

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## Orchard Villa Elementary School (4171)

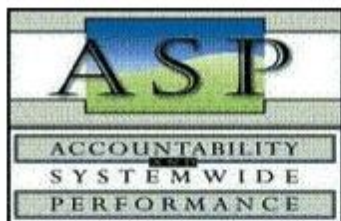
Feeder Pattern - Miami Northwestern Senior

Regional Center III

District 13 - Miami-Dade

Principal - Patricia Duncan

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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The current facility was constructed in 1991. Orchard Villa Elementary originally established in 1938, has served the Liberty City community for 69 years, and is recognized as a historical school, cited in Florida history for being the first school to experience desegregation. The school community is a low socio-economic, urban community, comprised of government subsidized housing, shanty housing and some private homes. There are 40 classrooms with a population of 456 students. The footage of the facility is 99,755. The school sits on 6.44 acres. Ninety-four percent of the student population is on free or reduced lunch which makes Orchard Villa a Title I school. The facility does not have any portables.

The Dade partners are: Café Chung King, Church's Chicken #4, City of Miami Police Department, Domino's Pizza #3155, New Horizons Community Mental Health Center, Piccadilly Cafeteria, Publix Super Market #343, Rozalyn Hester Paschal, M.D., South Florida Youth Foundation, The Heat Group, Union Planters Bank, Urban Constructors, and Xerox Corporation. The student population includes 456 students from the surrounding neighborhood, including standard curriculum students 80%, Students With Disabilities (SWD) 18%, and English Language Learners (ELL) 2%, of which 95% are economically disadvantaged. The ethnic/racial make up of the student population is 98% Black and 2% Hispanic.

The performance groups of third, fourth, and fifth grade students include 203 Level 1 and 163 Level 2 students in the areas of reading, mathematics, and science. There are 8 gifted and 53 Voluntary Pre-Kindergarten (VPK). The No Child Left Behind (NCLB) subgroups are Black, Economically Disadvantaged and SWD. There are 21 teachers at Orchard Villa Elementary. The teacher demographics are 95% Black, 3% Hispanic and 2% Other. There are no teacher vacancies. Recruitment of teachers includes local colleges and universities, participation in district teacher fairs and collegial recommendations. Presently there is one teacher vacancy and one teacher new to the profession. In grades kindergarten through three, the student to teacher ratio is 18:1 and in grades four through five the ratio is 22:1. The attendance rate is 94.4% and retention rate 30%. Orchard Villa Elementary is a part of the Miami Northwestern Senior High feeder pattern. The strength is that the lowest 25% of the students made learning gains; 76% in reading and 74% in mathematics. Orchard Villa is a Reading First school and we are under the requirements of the Reading First Grant. The Title I status of Orchard Villa Elementary is School In Need of Instruction (SINI) 5. The school is a Student Teacher Support Team 2 (ST20), Schools Targeted for Academic Reform (STAR) and Communication Status School (ComSTAT).

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

Given instruction based on the Sunshine State Standards, the number of Black students meeting high standards in grades three through five will increase to 58%, on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of Economically Disadvantaged students meeting high standards in grades three through five will increase to 58% on the 2008 administration of FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of Students With Disabilities (SWD) meeting high standards in grades three through five will increase to 58% on the 2008 administration of 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% on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the number of Black students meeting high standards will increase their mathematics skills as evidenced by 62% on the 2008 administration of FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the number of Economically Disadvantaged students meeting high standards will increase their mathematics skills as evidenced by 62% on the 2008 administration of FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the number of SWDs meeting high standards will increase their mathematics skills as evidenced by 62% on the 2008 administration of FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by a 5 percentage point increase in the percent 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 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 five percentage points in the number parents participating in school site activities as documented in the 2007-2008 Parent Contact Logs.

Given an emphasis based on the need to improve attendance, students' attendance will improve as evidenced by a 5 percentage points increase in the Miami-Dade County Public Schools Percentage of Attendance Report for the 2007-2008 school year.

Given emphasis on the use of technology in education, students in second through fifth grade will augment their usage of the Accelerated Reader Program as evidenced by a 10% increase during the 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 10% increase in the number of students meeting high standards in running the one mile test on the 2007-2008 administration of the FITNESSGRAM Test.

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% during the 2007-2008 school year as compared to the 2006-2007 school year.

Orchard Villa Elementary Return on Investment (ROI) percentile ranking will increase by at least 1 percentage point.

The two lowest scoring elements from the May 2007 Organizational Performance Improvement Snapshot (O.P.I.S.) survey are: Process Management 4.0 and Strategic Planning 4.0. The selections were based upon the results of the respondents completing the survey and based upon these results; thus the lowest scoring elements will be addressed in faculty, EESAC, and PTA meetings. These forums will allow staff and community stake holders to address the concerns of Process Management and Strategic Planning by reviewing availability of materials, discuss gaining control over work processes, develop efficient collection of data concerning quality of work and allowing expression of individuals' ideas for the school's future plans.



# 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.

## 4171 - ORCHARD VILLA ELEMENTARY SCHOOL

### VISION

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

### MISSION

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

### CORE VALUES



# School Improvement Plan 2007-2008



## Excellence

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

## Integrity

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## 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.

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## **School Demographics**

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### Facility/Community

The school was established in 1938 and is recognized as a historical school cited in Florida history for being the first school to experience desegregation. The school is located at 5720 N.W. 13 Avenue on 6.44 acres in central Miami-Dade County. The school does not have any renovation projects. Ninety-four percent of the students are on free and reduced lunch which is 428 students. There are no portables on the school site.

### Student Demographics

The ethnic/racial make up of the student population is 98% Black and 2% Hispanic.

The performance groups include 203 Level 1 and 163 Level 2 students. There are 8 gifted and 53 VPK students. The NCLB subgroups are Black, Economically Disadvantaged and SWD.

The average teacher to student ratio in the regular education program is 18 students per one teacher in primary and 22 students per one teacher in intermediate. The average teacher to student ratio in the Emotionally Handicapped classes in the Special Education (SPED) program is 18 students per one teacher in primary and 22 in intermediate with one paraprofessional.

Level 1 and Level 2 students are given an additional 30 minutes daily in reading. In addition, before and after school tutoring and Saturday Academy are offered. Gifted students are instructed two days per week in a resource setting. Gifted students are provided before and after school tutoring and Saturday Academy. These students throughout the academic school year are provided motivation -in-depth off campus field trips to enhance critical thinking skills. There are two VPK classrooms. One is SPED and the second is a Headstart program. Students in these programs are provided health screening and lessons in building early language and literacy which are specifically designed to augment high quality instruction in the VPK classroom. The average class size consists of 18 students to one teacher and one paraprofessional. The data suggests students that complete the VPK program have acquired the skills to be successful in Kindergarten. NCLB Subgroups consist of 97.2 percent Black, 93.9 percent economically disadvantaged, and seven percent SWD. Seventy-six percent of students in the lower quartile made learning gains in reading and 74 percent in mathematics. Black students made a 15 percent increase on the FCAT Writing+ and the Economically Disadvantaged made a 14 percent increase.

### Unique Aspects: Advantages

We will be provided additional support from the district and region through Student Teacher Support Team (ST2) and Schools Targeted for Academic Reform (STAR). Other unique aspects of the school are, High Scope/Head Start Programs, Kids and the Power of Work (KAPOW), Ready Schools, Parent Resource Center, Academic Excellence Program (AEP), Teaching Enrichment Activities to Minorities (TEAM), 5000 Role Model, Gifted Resource, and Future Educators of America.

### Unique Aspects: Areas of Concern

The concerns at Orchard Villa Elementary are to provide instruction, tutoring and intervention in order to get all students on grade level in reading and mathematics. We are desirous of obtaining a 4.5 or higher on the FCAT Writing+ and meet or exceed standards in science. The Title I status of Orchard Villa Elementary is School In Need of Instruction (SINI) 5. The school is a Student Teacher Support Team 2 (ST2), Schools Targeted for Academic Reform (STAR) and Communication Status School (ComSTAT). The student mobility rate of the school is 50 percent. On a yearly average there is a 25 percent teacher turnover due to the high rate of teacher relocation and transfer. As a result it is difficult to have consistency with curriculum and teachers understanding guidelines and procedures. Additionally, poor student attendance is due to mobility and truancy.

### Teacher Demographics

The Leadership Team consists of the principal, assistant principal, EESAC chairperson, grade group chairpersons, Media Specialist and the UTD Steward.

The school employs a total of 66 employees, of which 57 (86%) are full-time and 9 (14%) are part-time employees. School personnel are comprised of 66 (93%) Black, 7 (5%) Hispanics, and one (2%) other. Currently, there are no teacher vacancies. In reference to recruitment and retention of teachers, the school participates with local colleges' and universities' student teaching programs, teacher fairs, and the applicant tracking system. Orchard Villa Elementary is a part of the growing trend where teachers are leaving the profession after three to five years. However, through mentors, new teacher programs, and economic housing programs, many are reconsidering and staying in the profession longer.

Orchard Villa Elementary supports the district in providing housing opportunities and pay increases. Teachers are also afforded opportunities to participate in the AP3 program where new teachers work with experienced teachers to obtain certification in their subject. The New Teacher Support Program (NEST) provides district mentors assisting in subject area and classroom management. At Orchard Villa Elementary, new teachers are given a mentor and/or buddy to assist with professional teaching concerns. Furthermore, the school is staffed with classroom instructors who have been certified and deemed highly qualified by the State of Florida per the issuance of a state teaching certificate, which documents the completion of a bachelor's degree and knowledge of subject area(s) taught. In addition, teachers are provided professional development that aligns with the needs of the students in their classroom or school. All new teachers to the profession will be provided with assistance in planning and effective classroom management strategies in a mentorship program. Beginning teachers will be further supported by partnering master teachers with



# School Improvement Plan 2007-2008



beginning teachers and engaging them in a monthly collaborative meeting known as "New Teacher Support Program Meetings." In addition, Professional Growth Teams (PGT) will be assigned to provide additional support and feedback on an individual basis.

## Class Size/ Teacher-to Student Ratio

The average teacher to student ratio in the regular education program is 18 students per one teacher in primary and 22 students per one teacher in intermediate. The average teacher to student ratio in the Emotionally Handicapped classes in the Special Education (SPED) program is 18 students per one teacher in primary and 22 in intermediate with one paraprofessional.

- Kindergarten – 18
- First Grade – 18
- Second Grade – 18
- Third Grade -18
- Fourth Grade – 22
- Fifth Grade - 22

## Attendance Rate

The overall student attendance for the 2006-2007 school year was 94 percent, a 2.77% increase over the 2005-2006 school year.

## Promotion/Graduation/Retention Rates

The retention rate of the school is 30 percent. The school falls within compliance of the district and state averages. Seventy-five percent of the students were promoted. This is in compliance with district and state averages. Graduation rate is not applicable to our school.

## Feeder Pattern

The school belongs to the Miami Northwestern Senior High School Feeder Pattern.

Students promoted from grade five will attend one of the following schools: Brownsville Middle School (School Grade F), and Charles R. Drew Middle School (School Grade D). Brownsville Middle and Charles R. Drew Middle are ZONE schools.

## Special Programs

Orchard Villa Elementary is Title I school. The school offers Kids and the Power of Work (KAPOW) which is a network of businesses and schools that introduces elementary students to work-related concepts and experiences. Chorus Club is a group of students who meet regularly with the music teacher before school to practice music, perform choreographed choral renditions, and raise funds for performances on off campus locations. The after school intensive tutoring program is designed to help students improve academically and prepare for the FCAT. The Academic Excellence Program (AEP) is designed to improve students' critical thinking skills through art appreciation, music and dance. In AEP students are identified through FCAT scores Level 3 or higher and teacher recommendation. The school also offers High Scope/Head Start Programs are a part of the VPK concept which affords youngsters readiness skills prior to entering kindergarten. Ready Schools is a Miami-Dade County School initiative designed to enhance students' skills across the curriculum. The Parent Resource Center offers parents workshops in a multiplicity of areas such as Parents Are The Child's First Teacher, Prenatal Preparation and Early Childhood Education Skills. Teaching Enrichment Activities to Minorities (TEAM) is a concept that identifies students who have the ability to achieve academically. This type of instruction increases the students' awareness of self and the desire to foster and nourish their ability through a rigorous and relevant curriculum. The 5000 Role Model is a dropout prevention intervention program for minority young boys at risk of dropping out of school. Future Educators of America focuses on promoting teaching as a career choice through information and activities. The school also has a resource gifted program which focuses on mathematics and science.

## School Community Relations/Partners

The school has several Dade partners, however, we have four partners who are committed to our programs, vision and mission; South Florida Youth Foundation, Family Christian Association of America, Gaita Enterprise and David Wilson Realtor. These partners supported our nine week honor roll breakfasts, FCAT jamborees, holiday gifts, and incentives for faculty breakfasts/luncheons. In addition, these partners appeared at various events to provide students with words of encouragement.

Orchard Villa is a Reading First school and we are under the requirement of the Reading First Grant. The grant provides the school with funds to purchase core reading material, classroom libraries, K-5 activity binders, and substitute coverage for designing center activities, professional development, conferences and data analysis.

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## ***School Foundation***

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### **Leadership:**

Based on the May 2007 Organizational Performance Improvement Snapshot (O.P.I.S.) survey, staff responses demonstrate that the school's administration is effective in providing direction and focus as evidenced by a category score 4.2. It supports and encourages suggestions and it provides opportunities for professional growth and career advancement.

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

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

### **Stakeholder Engagement:**

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

### **Faculty & Staff:**

Staff responses on the survey indicate that overall the staff agrees that the administration is effective in providing direction and focus to existing faculty and staff, as well as, teachers new to the profession as evidenced by a category score of 4.0. Teachers agreed that they were afforded the opportunity to make changes that will improve their work, the people they work with cooperate and work as a team, they have a safe workplace, they are recognized for their work, and the administration encourages faculty to develop their job skills so that they can advance their career.

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

Staff responses on the survey indicate that overall the staff agrees that the administration is effective in providing direction and focus to existing faculty and staff, as well as, teachers new to the profession as evidenced by a category score of 4.3. Teachers agreed that they were afforded the opportunity to make changes that will improve their work, the people they work with cooperate and work as a team, they have a safe workplace, they are recognized for their work, and the administration encourages faculty to develop their job skills so that they can advance their career.

### **Education Design:**

Staff responses on the survey indicate that overall the staff agrees that the administration is effective in providing direction and focus to existing faculty and staff, as well as, teachers new to the profession as evidenced by a category score of 4.0.

### **Performance Results:**

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



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

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### **Professional Development:**

The Reading Coach is instrumental in providing teachers with professional development. Teachers are given monthly workshops to learn new strategies to enhance intervention for students. To ensure that teachers understand the value of intervention and student center involvement, teachers will be given hands-on experience in developing center materials for instructional purposes. Teachers will be placed in simulated classroom settings that will allow for the rotation involved in center structure. Teachers will be further instructed in the need to rotate center activities and students as results change based upon student assessment. Additionally, beginning teachers will be provided instruction through the NEST program on acquiring strategies that will lead to student achievement. These workshops will focus on differentiated instructional strategies which include phonemic awareness, phonics, vocabulary, fluency and comprehension.

### **Disaggregated Data :**

Achievement data is used to readdress instruction in the classroom. The data is reviewed by classroom teachers and the leadership team. Members of the leadership team and grade level teachers work two days out of the week in planning sessions to focus on students' needs. Once students' areas of concern are identified, teachers and district/region personnel work with small groups of students to correct standards that are not mastered. The student sessions are conducted before and after school. Additionally, Saturday Academy will be conducted to provide small group instruction. Each time students will be assessed, the data will be reviewed by the team to ascertain students' progress. If at any time, students do not meet a standard, a review of the data is addressed and more intense intervention will be provided.

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

The formal assessment to be used is the district interim assessments. Students will be given the DIBELS three times during the year in addition to the FCAT Writing+ in fourth grade and the FCAT in grades three through five. The informal assessment that will be used will be teacher made assessments and bi-weekly Edusoft tests in Reading, Mathematics and Science. Students will be monitored using Brainchild Achiever, Reading Plus, and Accelerated Reader.

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

Students will receive instruction using co-teaching, inclusion and consultative methods. The co-teaching model will allow teachers to partner and use ideas to enhance students' achievement. The inclusion model will allow teachers and paraprofessionals to collaborate and share ideas which will lead to student achievement. Teachers working in a consultative environment will work with parents and teachers to determine students' needs as identified through testing. Students will receive instruction through departmentalization. The departmentalization concept allows teachers to work according to their academic strengths. This allows for greater student academic achievement. Selected students in second grade will receive instruction through TEAM. The TEAM concept identifies students who have the ability to achieve academically. Students in Kindergarten through grade five receive inquiry based instruction in science to improve critical thinking skills. This type of instruction increases the students' awareness of self and the desire to foster and nourish their ability through a rigorous and relevant curriculum.



# 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 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"/>

### Reading Statement

All students will improve reading skills.

### Needs Assessment

The results attained from the 2007 administration of the FCAT indicated that 52 percent of the students scored at or above the Florida Comprehensive Achievement Test (FCAT) Reading Achievement Level 3, and 56 percent of the students tested made learning gains in reading. The scores reflected a six percent decrease in the students achieving high standards and a five percent increase in students achieving learning gains in comparison to the 2005-2006 scores. Fifty-three percent of the students in third grade, 46 percent of fourth grade students, and 42 percent of fifth grade students scored at Level 3 or above. Seventy-six percent of students in the lowest 25th percentile made adequate progress. This school encounters the challenge of meeting and/or exceeding the percent of students achieving high standards and making learning gains in order to meet the required level of proficiency designated by the state. According to the data analysis of the 2007 FCAT results and other data, students in grades three through five need to show improvement across in all standards. School wide performance in reading mandates a continuous increase in the number of students achieving high standards. Forty-eight percent of the student population in grades three through five scored below criteria mandated by the state. Thirty-one percent of Students with Disabilities (SWD) scored at or above grade level. Forty-seven percent of Black students scored at or above grade level.

### NCLB Subgroup Target

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

### 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% on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of Black students meeting high standards in grades three through five will increase to 58%, on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of Economically Disadvantaged students meeting high standards in grades three through five will increase to 58% on the 2008 administration of FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of Students With Disabilities (SWD) meeting high standards in grades three through five will increase to 58% on the 2008 administration of FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilization of ongoing progress monitoring to guide instruction, task cards, graphic organizers, visual aids, audio-visual aids and effective strategies that are congruent with learning styles and modalities of Students with Disabilities to build fluency and reinforce reading standards in the content clusters: words/phrases, main idea/purpose, reference/research and comparisons to improve reading skills.	PrincipalAssistant PrincipalReading CoachE.S.E. Department Chairperson	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Utilization of weekly assessments to guide instruction to improve reading proficiency of Students with Disabilities. Utilization of diagnostic, screening and outcome measures to identify areas of strengths and weaknesses for the purpose of improving reading proficiency for Students with Disabilities focusing in the content clusters: words/phrases, main idea/purpose, reference/research and comparisons in order to achieve skill mastery. Students who need remediation and/or immediate intensive intervention in the five components of reading will have adjustments made to their Individual Education Plan (IEP) and an extended period of intensive reading to support reading achievement.	PrincipalAssistant PrincipalReading CoachE.S.E. Department Chairperson	8/20/2007	6/5/2008	Inclusion of SWD	0
Coordinate during scheduled collaborative grade level planning, district critical mass professional development specific to designated grade levels for instructional personnel to enhance students' reading proficiency.	PrincipalAssistant PrincipalReading CoachGrade Level Chairpersons	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Utilize CIM along with Regional Center Data Debriefing Protocols to disaggregate and analyze data from the weekly reading assessments utilizing Edusoft. The teachers will disseminate the data to target students' needs in reading and provide intensive small group instruction.	PrincipalAssistant PrincipalReading CoachGrade Level Chairpersons	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize CIM along with Regional Center Data Debriefing Protocols to disaggregate and analyze data from District DIBELS screening, Diagnostic Assessments of Reading (DAR) diagnostic assessments, curriculum based assessments from Houghton Mifflin 2003 Edition, and weekly assessments utilizing Edusoft to determine students' progress and guide instruction for the purpose of improving students' reading proficiency. Diagnostic, screening and outcome measures will be used to identify areas of strengths and weaknesses in the content area clusters: words/phrases, reference/research, main idea/purpose and comparisons to achieve reading mastery. Students who need remediation and/or immediate intensive intervention in the five components of reading will have an extended period of intensive reading to support reading achievement.	PrincipalAssistant PrincipalReading CoachGrade Level Chairpersons	8/20/2007	6/5/2008	Continuous Improvement Model	0

Monitor the implementation of the Comprehensive Research-Based Reading Plan (CRRP) to ensure teachers' district focus is providing differentiated/intervention instruction for remediation and enrichment through guided reading, learning centers, and small group instruction using reciprocal teaching to improve students' proficiency in reading with particular attention to the content clusters, ie., words/phrases, main idea/purpose, research/reference and comparisons.	PrincipalAssistant PrincipalReading CoachGrade Level Chairpersons	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Utilize and monitor computer-assisted instruction, including FCAT Explorer, Riverdeep and Accelerated Reader/STAR, Earobics, Reading Plus, and any other district recommended software to monitor student progress and provide enrichment activities to increase students' mastery of reading standards.	PrincipalAssistant PrincipalReading CoachGrade Level Chairpersons	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Provide tutorial services via the Extended School Day Program (utilizing partnerships with Florida Christian Association of America (FCAA) and New Horizons Mental Health Center) to Level 1 and Level 2 students in grades three through five who demonstrate reading deficiencies in the content clusters: words/phrases, main idea/purpose, reference/research and comparisons based on disaggregated data from weekly standard assessments to achieve reading mastery.	PrincipalAssistant PrincipalReading CoachGrade Level Chairpersons	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Substitute funds will be utilized to provide training for teachers who will provide in-house intensive tutoring and Before/After school tutoring utilizing Early Success, Soar to Success and Voyager.	PrincipalAssistant Principal Reading Coach	8/20/2007	6/5/2008	Business Process Redesign	18000

### Research-Based Programs

The programs used for instruction are Houghton Mifflin, Voyager Passport, Early Success; Soar to Success, Aerobics, Accelerated Reader, and Reading Plus.

### Professional Development

The professional development will be conducted by the school District Professional Development Liaison. The workshops will focus on intervention, classroom walk through, examination and discussion of scientifically-based research reading materials.

### Evaluation

1. The 2008 administration of the FCAT Reading Test, third through fifth grade.
2. The District Interim Assessments for Reading, third through fifth grade.
3. Dynamic Indicators of Basic Early Literacy Skills (DIBELS), kindergarten through fifth Grade. Areas assessed using the DIBELS include the following:

- Kindergarten – Letter Naming, Beginning Sounds, and Phoneme Segmentation
  - Grade 1 – Phoneme Segmentation and Nonsense Words
  - Grade 2 – Nonsense Words and Reading Fluency
  - Grade3-5 – Oral Reading Fluency Data from this assessment will be used to form groups for differentiated instruction, plan for intervention and continually calibrate instruction.
4. Diagnostic Assessments of Reading (DAR), kindergarten through fifth grade. Grade level weekly meetings or discussions of instruction driven by student data.
  5. Biweekly Edusoft assessment.
  6. SAT 10 results.
  7. SES pre and post tutorial program 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### **Mathematics Statement**

All students will improve their mathematics skills.

### ***Needs Assessment***



# School Improvement Plan 2007-2008



The results attained from the 2007 administration of the FCAT indicate that overall 42 percent of the students scored at or above FCAT Achievement Level 3, and 62 percent of the students made learning gains in mathematics. Forty-two percent of students in third grade, and 37 percent of students in fourth grade and 33 percent in fifth grade scored a Level 3 or above. Seventy-four percent of students in the lowest 25th percentile made adequate progress. However, analysis of the 2007 FCAT test results indicate that students moving to fourth grade need improvement in all of the mathematics strands particularly in number sense and algebraic thinking. Students moving to fifth grade need improvement in the areas of measurement, algebraic thinking, and data analysis and probability. Further more, according to the data analysis of the 2007 FCAT results and other data, all students including Black students, the Economically Disadvantaged, and SWDs need to show improvement across all the strands. Additionally, further professional development is needed to improve the accuracy and efficiency of instruction in the area of mathematics.

**Grade 3 Percent Earned**

- Number Sense 44%
- Measurement 46%
- Geometry and Spatial Sense 52%
- Algebraic Thinking 37%
- Data Analysis and Probability 45%

**Grade 4 Percent Earned**

- Number Sense 55%
- Measurement 46%
- Geometry and Spatial Sense 57%
- Algebraic Thinking 43%
- Data Analysis and Probability 48%

**Grade 5 Percent Earned**

- Number Sense 58%
- Operations 50%
- Patterns, Relationships, Algebra 50%
- Data, Statistics, Probability 50%
- Geometry and Measurement 60%

***NCLB Subgroup Target***

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

### 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% on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the number of Black students meeting high standards will increase their mathematics skills as evidenced by 62% on the 2008 administration of FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the number of Economically Disadvantaged students meeting high standards will increase their mathematics skills as evidenced by 62% on the 2008 administration of FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, the number of SWDs meeting high standards will increase their mathematics skills as evidenced by 62% on the 2008 administration of FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize Mathematics Vocabulary Notebooks to improve vocabulary and integrate mathematics language with cross-curricular learning tasks to improve students' mastery of mathematics skills.	PrincipalAssistant PrincipalMathematics/S cience CoachGrade Level Chairpersons	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize CIM to disaggregate and analyze data from standard assessments and 2007 FCAT scores to develop a mathematics instructional calendar that delineates instruction, assessment and maintenance teaching for identified mathematics benchmarks to build students' mathematics proficiency.	PrincipalAssistant PrincipalMathematics/S cience CoachGrade Level Chairpersons	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide tutorial services via the Extended School Day Program utilizing partnerships with Florida Christian Association of America (FCAA) in grades three through five who demonstrate deficiencies in mathematical skills focusing on all of the mathematics strands of: algebraic thinking and measurement in third grade, number sense, data analysis, measurement, geometry, and algebraic thinking in fourth and fifth grade based on disaggregated data from weekly standard assessments conducted in mathematics classes to achieve mastery in mathematics.	PrincipalAssistant PrincipalMathematics/S cience CoachGrade Level Chairpersons Classroom Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Coordinate and schedule collaborative grade level planning to provide students across all grade levels with a variety of mathematical techniques that emphasize the preparation, development and implementation of critical thinking skills as applied to real-life situations to improve students' mathematics application skills.	PrincipalAssistant PrincipalMathematics/S cience CoachGrade Level Chairpersons	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Utilize and monitor computer-assisted instruction, including FCAT Explorer, Riverdeep, Harcourt Brace Mathematics technology component, Mathematics Achiever, Edusoft and any other district recommended software to monitor student progress and provide enrichment activities to increase students' mastery of mathematics standards.	PrincipalAssistant PrincipalMathematics/S cience CoachGrade Level Chairpersons	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Utilize CIM along with Regional Center Data Debriefing Protocols to disaggregate data from weekly assessments to guide instruction to improve students' mathematics proficiency focusing on all the mathematics strands. Diagnostic screening and outcome measures will be used to identify areas of strengths and weaknesses. Students who need remediation will receive immediate intensive intervention using manipulatives, charts and graphs, and student developed projects for the strands of mathematics identified in the Sunshine State Standards.	PrincipalAssistant PrincipalMathematics/S cience CoachGrade Level Chairpersons	8/20/2007	6/5/2008	Continuous Improvement Model	0

### Research-Based Programs

Harcourt Brace Mathematics Series and  
Brainchild (Achiever)



### **Professional Development**

Professional development for teachers will include training on:

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

### **Evaluation**

1. The 2008 administration of the FCAT Mathematics Test, third through fifth grade.
2. The District Interim Assessments for Mathematics, third through fifth grade.
3. The weekly assessments utilizing Edusoft, third through fifth grade.
4. Biweekly Edusoft assessment.
5. SAT 10 results.
6. SES pre and post tutorial program tests.

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

**Writing Statement**

The students in grade four will improve their writing skills.

**Needs Assessment**

The problem identified as a result of the FCAT Writing+ suggests that students who did not improve writing proficiency and achieve mastery of writing standards need intervention in the four elements: focus, organization, support and conventions to enhance writing skills. The results attained from the 2007 Annual Report Card indicate that 75 percent of the students tested met the state standard of 3.5 or above on the combined score. The results indicate that 59 percent of the students tested met the state standard of 3.5 or above on the expository writing test and 55% on the narrative writing test. The combined score reflected a 28 percent increase when compared to the 2006 FCAT Writing+ Test results. The expository score reflected a three percent increase and the narrative score a 17 percent increase when compared to the 2006 FCAT Writing+ Test results. These results indicate a need to intensify instruction in the area of expository writing. Results also indicate a need for further professional development in scoring and instruction of the four elements of writing particularly organization and supporting details. One hundred percent of fourth grade students participated in the 2007 FCAT Writing+ assessment.

**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 5 percentage point increase in the percent of students achieving high standards, on the 2008 Administration of the FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use CIM to disaggregate and analyze data from writing assessments and 2007 FCAT scores to develop a writing instructional timeline to improve students writing proficiency. Use monthly district writing assessments as instructional tools to provide remediation for students who do not score at the rubric score of 3.5 and enrichment for students who score at or above the 3.5 proficiency levels. Instruction will be centered on the writing development in the four elements: focus, organization, support and conventions in expository writings.	PrincipalAssistant PrincipalReading CoachGrade Level Chairpersons	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize writing prompts in kindergarten through grade five to provide a variety in writing genre to include expository, narrative and persuasive forms to amplify writing skills of the Students with Disabilities, Black and the Economically Disadvantaged in order achieve mastery of the writing standards.	PrincipalAssistant PrincipalReading CoachGrade Level Chairpersons	8/20/2007	6/5/2008	Inclusion of SWD	0
Organize materials for the implementation of the writing composition strands and promote writing across the curriculum through incorporation of resources from Write Time for Kids to improve students' writing skills and master writing standards.	PrincipalAssistant PrincipalReading CoachGrade Level Chairpersons	8/20/2007	6/5/2008	Other/ Not Applicable	0
Incorporate daily journal writing and vocabulary enrichment strategies, which promote the use of vivid verbs, sentence variety and writing pictures to improve students' writing skills and acquire mastery of the writing standards.	PrincipalAssistant PrincipalReading CoachGrade Level Chairpersons	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Provide in-house tutoring to increase exposure to the writing process for targeted students who require assistance in mastering deficient writing skills.	PrincipalAssistant PrincipalReading Coach	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Teachers will collaborate during common grade level planning to discuss strategies to improve students' writing.	PrincipalAssistant PrincipalReading Coach	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Engage students in Daily Oral Language practice to improve grammar skills in kindergarten through fifth grade.	PrincipalAssistant PrincipalReading Coach, Grade Level Chairpersons	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Provide inservice during planning for teachers in kindergarten through fifth grade on how to utilize the holistic scoring, analyze and disseminate data to target students' needs in writing.	PrincipalAssistant Principal Reading Coach, Grade Level Chairpersons	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Coordinate the writing composition plan with the District's Keys to Effective Writing that delineates instruction, assessment and maintenance to improve student's writing proficiency and achieve mastery of writing standards. The plan must emphasize writing development in the four elements: focus, organization, support and conventions in expository/narrative writings through the use of graphic organizers, high-lighting the elements of writing in written work and working on details through magnified moments.	PrincipalAssistant PrincipalReading CoachGrade Level Chairpersons	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Provide in-house professional development for teachers in kindergarten through fifth grade on how to apply graphic organizers to enhance prewriting skills of the Students with Disabilities, Black students, and the Economically Disadvantaged.	PrincipalAssistant PrincipalReading CoachGrade Level Chairpersons	8/20/2007	6/5/2008	Inclusion of SWD	0

### Research-Based Programs

Houghton Mifflin 2003 Edition Reading series (writing component)



# School Improvement Plan 2007-2008



## **Professional Development**

1. Developing Readers and Writers (D.R.A.W.), second grade teachers
2. Writing Techniques, third through fifth grade teachers

## **Evaluation**

1. The 2008 administration of the FCAT Writing+ Test, fourth grade.
2. Monthly writing assessments will be utilized to monitor fourth grade.
3. District Prompts

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

### Science Statement

The students in grade five will improve their science skills.

### Needs Assessment

The results of the 2007 FCAT Science test indicate that five percent of the students tested in fifth grade scored at Level 3 or above. The results indicate a three percent decrease in percent of possible points earned on the Earth and Space content area, a 14 percent increase on the Life/Environmental content area, and nine percent decrease on the Scientific Thinking content area. The score for the Physical and Chemical content area remained the same. The results indicate that the greatest areas of concern are Earth and Space, followed by Life/Environmental, Physical/Chemical and Scientific Thinking.

#### 2007 Percent of Possible Points

- Earth and Space 33%
- Life/Environmental 42%
- Physical and Chemical 42%
- Scientific Thinking 33%

### 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
Utilize and monitor computer-assisted instruction, including Riverdeep and any other district recommended software, to provide enrichment activities to increase students' science skills and achieve mastery.	PrincipalAssistant PrincipalMathematics/S cience CoachGrade Level Chairpersons Microsystems Technician	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Emphasize cross-curricular utilization of the scientific method as a problem solving tool applicable to increase students' science skills in scientific thinking, Earth/ Science, Life/ Environmental, and Physical/ Chemical culminating with a school wide Science Fair to obtain mastery of science standards. This strategy will be monitored by the administrative team, classroom teachers, and the Leadership Team utilizing teachers' lesson plans/instructional focus during collaborative grade level planning sessions monthly.	PrincipalAssistant PrincipalMathematics/S cience CoachGrade Level Chairpersons	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Utilize the school-based laboratory in which students in grades kindergarten through grade five will participate in weekly hands-on inquiry based investigations to develop students' scientific thinking. The focus will be on highlighting the use of science process skills in order to increase science content knowledge as outlined in the District's Mathematics and Science Literary Bridges to Career Plan.	PrincipalAssistant PrincipalMathematics/S cience CoachGrade Level Chairpersons	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement the utilization of Student Investigation Notebooks to improve students' science skills and reinforce laboratory activities and science vocabulary for fifth grade students to master science standards.	PrincipalAssistant PrincipalMathematics/S cience CoachGrade Level Chairpersons	8/20/2007	6/5/2008	Other/ Not Applicable	0
Using CIM along with Regional Center Data Debriefing Protocols to disaggregate and analyze data from the biweekly science teacher made tests to develop a science instructional calendar to delineate instruction, assessment and maintenance teaching for identified science strands of Scientific Thinking, Earth/Science, Life/Environmental and Physical/Chemical to improve students' achievement in science while attaining mastery of science standards.	PrincipalAssistant PrincipalMathematics/S cience CoachGrade Level Chairpersons	8/20/2007	6/5/2008	Continuous Improvement Model	0
Differentiated teaching strategies will be used to develop students' understanding of scientific concepts through classroom activities and project-based learning such as hands-on investigations and using problem solving/critical thinking strategies such as using laboratory investigations to explain Newton's three laws of motion to acquire mastery of science standards.	PrincipalAssistant PrincipalMathematics/S cience CoachGrade Level Chairpersons	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0

### Research-Based Programs

Scott-Foresman Science Series

### Professional Development

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

### Evaluation



# School Improvement Plan 2007-2008



1. The 2008 administration of the FCAT Science Test, fifth grade.
2. The District Interim Assessments for Science, fourth and fifth grade.
3. Biweekly Edusoft assessment.
4. SES pre and post tutorial program tests.

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

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

#### *District Strategic Plan*

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

### **Parental Involvement Statement**

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

### **Needs Assessment**

The data reflected on the 2006-2007 Parent Contact Logs indicated a five percent increase in parent participation. However, further coordination of activities for both parents and community need improvement in order to increase the level of involvement and support.



### Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of five percentage points in the number parents participating in school site activities as documented in the 2007-2008 Parent Contact Logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Maintain an on-going line of communication (in student's home language) between the home and the school through the use of student progress reports, report cards, letters, flyers, school newsletters, parent/teacher conferences and home visits to provide parents with current information regarding student progress and promotion requirements.	PrincipalAssistant Principal Community Involvement Specialist Guidance CounselorReading CoachMathematics/Science CoachGrade Level Chairpersons	8/20/2007	6/5/2008	Improve Public Perception	0
Inform parents of their child's progress utilizing the Daily Home Learning Report to support parent participation in the completion of structured independent assignments.	PrincipalAssistant Principal Community Involvement Specialist Guidance CounselorReading CoachMathematics/Science CoachGrade Level Chairpersons	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Disseminate and discuss information to parents regarding the schoolwide Comprehensive Research Based Reading Plan, Title I activities, School Volunteer Program, schoolwide Orchard Villa Discipline Plan, School Improvement Plan and parent workshops such as Mathematics/Science Family Nights to provide additional opportunities for parental involvement. During the "Open House/Back-to-School Night" orientation meeting, inform parents of the various vehicles of communication with the school as means of actively involving parents in their child's academic development.	PrincipalAssistant Principal Community Involvement Specialist Guidance CounselorReading CoachMathematics/Science CoachGrade Level Chairpersons	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Provide parent workshops to augment classroom instruction in reading, writing, mathematics and science to support the effort of improving the academic achievement of students for all No Child Left Behind (NCLB) subgroups.	PrincipalAssistant Principal Community Involvement Specialist Guidance CounselorReading CoachMathematics/Science CoachGrade Level Chairpersons	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Utilize the Parent Compact to identify needed areas of parent participation in order to improve student performance and parental support in both school and home-based learning.	PrincipalAssistant Principal Community Involvement Specialist Guidance CounselorReading CoachMathematics/Science CoachGrade Level Chairpersons	8/20/2007	6/5/2008	Improve Public Perception	0

### Research-Based Programs

Not Applicable

### Professional Development

1. Workshops conducted by second grade teachers to inform parents on how to assist their children with the Stanford Achievement Test-10 (SAT-10).
2. Workshops conducted by third through fifth grade teachers to inform parents on how to assist their children with the Florida Comprehensive Achievement Test (FCAT). The cost of teachers will be \$1,500.00.
3. Workshops conducted by the teachers on how to assist parents in utilizing the computer to assist their children at home to conduct research, as well as logging on to Riverdeep, FCAT Explorer, and Reading Plus.



# School Improvement Plan 2007-2008



## **Evaluation**

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

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

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

#### **District Strategic Plan**

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

### **Discipline & Safety Statement**

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

### **Needs Assessment**

For the 2006-2007 school year, this school site was ranked 94.4% in attendance. During the first nine weeks of the 2006-2007 school year, this school site received Most Improved Overall Attendance for Regional Center III. The focus will be to continue addressing attendance issues in an effort to improve student achievement.

### Measurable Objective

Given an emphasis based on the need to improve attendance, students' attendance will improve as evidenced by a 5 percentage points increase in the Miami-Dade County Public Schools Percentage of Attendance Report for the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify students with three (3) cumulative absences and contact parent. Monitor daily attendance bulletin and meet with parents/guardians of students who have five (5) or more cumulative absences.	Principal Assistant Principal Guidance Counselor Data Input Community Involvement Specialist	8/20/2007	6/5/2008	Truancy Prevention	0
Provide meaningful and comprehensive services to students and families exhibiting poor attendance.	Principal Assistant Principal Guidance Counselor Classroom Teachers Data Input Community Involvement Specialist	8/20/2007	6/5/2008	Truancy Prevention	0
Provide training to all staff regarding attendance issues.	Principal Assistant Principal Guidance Counselor Classroom Teachers Data Input	8/20/2007	6/5/2008	Truancy Prevention	0
Develop and implement an incentive program to improve attendance, as well, as announce the names of students with perfect attendance on the morning announcements.	Principal Assistant Principal Guidance Counselor Classroom Teachers Data Input Community Involvement Specialist	8/20/2007	6/5/2008	Truancy Prevention	2000
As soon as attendance has been verified in the electronic grade book, parents/guardians of absent students are contacted by phone immediately to ascertain reason for student absence.	Principal Assistant Principal Teachers	8/20/2007	6/5/2008	Truancy Prevention	0

### Research-Based Programs

Not Applicable

### Professional Development

1. The Guidance Counselor will facilitate faculty workshops using conflict resolution strategies to promote attendance.
2. The grade book manager will provide workshops and strategies to communicate with parents and students issues concerning poor attendance.
3. Work with community agencies such the Belofonty-Tacolcy Center through workshop and counseling sessions that will enhance student attendance.

### Evaluation

2007-2008 District 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 checked="" type="checkbox"/>

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

#### *District Strategic Plan*

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

### **Technology Statement**

The school will promote equitable and universal access to technology.

### **Needs Assessment**

The results obtained from the 2007 Accelerated Reader (AR) End of the Year report indicated that there is a 27 percent increase in the use of Accelerated Reader compared to the 2006 AR End of the Year report. Upon analysis, the 2007 AR results indicate that students in grades two, four, and five need to increase their participation in Accelerated Reader in 2007-2008. There is need to increase the number of quizzes students have access to and provide professional development for teachers in grades two through five

### Measurable Objective

Given emphasis on the use of technology in education, students in second through fifth grade will augment their usage of the Accelerated Reader Program as evidenced by a 10% increase during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide teachers with data regarding students' progress on the Accelerated Reader Program.	PrincipalAssistant PrincipalReading CoachMedia SpecialistMicrosystems Technician	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Develop a schoolwide incentive program for students successfully participating in the Accelerated Reader Program.	PrincipalAssistant PrincipalReading CoachMedia SpecialistMicrosystems Technician	8/20/2007	6/5/2008	Other/ Not Applicable	0
Conference with students regarding their progress in the Accelerated Reader Program.	PrincipalAssistant PrincipalReading Coach	8/20/2007	6/5/2008	Other/ Not Applicable	0
Monitor student participation in the AR by providing teachers with a monthly usage report.	PrincipalAssistant PrincipalReading CoachMedia SpecialistMicrosystems Technician	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Allow students to take Accelerated Reader tests corresponding to books that they have read.	PrincipalAssistant PrincipalReading CoachMedia SpecialistMicrosystems Technician	8/20/2007	6/5/2008	Other/ Not Applicable	0

### Research-Based Programs

Not Applicable

### Professional Development

Accelerated Reader, First through Fifth Grade Teachers and Media Specialist Inservice  
Star Reading Inservice

### Evaluation

The 2007-2008 End of the Year Usage report for the Accelerated Reader 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

#### *District Strategic Plan*

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

### **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 2007 Physical Fitness Testing Elementary School Report for Orchard Villa Elementary, 99 percent of the students tested using the FITNESSGRAM in fourth and fifth grade, were able to run one mile. There is a need to encourage and maintain the level of performance in students running one mile through daily fitness training and health education.

### 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 10% increase 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
Encourage students to participate in Jump Rope for Heart.	PrincipalAssistant PrincipalPhysical Education Teachers	8/20/2007	6/5/2008	Student Wellness	0
Promote healthy eating habits by providing nutritional instruction through health and science and healthy food choices in the cafeteria.	PrincipalAssistant PrincipalPhysical Education TeachersCafeteria Staff	8/20/2007	6/5/2008	Student Wellness	0
Encourage students to do 100 or more jumping jacks to increase endurance as part of their daily Home Learning assignment.	PrincipalAssistant PrincipalPhysical Education Teachers	8/20/2007	6/5/2008	Student Wellness	0
Provide students the opportunity to run every day in order to build endurance and provide instruction on appropriate exercise and conditioning of muscles prior to daily exercise.	PrincipalAssistant PrincipalPhysical Education Teachers	8/20/2007	6/5/2008	Student Wellness	0
Promote participation in sports activities.	PrincipalAssistant PrincipalPhysical Education Teachers	8/20/2007	6/5/2008	Student Wellness	0

### Research-Based Programs

Not Applicable

### Professional Development

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

### Evaluation

The M-DCPS 2007-2008 Physical Fitness Testing Elementary School Report.



## 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 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"/>

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

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

### ***Needs Assessment***

For the 2007-2008 school year the school projects a 10 percent increase in students participating in Academic Excellence Program (AEP) as compared to the 2006-2007 school year. During the 2006-2007 school year there were 20 students participating in AEP. The Academic Excellence Program will afford students the opportunity to participate in a program that promotes cultural awareness and is interdisciplinary because it integrates the arts with reading, mathematics, and content areas.

### Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Schedule regular collaborative planning time for participating teachers.	Principal Assistant Principal Participating First Grade Teachers Art Teacher	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Expose students to live cultural arts performances.	Principal Assistant Principal Art Teacher Participating First Grade Teacher	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Implement the Academic Excellence Program for Art Appreciation and Music.	Principal Assistant Principal Art Teacher First Grade Teacher	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Prepare lessons for the arts and cultural experiences leading towards culminating activity.	Principal Assistant Principal Participating First Grade Teachers Art Teacher	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Communicate with parents through letters and flyers about Arts for Learning activities.	Principal Assistant Principal Participating Second & Third Grade Teachers Art Teacher Media Specialist	8/20/2007	6/5/2008	Exchange Meaningful Information	0

### Research-Based Programs

Not Applicable

### Professional Development

District training in Art Appreciation

### Evaluation

Student participation will be monitored through attendance rosters.

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

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

#### *District Strategic Plan*

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

### **Return On Investment Statement**

Orchard Villa Elementary School will rank at or above the 90th percentile statewide in the Return on Investment (ROI) index of value and cost effectiveness of its programs.

### **Needs Assessment**

The most recent data supplied from the Florida Department of Education (FDOE) indicate that in 2005, Orchard Villa Elementary School ranked in the fourteenth percentile on the State of Florida ROI index.

### Measurable Objective

Orchard Villa Elementary Return on Investment (ROI) percentile ranking will increase by at least 1 percentage point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with the district on resource allocation.	Principal	8/20/2007	6/5/2008	Business Process Redesign	0
Consider shared use of facilities, partnering with community agencies.	Principal	8/20/2007	6/5/2008	Improve Public Perception	0
Become more informed about the use of financial resources in relation to school programs.	Principal	8/20/2007	6/5/2008	Business Process Redesign	0
Consider reconfiguration of existing resources or take advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/20/2007	6/5/2008	Business Process Redesign	0

### Research-Based Programs

Not Applicable

### Professional Development

Big Five, Voyagers, LEARN, Words Their Way, Science Process Skills, and Utilization of Mathematics Manipulatives

### Evaluation

An increase of one percent on the state of Florida (ROI) index publication.

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**EESAC Compliance**

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

**Budget:**

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

**Training:**

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

**Instructional Materials:**

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

**Technology:**

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

**Staffing:**

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

**Student Support Services:**

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

**Other Matters of Resource Allocation:**

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

**Benchmarking:**

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



# School Improvement Plan 2007-2008



## **School Safety & Discipline:**

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

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	18000
Mathematics	0
Writing	0
Science	0
Parental Involvement	0
Discipline & Safety	2000
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
<b>Total</b>	<b>20000</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*