
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 4021 - Oak Grove Elementary School

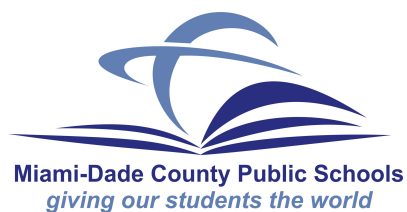
FeederPattern: North Miami Senior

Region: Regional Center II

District: 13 - Miami-Dade

Principal: Rhonda McKinney

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Oak Grove Elementary School

Oak Grove Elementary Community School, a school committed to educational excellence, is located in North Miami Beach and serves a student body of 923 students in grades pre-kindergarten through sixth grade. The ethnic composition is as follows: 86% Black Non-Hispanic, 11% Hispanic, 1% White Non-Hispanic, and 2% Asian, Indian and Pacific Islanders. Approximately 98% of the students qualify for the Federal Free and Reduced Price Lunch Program. Our staff and students are involved in many multi-cultural activities to better prepare them for future life experiences.

Given instruction using the Sunshine State Standards, students in grades three-six will improve their reading skills as evidenced by 70 percent (as compared to 65 percent in 2005) of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three-six will improve their mathematics skills as evidenced by 68 percent (as compared to 63 percent in 2005) of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will maintain their writing skills (compared to 94 percent in 2005) as evidenced by the students reaching the state required mastery level as documented by scores on the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade 5 will improve their science skills as evidence by an increase in the mean scale score (as compared to 298 in 2005) to 303 as documented by the 2006 FCAT Science Test.

Given the need to establish a link between the school, home, and community to support improved academic achievement, parental involvement will increase to 3,230 participants, a three percent gain, for the 2005-2006 school year as compared to 3,136 participants in the 2004-2005 school year, as documented by parent signatures on the attendance logs at school events.

Given instruction based on the Code of Student Conduct, students will improve behavior as evidenced by a reduction in the number of Outdoor Suspensions for the 2005-2006 school year to 40 students, as compared to 44 students suspended in the 2004-2005 school year.

Given professional development to incorporate technology across the curriculum, teachers will increase their knowledge in Instructional Technology from Stage 1 Entry Level to Stage 2 Intermediate Level on the 2006 STaR School Profile as compared to the 2005 STaR School Profile.

Given instruction based on the Sunshine State Standards to improve student physical fitness, the percentage of students in grades 4-6 receiving FitnessGram Awards in gold and silver will increase to 91% for the 2005-2006 school year as compared to 88% during the 2004-2005 school year.

Give instruction using the Competency Based Curriculum and the Sunshine State Standards, students participation in art exhibits school-wide and in the District art exhibitions and/or galleries will increase to 470, a three percent gain, for the 2005-2006 school year as compared to 456 participants in the 2004-2005 school year.

Oak Grove Elementary Community School will improve its ranking on the State of Florida Return On Investment index publication from the 45th percentile in 2003 to the 50th percentile on the next publication of the index.

At Oak Grove, our goal is to develop each child's academic, social, physical and emotional potential in a safe, wholesome, supportive environment. We use programs and initiatives that meet the needs of all of our learners, ranging from the at-risk students to the academically advanced. This will help create life-long learners and contributing citizens in a multicultural and changing world.

The result of the Organizational Performance Improvement Snapshot Assessment indicated that the two areas that we need to improve on are: Category 2: Strategic Planning, which focuses on "As it plans for the future, my organization asks for my ideas" and Category 4: Measurement, Analysis, and Knowledge Management, which focuses on " Getting the information I need to know about how my organization is doing". These two items were selected because they received the lowest average score in the 5 categories that were assessed. We will address these issues through a decision-making process by involving staff members in various aspects of the school operation, and by eliciting their opinions during faculty meetings and grade level team meetings.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

Oak Grove Elementary School

VISION

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

MISSION

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

CORE VALUES

Excellence

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

Integrity

We build positive relationships through honesty, respect and compassion, which 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.

School Demographics

Oak Grove Elementary Community School is a Title 1 funded school located at 15640 N.E. 8th Avenue in North Miami Beach, Florida, adjacent to the Miami –Dade County Oak Grove Park. The school community includes low-income single-family homes and numerous apartment complexes. Oak Grove is fortunate to not require transportation services for our students, as all students live within a two mile radius. The instructional space includes seven free-standing buildings that house 34 classrooms, 2 relocatables that house four classrooms, and five portables with individual classes. Additionally, one free-standing building houses the media center, and one free-standing building includes the main office, community school office, counselor offices, parental resource room, reading resource room, and the reading coach room. This 46 year old school has been retro-wired to provide Internet access to 99 percent of the classrooms with a closed circuit television system for total, visual communication.

Our school is a pre-kindergarten - grade six facility providing educational services to meet the needs of all learners. School wide programs include: Exceptional Student Education (ESE) to address varying exceptionalities; English Speakers of Other Languages (ESOL), to provide effective communication skills for our students with limited English proficiency; Gifted/Galaxy program, to challenge our academically accelerated students; and Teaching Enrichment Activities to Minorities (TEAM), to nurture potentially academic achieving students.

Oak Grove Elementary Community School, a school committed to educational excellence, serves a student body of 923 students in grades pre-kindergarten - grade six. The ethnic composition includes 86% Black Non-Hispanic, 11% Hispanic, 1% White Non-Hispanic, and the 2% identified as other includes Asian and Indian students. Approximately 98% of these students qualify for the Federal Free and Reduced Price Lunch Program. The mobility rate of the school is slightly decreasing at approximately 29 percent and the attendance rate continues to be excellent at 97 percent.

Our school employs a total of 93 full-time staff members and 18 part-time staff members. The ethnic composition of the total staff includes 46% Black Non-Hispanic, 31% White non-Hispanic, 21% Hispanic, and 2% identified as other. Of this group, there are three administrators, 39 classroom teachers, 14 special area teachers, two Exceptional Student Education teachers, two guidance counselors, one social worker, one speech therapist, one Community Involvement Specialist, one media specialist, one reading coach, six classroom paraprofessionals, four clerical employees, 11 cafeteria workers, one security monitor, two cafeteria monitors, nine community school assistants, and 5.5 custodial workers. Of the instructional staff, 47 percent hold advanced degrees with an average of 10 years teaching experience in the state of Florida.

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

School Foundation

Leadership:

Weekly communication of the school's mission and operational agenda are provided to all staff members through close-circuit TV, grade level meetings, and faculty meetings. (1a. I know my organization's mission, what it is trying to accomplish = 4.5). An open-door policy exists between staff members and all members of the leadership team as we seek to find solutions to daily school site challenges. (1b. My supervisor uses our organization's values to guide us = 4.5). New and experienced staff are counseled and encouraged to develop their own leadership skills and assume responsibility and credit for the school's continuous improvement. (1f. My organization lets me know what it thinks is most important = 4.4). The leadership team at Oak Grove Elementary Community School works as a team with the entire staff to create a work environment that is conducive for all staff to reach their full potential. (1c. My supervisor creates a work environment that helps me do my job. = 4.4) Results from the 2005-2006 Organizational Performance Improvement Snapshot self-assessment survey indicate that the leadership category received one of the highest ranking with a 4.4 on a 5 point scale.

District Strategic Planning Alignment:

In order to achieve the goals and objectives of the school, appropriate strategies have been suggested and planned by all of our school's stakeholders. (2a. As it plans for the future, my organization asks for my ideas.=4.0) The organization and identification of staff members working as small learning communities whose goals are aligned with our district and school improvement plan, during monthly grade level chair meetings, will review and analyze test results to drive the curriculum. (2c. I know how to tell if we are making progress on my work group's part of the plan.=4.2) Alignment to District Strategic Planning secured an average score of 4.1 points on the 5 point scale on the 2005-2006 Organizational Performance Improvement Snapshot self-assessment survey.

Stakeholder Engagement:

Oak Grove Elementary Community School constantly seeks to involve parents and the community. Customer satisfaction is driven by the premise that quality service should be evident in key areas with the school. (3a. I know who my most important customers are. =4.6) The school hosts an Open House and Resource Fair for parents to meet the teachers and staff to be informed about curriculum requirements, immigration, PTA, and agencies that could assist families in need of various services. At this time we encourage parent participation throughout the year for parents to become school volunteers, PTA and EESAC members, as a part of the decision making process of the school. (3b. I keep in touch with my customers. =4.5) Results from the 2005-2006 Organizational Performance Improvement Snapshot self-assessment survey indicate that the Customer and Market Focus category was the third highest ranking with a 4.3 on a 5 point scale.

Faculty & Staff:

Oak Grove Elementary Community School has been fortunate to have a committed instructional faculty and staff. Staff members believe they work in a safe and caring work environment. Our instructional faculty meets weekly with their grade level to collaborate on teaching strategies, techniques, curriculum and resources that foster higher order thinking skills; thus, allowing for articulation and discussion among our staff in order to monitor our School Improvement Plan and its goals and objectives. (5c. The people I work with cooperate and work as a team. = 4.2) Results from the 2005-2006 Organizational Performance Improvement Snapshot Self-assessment Survey indicate

that the Human Resource category was fourth out of the seven indicators with a 4.2 on a 5 point scale.

Data/Information/Knowledge Management:

Oak Grove Elementary Community School utilizes the Continuous Improvement Model (CIM) by focusing on the Plan-Do-Check-Act. Our grade levels meet on a weekly basis to plan instruction, to implement scope and sequence and to assess the needs of students through data-driven instruction (4e. I get all the important information I need to do my work.=4.3). Our school follows the Competency Based Curriculum (CBC), using the state aligned benchmarks to assess the need of our students. Professional development in all areas of the curriculum are offered for teachers and administrators on a regular basis (6a. I get all the resources I need to do my job.=4.0). Administrators meet with teachers and/or grade level chairpersons to monitor the progress of their students and to disaggregate data for remediation and enrichment, resulting in continuous monitoring and adjusting to the needs of students and teachers.

Education Design:

Oak Grove Elementary Community School utilizes the Eight-Step Continuous Improvement Model. All grade levels engage in the continuous improvement model to disaggregate student data and develop an instructional focus. (6c. We have good processes for doing our work.=4.1) We work together to assess, remediate and enrich the student's learning experience. Teachers review lessons, check for knowledge acquired, and monitor for success. (5a. I can make changes that will improve my work.=4.2) The results of our ongoing analysis of student data drives the implementation of our before school, in school, after school, and Saturday tutorial programs. Results from the Organizational Performance Improvement Snapshot self-assessment survey indicate that the staff rated this category with an average score of 4.15 on a 5 point scale.

Performance Results:

The student services program at Oak Grove Elementary Community School is a vital part of our school. Group counseling, individual counseling and classroom lessons help to instill in our students good peer relationships, a good attitude about school and personal problem solving skills. Our counselors also meet with parents to provide services for outside agencies to assist in their family needs. Other support services include, the D.A.R.E. Program, Five Thousand Role Models, Peer Mediation and Conflict Resolution. They all support our efforts to improve student achievement. The questions receiving the highest rating was in Leadership and Measurement, Analysis, and Knowledge Management with a 4.4. The question receiving the lowest rating was Strategic Planning, Process Management and Business Results with a 4.1 in each category.

GOAL 1: READING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

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

Needs Assessment

Results of the 2005 FCAT Reading subtest indicate that 64 percent of third grade students, 62 percent of fourth grade students, and 59 percent of the fifth grade students tested, scored at or above achievement Level 3. Upon comparing the data of the 2004 and 2005 FCAT, the analysis indicates that between the 2004 and 2005 administration, third grade students increased from 52 percent of the students performing at Achievement Level 3 or higher in 2004 to 64 percent in 2005, a 12 percent increase. The results indicate that intense, effective, and productive instruction was given to these students to achieve their greatest potential. The fourth grade administration of the 2004 FCAT Reading Subtest indicates 66 percent of the students performed at Achievement Level 3 or higher, whereas in the 2005 administration, 62 percent of the fourth grade performed at Achievement Level 3 or higher, a 4 percent decrease. The results indicate intense, effective, and productive instruction is needed to enable these students to achieve their greatest potential. The fifth grade administration of the 2004 FCAT Reading subtest indicates that 49 percent of the students performed at achievement Level 3 or higher, whereas in 2005 administration, 59 percent of the students performed at achievement Level 3 or higher, a 10 percent increase. An analysis of the FCAT data across all grade levels to specifically impact the reading curriculum, indicates the strands with greatest need in grades 3-6 are words/phrases and reference/research, with the strength in grades 5 and 6. The strands of main idea/purpose and comparison appear to be the strength in grades 3-6 and an area of concern for grades 5 and 6.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three-six will improve their reading skills as evidenced by 70 percent (as compared to 65 percent in 2005) of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1.Implement and monitor the District Comprehensive Reading Plan (CRP) in a two-hour reading block for grades kindergarten-grade five, utilizing guided reading as an intervention.	Assistant Principal, Reading Coach, ESE Teachers, Classroom Teachers	8/08/05	5/24/06
2.Analyze reading subtest data from state and district assessments to enhance reading curriculum and to guide daily instruction in kindergarten-grade six.	Assistant Principal, Reading Coach, ESE Teachers, Classroom Teachers	8/08/05	05/24/06
3.Schedule weekly grade level meetings for kindergarten-grade six teachers to evaluate student performance pertaining to Sunshine State Standards, enhance instructional procedures, and provide innovative strategies to ensure a balanced curriculum.	Principal, Assistant Principal., and Teachers	8/08/05	05/24/06
4.Provide a daily Reading Tutorial Lab to address student needs in a small group setting.	Principal, Reading Coach, Reading Resource Teacher	08/08/05	05/24/06
5.Provide daily small group and a pull-out tutorial program, bi-weekly after school tutorial, Saturday Academy, and through the Community School.	Principal, Reading Coach, and Assistant Principal of Community.Education.	9/08/05	05/24/06
6.Monitor the Houghton-Mifflin Reading Program to ensure that all aspects of the program are being utilized.	Principal, Reading Coach, and Assistant Principal	08/08/05	05/24/06
7.Schedule Academic Improvement Plan meetings with each grade level to assess overall student achievement, intervention strategies, attendance/tardies, and any academic concerns.	Assistant Principal and Teachers	10/03/05	05/26/06
8.Utilize computer-assisted programs to improve reading comprehension and promote independent reading such as Accelerated Reader, Waterford, RiverDeep, and Voyager.	Media Specialist, Assistant Principal., Reading Coach, and Teachers	8/08/05	05/24/06

Research-Based Programs

Houghton – Mifflin Reading Series, Success Maker, Soar to Success, Waterford, and Voyager.

Professional Development

1. All teachers will attend District professional development specific to their assigned grade level. 2. Beginning teachers, teachers new to the school, and teachers new to a grade level will receive continuous mentoring in the reading instruction and curriculum as part of the Teacher Mentor Program. 3. Provide professional development for the teachers and administration by the Reading Coach to support the reading goal.

Evaluation

1. Evaluate data from the 2006 FCAT Reading Assessment. 2. Administer District FCAT Reading Assessments. 3. Administer District screening assessment, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), as well as the Diagnostic Assessments of Reading (DAR). Scores and data will be utilized from computer-assisted reading instruction for intervention strategies.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

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

Needs Assessment

Results of the 2005 FCAT Mathematics subtest indicate that 62 percent of the third grade students, 54 percent of the fourth grade students, and 62 percent of the fifth grade students tested, scored at or above Level 3. A comparative analysis of the data from the 2004 and 2005 FCAT Mathematics subtests for grades three, four, five, and six, indicate that third grade students increased from 52 to 62 percent, a ten percent increase and grade five increased from 59 to 62, a three percent increase. However, grade four students decreased from 64 percent to 54 percent, a deficit of ten percent. The results indicate intense, effective, and productive instruction is needed to enable these students to achieve their greatest potential. An increased and continuous curriculum will be provided for these students to ensure academic achievement. Although 63% of the total student population in grades three – six scored at or above grade level on the 2005 FCAT Mathematics subtest, the data indicates that 38% of third graders, 46% of fourth graders, 38% of fifth graders, and 54% of sixth graders performed below Level 3. An analysis of the FCAT data across all grade levels to specifically impact the mathematics curriculum indicates the strands with greatest needs are algebraic thinking in grades 3 and 6, measurement in grade 4, and number sense in grade 5. Although the geometry strand appears to be our greatest strength, intensive instruction and exposure will be given to all strands.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three-six will improve their mathematics skills as evidenced by 68 percent (as compared to 63 percent in 2005) of the students reaching the state required mastery level as documented by scores on the 2006 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Analyze data from 2005 FCAT Mathematics subtest to identify Level 1 and 2 students in all subgroups and to address all mathematical deficiencies.	Principal, Assistant Principal, and Teachers	8/08/05	5/24/05
2. Provide daily small group tutorial instruction to students demonstrating inadequate progress in mathematics before, during, and after school, and additionally in a Saturday Academy.	Principal, Assistant Principal, and Teachers	9/01/05	05/24/05
3. Monitor student progress and direct the mathematics curriculum.	Principal, Assistant Principal, and Teachers	08/08/05	05/24/05
4. Schedule weekly grade level meetings for kindergarten-grade six teachers to evaluate student performance pertaining to the Sunshine State Standards, enhance instructional procedures, and provide innovative strategies to ensure a balanced curriculum.	Principal, Assistant Principal, and Teachers	08/08/05	5/24/05
5. Provide students with performance-based activities incorporating the use of manipulatives, problem solving, critical thinking, communication, and technology.	Teachers	08/08/05	05/24/05
6. Schedule Academic Improvement Plan meetings with each grade level to assess overall student achievement, intervention strategies, attendance/tardies, and any academic concerns.	Assistant Principal, Teachers	09/08/05	5/24/05

Research-Based Programs

Scott Foresman/Addison Wesley Mathematics Program

Professional Development

1. Coordinate school-site, Regional Center, and District personnel to provide professional development activities and resources for faculty and staff through mentoring, modeling of lessons, and training of instructional strategies in mathematics, assessment and analysis of data, and differentiated instruction for all students. 2. Beginning teachers, teachers new to the school, and teachers new to grade level will receive continuous mentoring in the mathematics instruction and curriculum as part of the Teacher Mentor Program. 3. Provide teachers with professional development in mathematics according to the needs of student data.

Evaluation

1. Administer the 2006 FCAT Mathematics subtest. 2. Administer textbook assessments on a regular basis.

GOAL 3: WRITING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

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

Needs Assessment

The results of the 2005 FCAT Writing Assessment indicate that 94 percent of the fourth grade students tested met high standards and the state required mastery. The combined mean score of the tested population is 4.0, with 89 percent of the students scoring 3.5 or above on the expository and 88 percent of the students scoring 3.5 or above on the narrative writing test. In addition, 94 percent of the students achieved proficiency as per the “No Child Left Behind Act” (NCLB) (Adequate Yearly Progress report) by improving performance in writing by 1 percentage point. The focus of the writing objective for 2005-2006 will be to impact 8 percent of the students scoring below 3.5 on the expository test and 11% percent of the students scoring below 3.5 on the narrative writing test.

NCLB SUBGROUP TARGET

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Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will maintain their writing skills (compared to 94 percent in 2005) as evidenced by the students reaching the state required mastery level as documented by scores on the 2006 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Analyze the District pre, progress, and post writing assessments in narrative and expository for grades one-six to provide student data to impact classroom curriculum and instruction.	Reading Coach, Teacher, and Assistant Principal	8/08/05	5/24/05
2. Implement a spiral curriculum, initiated in kindergarten with the main idea as the first component and completed in the fourth grade with all components of effective writing.	Reading Coach, Teachers	8/08/05	5/24/05
3. Utilize the Reading Coach to assist teachers in analyzing and interpreting assessment data.	Reading Coach	8/08/05	5/24/05
4. Provide daily instruction and practice of writing skills during the writing component of the Comprehensive Reading Plan.	Teachers	8/08/05	5/24/05
5. Implement school wide monthly FCAT writing prompts based on grade level standards to enhance writing skills.	Teachers, and Reading Coach	8/08/05	5/24/05
6. Implement activities/workshops for parents to enhance student writing skills in the home.	Teachers, Reading Coach, and Administration	8/08/05	5/24/05
7. Collaborate effectively to develop and monitor the implementation of quarterly timelines in order to ensure the instructional program incorporates all Sunshine State Standards and grade level expectations.	Assistant Principal, Reading Coach	8/08/05	5/24/05
8. Schedule Academic Improvement Plan meetings with each grade level to assess overall student achievement, intervention strategies, attendance/tardies, and any academic concerns.	Assistant Principal	9/08/05	5/24/06

Research-Based Programs

Houghton Mifflin state adopted reading series, Harcourt Brace state adopted social studies book and McGraw Hill state adopted science book.

Professional Development

1. All teachers will attend District professional development specific to their assigned grade level in writing. 2. Beginning teachers, teachers new to the school, and teachers new to a grade level will receive continuous mentoring in writing instruction and curriculum as part of the Teacher Mentor Program. 3. Conduct professional development workshops for teachers and staff members utilizing the Reading Coach to model writing lessons and use of the holistic scoring procedure.

Evaluation

1. Administer the 2006 FCAT Writing Assessment. 2. Administer District pre, progress, and post test assessments in the narrative and expository forms. 3. Administer monthly school-wide writing prompts in grades k-6.

GOAL 4: SCIENCE

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

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

Needs Assessment

Scores of the 2005 FCAT Science Test indicate the students in grade five will achieve a mean scale score of 298 points in comparison to the district scale score of 286 points and the state scale score of 296. An analysis of the 2004-2005 state science data indicates our greatest strength is in the physical/chemical strand. The data of the earth/space, life environment, and scientific thinking strands indicate the need for more intensive instruction and exposure to increase scores.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 5 will improve their science skills as evidence by an increase in the mean scale score (as compared to 298 in 2005) to 303 as documented by the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Correlate all implemented science resources to the Sunshine State Standards.	Assistant Principal and Teachers	8/08/05	5/24/06
2. Establish a Science Lab to organize an intellectually stimulating learning environment and to promote developmentally appropriate hands-on activities.	Science Resource Teachers	8/08/05	5/24/06
3. Utilize the services of the Science Resource Teacher for assistance in content delivery, instructional strategies, and parent workshops.	Science Resource Teachers	8/08/05	5/24/06
4. Analyze the results of the science quarterly assessments, based on long-range science scope and sequence, for data to guide instruction, to implement intervention strategies, and to monitor student progress.	Assistant Principal and Teachers	8/08/05	5/24/06
5. Utilize the FOSS Kits to demonstrate science experiments and provide a hands-on, manipulative experience.	Science Resource Teachers	8/08/05	5/24/06
6. Implement District-designed science scope and sequence, aligned to the Sunshine State Standards, to provide consistency and purpose with the delivery of content.	Teachers	8/08/05	5/24/06

Research-Based Programs

McGraw-Hill Science Program and FOSS Science Kits

Professional Development

1. Coordinate school-site, Regional Center, and District personnel to provide professional development activities and resources for faculty and staff through mentoring, modeling of lessons, and training of instructional strategies in science, assessment and analysis of data, and differentiated instruction for all students. 2. Beginning teachers, teachers new to the school, and teachers new to a grade level will receive continuous mentoring in science, analysis of data, and differentiated instruction for all students. 3. Provide science professional development for administrators and staff in instructional strategies, Best Practices, assessment, the analysis of assessment data, and the science content.

Evaluation

(1) Administer the 2006 FCAT Science Test to grade five students. (2) Administer school-site science quarterly assessment to kindergarten-grade six.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

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

Needs Assessment

The level of student achievement and homework participation indicates a need to increase parental involvement. The demographics of the school community indicate the need for assistance with communication skills to involve parents in their child's educational decision-making process. Additionally, the parents need to be informed of the academic progress of their child, school programs and events, and be provided with strategies and materials to enhance activities in the home. Parents need to be informed of the pre-GED course and ESOL class for adults, with instructional and developmental classes for their children. Active participation by parents in decision-making groups such as the PTA, EESAC, and other school-sponsored events needs to increase. With an enrollment of approximately 923 students, attendance logs will be provided to document and monitor parental involvement in Parent Workshops, Bilingual ESOL/ESE Parent Education Workshops, and "Parents as Volunteers", for the 2005-2006 school year.

Measurable Objective

Given the need to establish a link between the school, home, and community to support improved academic achievement, parental involvement will increase to 3,230 participants, a three percent gain, for the 2005-2006 school year as compared to 3,136 participants in the 2004-2005 school year, as documented by parent signatures on the attendance logs at school events.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Provide free, adult pre-GED and ESOL classes and the supervision of their children in instructional and developmental classes through the Family Literacy Grant.	Assistant Principal of Community Education, Program Coordinator	10/01/05	5/24/06
2. Provide grade level FCAT Parent Workshops to empower parents with the skills needed to assist students with home learning activities.	Principal, Assistant Principal, Reading Coach, and Teacher	10/01/05	5/24/06
3. Provide a "Parent Volunteer" Notebook in the main office for parents to sign-in and receive badges to identify their participation in the school program.	Community Involvement Specialist	8/08/05	5/24/06
4. Plan and inform parents of school events such as Open House, Title 1 Parent Orientation, Mathematics and Science Family Night.	Principal	8/08/05	5/24/06
5. Monitor the participation of parents and community-based organizations by maintaining the use of sign-in sheets, logs of attendance, and delivery of service.	Community Involvement Specialist	8/08/05	5/24/06
6. Provide informational workshops for parents, facilitated by the community involvement specialist, to empower parents with the knowledge-base to improve their parenting skills, understanding of child-related health issues, and to guide their own educational growth.	Community Involvement Specialist	10/01/05	5/24/06

Research-Based Programs

The National PTA Standards for Parent and Family Involvement Programs

Professional Development

(1) Title I Instructional Fair (2) Annual Open House and Title I Orientation (3) Parent Resource Fair (4) EESAC Training Workshops (5) Annual Technology Conference (6) Community Involvement Specialist (CIS) Training to enhance parental involvement support.

Evaluation

Maintain sign-in logs for all parent participation. Maintain attendance rosters for Family Literacy Grant classes.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 6 STATEMENT:

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

Needs Assessment

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

Measurable Objective

Given instruction based on the Code of Student Conduct, students will improve behavior as evidenced by a reduction in the number of Outdoor Suspensions for the 2005-2006 school year to 40 students, as compared to 44 students suspended in the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Incorporate the Walk Safe Program	Assistant Principal, Physical Education Teacher	10/03/05	5/24/06
2. Provide professional development for the counselors in conflict-prevention and peer mediation.	Counselors	10/03/05	5/24/06
3. Increase student and parent awareness of the violations that constitute a suspension.	Administration, Teachers	8/22/05	5/24/06
4. Periodically review Code of Conduct with students.	Teachers	8/22/05	5/24/06
5. Provide professional development for teachers using the "Safety Tips for Teachers Video" for promoting and maintaining a safe learning environment.	Assistant Principal	10/03/05	5/24/06
6. Incorporate character education into the curriculum.	Teachers, Counselors	9/8/05	5/24/06

Research-Based Programs

Character Education

Professional Development

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

Evaluation

Monitor suspension rates on the Miami-Dade County Public Schools Student Case Management System Report for the 2005-2006 school year.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 7 STATEMENT:

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

Needs Assessment

The review of the 2005 STaR School Profile indicates a need for instructional technology support for our teachers. The need may be a result of teachers' lack of experience or exposure to a variety of technological resources as documented by the Stage 1 Entry Level on the 2005 STaR School Profile. Professional development using technology resources in analyzing, synthesizing, retrieving information, and producing products that involve the summarization of materials should be on-going during the course of the school year.

Measurable Objective

Given professional development to incorporate technology across the curriculum, teachers will increase their knowledge in Instructional Technology from Stage 1 Entry Level to Stage 2 Intermediate Level on the 2006 STaR School Profile as compared to the 2005 STaR School Profile.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Provide professional development in the use of Success Maker.	Pearson Education	9/01/05	03/15/06
2. Provide professional development in use of EduSoft.	District Personnel (OIT)	9/01/05	5/24/06
3. Provide professional development in the Utilization of Office.	Media Specialist, Computer Technician	10/01/05	5/24/06
4. Implement a routing schedule for students in Grades 3-4 in the Computer Lab.	Paraprofessional, Teachers	10/01/05	5/24/06
5. Utilize computer assisted programs such as AR, STaR, Voyager, Success Maker, RiverDeep, FCAT Explorer, and Brain Child.	Media Specialist, Computer Technician	9/01/05	5/24/06

Research-Based Programs

NOT APPLICABLE

Professional Development

1. Professional development for teachers in the use of Success Maker, EduSoft, STaR, and Microsoft Office.

Evaluation

Review the results of the 2006 STaR School Profile

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 8 STATEMENT:

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

Needs Assessment

Student health-related fitness is assessed through the implementation of the FitnessGram Test Program and indicates a need to improve the overall health and physical fitness of all students. The results of the 2004-2005 FitnessGram demonstrated that 88% of students in grades 4-6 received awards for proficiency, indicating the opportunity for improvement to increase to 91% for the 2005-2006 school year. A review of the National Standards for Physical Education indicates a need to improve student knowledge, quality, interest, and skills to promote and encourage life time fitness for daily living and wellness.

Measurable Objective

Given instruction based on the Sunshine State Standards to improve student physical fitness, the percentage of students in grades 4-6 receiving FitnessGram Awards in gold and silver will increase to 91% for the 2005-2006 school year as compared to 88% during the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Administer a pretest to determine baseline measures.	Physical Education Teachers	11/10/05	5/24/06
2. Provide daily instructional time dedicated to fitness related activities.	Physical Education Teachers	8/08/05	5/24/06
3. Monitor the physical education program to insure that instruction specifically relates to assessment component items.	Principal, and Assistant Principal	8/08/05	5/24/06
4. Administer a post test to determine growth and provide valid measures of student improvement.	Physical Education Teachers	3/20/06	04/7/06

Research-Based Programs

NOT APPLICABLE

Professional Development

Physical Education teachers will attend monthly workshops.

Evaluation

Results of the 2005-2006 FitnessGram.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 9 STATEMENT:

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

Needs Assessment

In reviewing the number of students participating in displaying their artistic talents, there is a need to increase student participation from 456 in the 2004-2005 school year to 470 during the 2005-2006 school year. A need is indicated for increased and continuous curriculum to ensure artistic achievement and recognition. Students need to expand their knowledge in the arts by learning about artistic mediums, different styles of artists and time periods in the arts.

Measurable Objective

Give instruction using the Competency Based Curriculum and the Sunshine State Standards, students participation in art exhibits school-wide and in the District art exhibitions and/or galleries will increase to 470, a three percent gain, for the 2005-2006 school year as compared to 456 participants in the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Schedule fieldtrips to local art museums	Art Teachers	9/01/05	5/24/06
Implement an end of year Art Gallery – Parent Night.	Art Teachers	9/01/05	5/24/06
Submit art work to annual Dade County Youth Fair.	Art Teachers	9/01/05	5/24/06
Enter various art exhibitions sponsored by Miami-Dade County Public Schools.	Art Teachers	9/01/05	5/24/06
Provide in an After School Art Club.	Art Teachers	10/01/05	5/24/06

Research-Based Programs

NOT APPLICABLE

Professional Development

1. Art Teachers will attend “Retratos” workshops at the Bass Museum of Art. 2. Classroom teachers will incorporate, Hispanic, African-American, and Women artists and their work across the curriculum. 3. Art educators from Miami-Dade County will provide professional development for art teachers. 4. Art teachers will attend lectures given by local artists.

Evaluation

Maintain logs for all students that entered school-wide and District art exhibitions, and/or galleries.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 10 STATEMENT:

Oak Grove Elementary Community School will rank at or above the 90th percentile statewide in the Return On Investment index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Oak Grove Elementary Community School ranked at the 45th percentile on the State of Florida Return On Investment index.

Measurable Objective

Oak Grove Elementary Community School will improve its ranking on the State of Florida Return On Investment index publication from the 45th percentile in 2003 to the 50th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Educate the school community regarding the use of financial resources in relationship to school programs.	Stakeholders	8/08/05	5/24/06
Collaborate with the district on resource allocation.	Administration	8/08/05	5/24/06
Consider shared use of facilities, partnering with community agencies.	Administration	8/08/05	5/24/06
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Stakeholders	8/08/05	5/24/06

Research-Based Programs

NOT APPLICABLE

Professional Development

NOT APPLICABLE

Evaluation

On the next State of Florida Return On Investment index publication, Oak Grove Elementary Community School will show progress toward reaching the 50th percentile.

EESAC Compliance

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

Budget:

EESAC agreed to utilize the 2004-2005 ESSAC funds to purchase incentives for student achievement.

Training:

EESAC received information regarding the School budget from the Principal.

Instructional Materials:

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

Technology:

EESAC recognized the importance of maintaining technology-based programs as reflected in the 2004-2005 School Improvement Plan.

Staffing:

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

Student Support Services:

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

Other Matters of Resource Allocation:

EESAC suggested that 37 percent of the 2004-2005 Florida School Recognition Award monies be used for Oak Grove Elementary Community School students.

Benchmarking:

EESAC monitored the implementation of the 2004-2005 School Improvement Plan at monthly EESAC meetings.

School Safety & Discipline:

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

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent