (3), a 1 percentage point decrease from 2005 – 2006; and, Data Analysis (4), a 0 percentage point increase from 2005 – 2006.

Scores indicate that fourth grade students' mean score by content during the 2006 – 2007 school year were: Number Sense (6), a 0 percentage point increase from 2005 – 2006; Measurement (4), a 0 percentage point increase from 2005 – 2006; Geometry (4), a 0 percentage point increase from 2005 – 2006; Algebraic Thinking (4), a 0 percentage point increase from 2005 – 2006; and, Data Analysis (3), a 1 percentage point decrease from 2005 – 2006.

Scores indicate that fifth grade students' mean score by content during the 2006 – 2007 school year were: Number Sense (6), a 1 percentage point increase from 2005 – 2006; Measurement (5), a 1 percentage point increase from 2005 – 2006; Geometry (6), a 0 percentage point increase from 2005 – 2006; Algebraic Thinking (5), a 1 percentage point increase from 2005 – 2006; and, Data Analysis (6), a 1 percentage point increase from 2005 – 2006.

**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 to 62 percent on the 2008 Administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Utilize the Continuous Improvement Model (CIM) to support improved student achievement. This strategy will be used at all grade levels, including all students within each subgroup.	Administration	08/20/07	06/05/08	Continuous Improvement Model	0
2. Provide a curriculum calendar focusing on the targeted FCAT Mathematics benchmarks for grades three through five to ensure that all benchmarks have been taught by February, 2008. Use developmentally appropriate strategies and techniques to infuse the FCAT tested benchmarks in grades kindergarten through fifth.	Curriculum Facilitators	08/20/07	06/05/08	Continuous Improvement Model	0
3. Utilize school site mathematics coach, Regional Center III Curriculum Support Specialists, district Curriculum Support Specialists and On Target Math personnel to provide in class professional development for teachers.	Administration	08/20/07	06/05/08	District-wide Literacy Plan	0
4. Identify the students in all subgroups at Achievement Level 1 or Level 2 of the FCAT Mathematics Test, as delineated in adequate yearly progress disaggregated data. Implement during school tutorial programs to address the mathematics deficiencies of these students.	Administration	08/20/07	06/05/08	District-wide Literacy Plan	0
5. Utilize computer assisted programs in reading such as SuccessMaker, FCAT Explorer, Assess2Learn, and Riverdeep to reinforce learning and provide repetition for growth.	Media Specialist	08/20/07	06/05/08	Other/ Not Applicable	0
6. Provide on-site professional development, as well as opportunities for staff to participate in workshops, training sessions and conferences to enhance instruction.	Administration	08/20/07	06/05/08	Continuous Improvement Model	0
7. Administer weekly, monthly, and District Interim assessments aligned to the Sunshine State Standards tested benchmarks using the FCAT Item Specifications for Mathematics.	Administration	08/20/07	06/05/08	Continuous Improvement Model	0
8. Utilize Edusoft to score assessments, generate disaggregated data reports to redirect classroom instruction. Conduct weekly grade level meetings to review and analyze student data.	Curriculum Facilitators	08/20/07	06/05/08	Other/ Not Applicable	0
9. Implement tutorial services that focus on providing additional reinforcement of skills, and individualized instruction through Extended Day Tutorial program for students identified as Level 1 and Level 2 and the Lowest 25 percent of the third, fourth, and fifth grade students to further enrich their math experiences.	Administration	08/20/07	06/05/08	Continuous Improvement Model	9000
10. Utilize manipulatives to enhance understanding of concepts through hands-on mathematics.	Math Facilitator	08/20/07	06/05/08	Other/ Not Applicable	0

### Research-Based Programs

Harcourt Brace Math Series, SuccessMaker Enterprise

### Professional Development

Professional development is provided through grade level meetings and collaborative planning. Focus will be on the district's scope and sequence and the implementation of the Harcourt Brace Math Series. Additionally, teachers in grades 3-5 will participate in Item Specifications Training and Critical Thinking through District workshops and in-services.

### Evaluation



# School Improvement Plan 2007-2008



The summative evaluation of this objective will be the scores of the 2008 FCAT Mathematics Test. Quarterly site authored Sunshine State Standards based tests will provide formative assessment which will be used to monitor progress toward the objective and the effectiveness of the tutorial program. In addition, District Interim Assessments will be administered and the results will be analyzed to continuously align curriculum.



## 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 type="checkbox"/>

#### **Miami-Dade County Public Schools**

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

### **Writing Statement**

All students will be able to incorporate the following elements in their writing; focus, organization, support and conventions.

### **Needs Assessment**

Results of the 2007 FCAT Writing+ indicate 80 percent of fourth grade students tested met the state standard of 3.5 or above in writing, a 12 percentage point increase from 2005 – 2006.

The combined mean score of tested population is 3.7, an increase of 0.1 percentage points from 2005 – 2006.

Scores indicate that the mean score for the expository prompt is 3.6, a 0.1 decrease from 2005 – 2006.

Scores indicate that the mean score for the narrative prompt is 3.7, a 0.1 increase from 2005 – 2006.

### **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 4 will improve their writing skills as evidenced by 90 percent of the students achieving high standards on the 2008 administration of the FCAT Writing+ .

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1.Administer and analyze data from the District's Pretest narrative/expository writing prompts to establish differentiated instruction groups.	Writing Coach	08/20/07	06/05/08	Other/ Not Applicable	0
2.Provide coaching and mentoring with the implementation of the monthly writing prompts, interpretation of the Unscorable-6 Scoring Rubric, analysis of student papers, and specific strategies to guide instruction to ensure writing gains.	Writing Coach	08/20/07	06/05/08	Other/ Not Applicable	0
3.Instruct students in small and total group sessions based on pre and mid test results.	Writing Coach	08/20/07	06/05/08	Other/ Not Applicable	0
4.Implement "There's a Six in You" writing strategy to enhance writing skills in fourth grade.	Writing Coach	08/20/07	06/05/08	Other/ Not Applicable	0
5.Utilize school site writing and reading coaches, Regional Center III Curriculum Support Specialists and district Curriculum Support Specialists to provide in class professional development for teachers.	Administration	08/20/07	06/05/08	Other/ Not Applicable	0
6.Provide on-site professional development, as well as opportunities for staff to participate in workshops, training sessions, and conferences to enhance instruction.	Administration	08/20/07	06/05/08	Other/ Not Applicable	0
7.Utilize the Continuous Improvement Model (CIM) to support improved student achievement to increase student achievement in writing.	Administration	08/20/07	06/05/08	District-wide Literacy Plan	0
8.Improve the quality of writing through the use of strategies such as magnified moments, vivid verbs, sentence variety, writing pictures, and transitional words.	Writing Coach	08/20/07	06/05/08	Other/ Not Applicable	0
9. Implement tutorial services that focus on providing additional reinforcement in writing skills; including individualized instruction through the Extended Day Tutorial program for fourth grade students identified as needing intervention.	Writing Coach	09/24/07	03/09/08	Continuous Improvement Model	2000

### Research-Based Programs

Houghton Mifflin Reading Series

### Professional Development

Professional development is provided through grade level meetings and collaborative planning. Focus will be based on the following:

1. Holistic Scoring of Demand Writing;
2. Score-Point Specific Instruction;
3. Individual Conferencing;
4. "There's a Six in You" Writing Strategy;
5. Instructional Implications derived from annotations of state-scored 0-6 essays; and
- 6.Effective writing strategies, such as Magnifying Moments, Vivid Verbs, etc.

### Evaluation

The summative evaluation of this objective will be the scores of the 2008 FCAT Writing Test. Bi-weekly writing prompt scores will provide formative assessment which will be used to monitor progress towards the objective. In addition, the district's pre and post tests will be administered and the results will be analyzed to inform instruction.

### 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 type="checkbox"/>

**Miami-Dade County Public Schools**

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

**Science Statement**

Increase the scientific knowledge of all students.

**Needs Assessment**

Scores indicate that 17 percent of grade five students met high standards by scoring at or above Achievement Level 3, a 10 percentage increase from 2005 – 2006.

Scores indicate that 83 percent of grade five students did not meet high standards by scoring at Achievement Level 1 or Level 2, a 7 percentage point decrease from 2005 – 2006.

Scores indicate that fifth grade students' mean score by content during the 2006 – 2007 school year were: Physical and Chemical Sciences (5), a 1 percentage point decrease from 2005 – 2006; Earth and Space Sciences (7), a 2 percentage point increase from 2005 – 2006; Life and Environmental Sciences (6), a 0 percentage point increase from 2005 – 2006; and Scientific Thinking (4), a 2 percentage point decrease from 2005 – 2006.

### Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase by 25 percentage points on the 2008 Administration of the FCAT Science Test as compared to the 2007 Administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Implement the Continuous Improvement Model (CIM/PDSA) in grades kindergarten through five.	Administration	08/20/07	06/05/08	Continuous Improvement Model	0
2. Utilize district adopted science textbook to effectively teach the 15 annually assessed science benchmarks.	Classroom Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
3. Utilize hands-on science lab activities that are related to the Sunshine State standards for students in grades kindergarten through five.	Administration	08/20/07	06/05/08	Other/ Not Applicable	0
4. Utilize Regional Center III Curriculum Support Specialists and District Curriculum Support Specialists to provide professional development for teachers.	Administration	08/20/07	06/05/08	Other/ Not Applicable	0
5. Provide professional development on the use of hands-on activities and the best practices to enhance science skills.	Administration	08/20/07	06/05/08	Other/ Not Applicable	0
6. Engage kindergarten and first grade students in a class science fair project and second through fifth grade students in an individual science fair project.	Administration	02/25/08	03/27/08	Other/ Not Applicable	0
7. Implement the Regional Center III Science pacing guide for elementary schools.	Administration	08/20/07	06/05/08	Other/ Not Applicable	
8. Utilize the FCAT Simulation program to assess student mastery and inform instruction as needed.	Fifth Grade Science Teacher	08/20/07	06/05/08	Other/ Not Applicable	
9. Implement tutorial services that focus on providing additional reinforcement of skills, and individualized instruction through a Science Extended Day Tutorial program.	Administration	09/24/07	03/27/08	Other/ Not Applicable	4000
10. Administer monthly and District Interim assessments aligned to the Sunshine State Standards tested benchmarks using the FCAT Item Specifications for Mathematics.	Administration	08/20/07	06/05/08	Other/ Not Applicable	

### Research-Based Programs

Scott Foresman Science Series

### Professional Development

Professional development is provided through grade level meetings and collaborative planning. Focus will emphasize the scientific process and best practices for teaching science. Additionally, teachers are encouraged to participate in District workshops and in-services that include Item Specification and the Scientific Process to support student needs.

### Evaluation

The summative evaluation of this objective will be the scores of the 2008 FCAT Science Test. Bi-weekly and monthly simulated FCAT Science tests and District Interim Science Assessments will provide formative assessment which will be used to monitor progress toward the objective.

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

**Parental Involvement Statement**

The school will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

**Needs Assessment**

Title 1 Parent Outreach Sign – In Sheets indicate that parental participation increased 55 percent as compared to the 2005 - 2006 school year.



### Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006 - 2007 and 2007 -2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Implement a monthly Dolphin Parent Calendar/Newsletter to ensure parental involvement in their child's educational process.	Administration	08/20/07	06/05/08	Other/ Not Applicable	0
2. Update school's website to inform parents of upcoming events, in-services, activities and/or Family Involvement Programs.	Media Specialist	10/01/07	06/05/08	Other/ Not Applicable	0
3. Utilize the Title I Parent Contract and the Olinda Elementary Parent Handbook to identify parents and family roles within the school.	Administration	08/20/07	06/05/08	Other/ Not Applicable	0
4. Disseminate the district's Code of Student Conduct for Elementary students to all families of Olinda Elementary School.	Administration	10/09/07	10/09/07	Other/ Not Applicable	0
5. Provide workshops for parents related to the teaching of reading, writing, mathematics, and science to empower them with the skills needed to assist their child to succeed academically.	Administration	10/07	05/08	Other/ Not Applicable	0
6. Send all written notification such as meetings and monthly parent workshops to parents in their home language.	Administration and Community Involvement Specialist	08/20/07	06/05/08	Other/ Not Applicable	0
7. Conduct parent/teacher meetings at the beginning of each grading period to inform parents of the academic focus for each grading period and to share strategies that they could use at home to help their child(ren) academically.	Administration	08/07	05/08	Other/ Not Applicable	0
8. Encourage parents' participation in decision-making groups such as the Parent-Teacher Association (PTA), Title I PAC/DAC and Educational Excellence School Advisory Council (EESAC).	Community Involvement Specialist	08/07	05/08	Other/ Not Applicable	0
9. Utilize the Community Involvement Specialist to visit homes, mail communications, and coordinate parent workshops with the Instructional Improvement Team to increase parental involvement.	Administration	08/20/07	06/05/08	Other/ Not Applicable	0
10. Promote parental involvement by inviting parents to school -related events such as Open House, grade level assemblies, Science Fair and the Title I Parent Orientation.	Community Involvement Specialist	08/20/07	06/05/08	Other/ Not Applicable	0

### Research-Based Programs

Not Applicable

### Professional Development

The Educational Excellence School Advisory Council (EESAC) seeks to train and involve parents on how to effectively participate in making informed decisions on curriculum, technology, budget and involvement with their child's education. Olinda offers parents a resource center, as well as the ability to utilize media center materials to create a literate home environment. Parents are invited to attend Regional workshops that address parent concerns.

### Evaluation

The summative evaluation of this objective will be activities sign-in sheets and parent conference logs. Monthly review of sign-in sheets and event logs will be used to monitor progress.

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

**Discipline & Safety Statement**

The school will provide a safe and disciplined environment for all students.

**Needs Assessment**

Reports derived from the District's COGNOS program indicate that Olinda Elementary School's average student attendance rate for the 2006-2007 school year was 94.5 percent in comparison to the student attendance rate from 2005-2006, which was 95 percent. Although mild, the decreasing trend in student attendance is concerning. The school has identified strategies that will help increase the school's average attendance rate by: (1) Providing a school-wide weekly, monthly, quarterly and annually incentive program for students with satisfactory attendance; (2) Develop a school-site attendance committee process that will identify students with three or more absences in order to immediately target and provide services to both student and parent. (3) Home visitations for students with a high frequency rate of absences.

### Measurable Objective

Given increased emphasis on discipline and safety, the schools overall student attendance rate will increase by 1 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Provide a school-wide weekly, monthly, quarterly, and annually incentive program for students with satisfactory attendance.	Administration	08/20/07	06/05/08	Other/ Not Applicable	0
2. Develop a school-site attendance committee that will identify students with three or more absences to immediately target and provide services to both students and parents.	Administration	08/20/07	06/05/08	Other/ Not Applicable	0
3. Increase home visitations for students with a high frequency rate of absences.	Administration and Community Involvement Specialist	08/20/07	06/05/08	Other/ Not Applicable	0

### Research-Based Programs

Not Applicable

### Professional Development

Teachers will participate in the following activities: Learning to Identify Classroom Attendance Trends utilizing the school's attendance bulletin.

### Evaluation

The strategies used to increase the school's overall attendance percentage rate will be continuously evaluated quarterly utilizing the COGNOS Program's Percentage of Attendance Report.

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

#### **Miami-Dade County Public Schools**

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

### **Technology Statement**

The school will integrate technology in all curricular areas.

### **Needs Assessment**

Based on Pearson Education Technologies Group Usage Report, students in grades Kindergarten through fifth spent an average of 9.25 hours on SuccessMaker Enterprise (SME) Reading and 11.25 hours on Math.

### Measurable Objective

Given increased emphasis on technology, there will be a 15 percent increase in the number hours spent utilizing Pearson Digital Learning SuccessMaker within the classroom during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Develop a school-wide computer lab schedule to help increase the time students spend utilizing technology.	Media Specialist	08/20/07	06/05/08	Other/ Not Applicable	0
2. Generate bi-weekly reports to monitor student progress and time spent utilizing SuccessMaker Enterprise.	Media Specialist	08/20/07	06/05/08	Other/ Not Applicable	0
3. Develop a rotating schedule which will ensure that each student is utilizing the program a minimum of 15 minutes per day.	Media Specialist	08/20/07	06/05/08	Other/ Not Applicable	0
4. Implement an early morning computer lab that will allow students who arrive early to school the opportunity to utilize SuccessMaker before the beginning of school.	Administration	08/20/07	06/05/08	Other/ Not Applicable	0

### Research-Based Programs

Pearson Digital Learning SuccessMaker Enterprise

### Professional Development

School staff will receive professional development on interpreting SuccessMaker Enterprise (SME) student and classroom reports as well as adjusting SME courses to help meet the educational needs of the students. (October 2007)

### Evaluation

The strategies used to increase time spent on Pearson Digital Learning SuccessMaker Enterprise within the classroom will be evaluated in the following way:

1. A 15 percent increase in student usage as compared to the 2006-2007 computer-based group usage report.
2. Bi-weekly usage reports will be monitored to ensure attainment of identified goal.



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

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

### **Health & Physical Fitness Statement**

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

### **Needs Assessment**

Based on the Miami-Dade County Public Schools 2006-2007 Physical Fitness Testing Elementary School Report Form for students in grades four and five, 22 students achieved Gold Fitness Awards, which is a 9 percent decrease as compared to the 2005-2006 school report.

### Measurable Objective

Given increased emphasis on health and physical fitness, there will be a 20 percent increase in the total number of students in grades three through five receiving Gold and Silver Fitness Awards during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Increase student physical training activities that will target areas assessed by the Miami-Dade County Public Schools Physical Fitness Test.	Physical Education Teachers	08/20/07	06/05/08	Other/ Not Applicable	0
2. Provide home learning opportunities that will focus on physical fitness activities.	Physical Education Teachers	10/01/07	06/05/08	Other/ Not Applicable	0
3. Attend physical fitness workshops that will enhance instructional strategies.	Physical Education Teachers	08/20/07	06/05/08	Other/ Not Applicable	
4. Provide students, parents and community members with nutrition and physical fitness information, which promotes a healthy lifestyle.	Physical Education Teachers	08/20/07	06/05/08	Other/ Not Applicable	0
5. Increase awareness of nutritional benefits to both students and parents by disseminating information to students on a monthly basis.	Physical Education Teachers	10/01/07	06/05/08	Other/ Not Applicable	0

### Research-Based Programs

Not Applicable

### Professional Development

Physical Education teachers will participate in Region/District Level workshops pertaining to physical fitness and nutrition.

### Evaluation

The strategies used to increase the number of students in grades three through five receiving Gold and Silver District Fitness Awards will be evaluated by a 20 percent increase in student achievement of these awards as compared to the 2006-2007 school year.

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

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

### **Electives & Special Areas Statement**

All students will be given the opportunity to pursue areas of interest and special talents.

### ***Needs Assessment***

Based on the analysis of the 2006-2007 informational reports pertaining to enrollment in the Academic Excellence Program(AEP) as well as extended day services, it was noted that 25 students participated in the Academic Excellence Program at Olinda Elementary. The school will target a 10 percent increase in the amount of students participating in the extended day and Academic Excellence Program during the 2007-2008 school year.

### Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs, the number of students enrolled in the Academic Excellence Program will increase by 10 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Establish and implement school-wide performances by students in the Drama and Public Speaking Program to promote greater involvement and enrollment.	Academic Excellence Teacher	09/24/07	05/01/08	Other/ Not Applicable	0
2. Establish and promote monthly chess tournaments to encourage and increase participation and involvement among students in the AEP.	Academic Excellence Teacher	09/24/07	05/01/08	Other/ Not Applicable	0
3. Communicate to parents the goals and objectives of the AEP and provide activities that support these goals.	Principal	09/24/07	5/01/08	Other/ Not Applicable	0
4. Provide students with three hours of hands-on instruction on a weekly basis to increase critical thinking skills.	AEP Teachers	9/24/07	5/01/08	Other/ Not Applicable	0
5. Afford students the opportunity to participate in Art Fairs and Chess competitions to apply the skills they have acquired.	AEP Teachers	09/24/07	5/01/08	Other/ Not Applicable	

### Research-Based Programs

Not applicable

### Professional Development

The Academic Excellence Program (AEP) Facilitator(s) will participate in the following professional development activities:  
Academic Excellence Program In-service: Drama & Public Speaking (September 2007) and Chess (September 2007)

### Evaluation

The strategies used to increase participation in extended day services will be evaluated in the following way:

1. A 10 percent increase in student participation in extended day services as compared to the 2007-2008 school year.
2. Quarterly evaluations that will ensure and monitor enrollment trends.

### 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"/>

**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"/>

**Return On Investment Statement**

The 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 2004-2005, Olinda Elementary was ranked in the thirteenth percentile on the State of Florida Return On Investment (ROI) Index.

### Measurable Objective

The school's Return On Investment (ROI) percentile ranking will increase by at least one percentage point by the next publication of the Return On Investment Index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
1. Become more informed about the use of financial resources in relation to school programs.	Principal	08/20/07	06/05/08	Other/ Not Applicable	0
2. Collaborate with the district on resource allocation.	Principal	08/20/07	06/05/08	Other/ Not Applicable	0
3. Consider reconfiguration of existing resources or take advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	08/20/07	06/05/08	Other/ Not Applicable	0
4. Consider shared use of facilities, partnering with community agencies.	Principal	08/20/07	06/05/08	Other/ Not Applicable	0

### Research-Based Programs

Not Applicable

### Professional Development

Not Applicable

### Evaluation

On the next State of Florida ROI Index publication, Olinda Elementary School will show progress toward reaching the fourteenth 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:**

The Educational Excellence School Advisory Council reviewed the annual school budget at EESAC meetings and made suggestions on spending monies.

**Training:**

The Educational Excellence School Advisory Council presented to teachers and staff members changes that occurred in the School Improvement Plan, as well as information pertaining to District or Regional Center initiatives. Based on the instructional needs of teachers, the Leadership Team developed professional development calendars to address these needs thus increased student achievement.

**Instructional Materials:**

The Educational Excellence School Advisory Council reviewed samples of supplemental materials created to enhance classroom instruction and approved the use of funds to purchase ancillary materials.

**Technology:**

The Educational Excellence School Advisory Council supported the Accelerated Reader and SuccessMaker programs by allocating part of its budget to purchase incentives, rewards and materials for students participating in the programs.

**Staffing:**

The Educational Excellence School Advisory Council actively participated in the Extended School Day Program by allocating funds to hire teachers for before/after school tutoring.

**Student Support Services:**

The Educational Excellence School Advisory Council supported Student Services by providing recommendations of services for students in need of academic growth.

**Other Matters of Resource Allocation:**

The Educational Excellence School Advisory Council (EESAC) met at the beginning of the school year to discuss Olinda Elementary's goals, objectives and needs. Following a needs assessment, the EESAC decided upon the most effective way to spend funds.

**Benchmarking:**

The Educational Excellence School Advisory Council met on a regular basis to monitor the benchmarking strategies stated in the School Improvement Plan





# School Improvement Plan 2007-2008



## **School Safety & Discipline:**

Members of The Educational Excellence School Advisory Council made recommendations to the School Safety Committee on ways to improve the safety and discipline.

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	9000
Mathematics	9000
Writing	2000
Science	4000
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
<b>Total</b>	<b>24000</b>



# 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*