
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 4071 - Olinda Elementary School

FeederPattern: Miami Northwestern Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Sally Hutchings

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Olinda Elementary School

Olinda Elementary School, located at 5536 NW 21st Avenue, Miami, Florida, has a population of 356 students in grades kindergarten through five. The neighborhood surrounding this small school is an urban community comprised of private homes, apartments, low income housing, schools, and businesses. The student membership is as follows: 89 percent Black, 11 percent Hispanic with 91 percent of the students receiving free or reduced lunch. The programs offered at Olinda include an Academic Excellence Program, a Gifted Program, an Autistic Center, two Varying Exceptionality Programs, and an After-School Tutorial Program.

After careful review and evaluation of pertinent data, such as the results of the Florida Comprehensive Assessment Test (FCAT), School's Demographic and Academic Profiles, Student Report Cards, and the STAR Reading Test results, the faculty and staff of Olinda Elementary School, in conjunction with the Educational Excellence School Advisory Council (EESAC), have developed the following objectives as school-wide priorities for all stakeholders for the 2005-2006 school year:

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their reading skills by 5% on the 2006 administration of the FCAT Reading Test as compared to the 2005 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their mathematics skills by 5% on the 2006 administration of the FCAT Mathematics Test as compared to the 2005 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade four will maintain their writing skills as evidenced by 98% of the students achieving high standards on the 2006 administration of the FCAT Writing Test.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to meet the District mean scale score of 286 on the 2006 administration of the FCAT Science Test.

Given school-wide emphasis on parental and community involvement, the Olinda will demonstrate a 5% increase in parental and community interaction as evidenced by comparing the sign-in logs for the 2004-2005 and 2005-2006 school years.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of outdoor/indoor suspensions during the 2005-2006 school year as compared to the 2004-2005 school year.

Given an emphasis on the use of technology in education, all students will augment their usage of SuccessMaker as evidenced by a 5% increase during the 2005-2006 school year as compared to the 2004-2005 school year.

Given emphasis on communication with all stakeholders regarding the importance of a healthy lifestyle, physical fitness will increase by 5% as evidenced by the number of students earning gold and silver physical fitness awards based on FITNESSGRAMS.

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 2005-2006 school year as compared to the 2004-2005 school year.

Olinda Elementary School will improve its ranking on the State of Florida ROI index publication from the fourth percentile in 2003 to the ninth percentile on the next publication of the index.

There are two specific areas in need of improving based on the overall results of the Organizational Performance Self Assessment Survey. The first is in the area of Business Results. Staff indicated that they are unaware of the school organization's financial status. Monthly financial reports will be provided to staff members and financial concerns will be addressed during occasions such as EESAC and faculty meetings in order to improve in this area. Customer and Market Focus is the second area in need of improvement. More specifically, staff felt that they did not ask others if they are satisfied or dissatisfied with their work. Parent surveys and student surveys will be used twice yearly in order to improve in this area. Improving these areas will improve the success of the school organization.

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.

Olinda Elementary School

VISION

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

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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School Demographics

Olinda Elementary is an urban school that has attained a school grade of "A" for the past three years. Located at 5536 NW 21st Avenue, Miami, Florida, this small school has a population of 356 students in grades kindergarten through five. The neighborhood surrounding Olinda is comprised primarily of private homes, apartments, low-income housing and other schools. The Caleb Center, located across the street, contains many community service agencies, as well as the Model City Branch of the Miami-Dade Public Library. The majority of private businesses in the area are restaurants, convenience stores and warehouses.

In 1969, Olinda Elementary opened its doors as an "open pod" demonstration school with one pod housing three classrooms. Today, these seven open pod spaces are utilized as classrooms, with one pod serving as a renovated media center. Additional renovations include the Physical Education Shelter, a complete retrofit of the main building to support a network, and an annex completed in January of 1998, with seven self-contained classrooms, a music suite and a student services suite.

Olinda's student membership is as follows: 89% African American, 11% Hispanic with 91% of the students receiving free or reduced lunch. Attendance for the 2004-2005 school year was 95%. The teacher-student ratio as indicated in the Class Size Simulation Report, which includes reduction due to pull-out is 1:21 for primary and 1:26 for intermediate. The Exceptional Student Education program includes a pull-out VE/SLD program, a gifted resource program, and a cluster of Autistic classes. Approximately 9% of Olinda students receive transportation provided by the district office. The majority of the students walk to school or are transported by private cars or buses.

Olinda Elementary's faculty consists of two administrators, sixteen classroom teachers, six Exceptional Student Education (ESE) teachers, one media specialist, four special area teachers, one speech pathologist and one counselor. The teaching staff is diverse in ethnicity, gender and number of years teaching. Of the twenty-eight teachers on staff, nine are beginning teachers, one is National Board Certified and several are National Board Candidates.

Olinda's Leadership Team consists of the administration, Department Chairpersons, and the counselor. This team meets monthly to ensure that student progression is taking place in an efficient and effective manner.

In 2002, Olinda became the recipient of the Qualified Zone Academy Bond (QZAB). QZAB monies purchased new computers for classrooms, updated the existing network, and upgraded SuccessMaker curriculum software to the Enterprise version. Olinda also participates in the Enhancing Education Through Technology (EETT) grant, which teaches teachers how to infuse technology into the curriculum.

Through the Dade Partners program, Olinda has established relationships with various agencies and businesses in the community. The Boy Scouts of America, Leasa Foods, and the Zeta Community Center are actively involved with Olinda Elementary. Olinda has received the Gold and Platinum Awards from the district for high academic achievement.

The results of the Organizational Performance Self Assessment Survey indicate that the staff's input resulted in a score that was positive in all areas. The overall category rankings placed leadership at the top and strategic planning at the end, but with only a .3 difference. This tool demonstrates that staff members are informed and secure in the organizational set-up of the school.

School Foundation

Leadership:

Overall results of the Organizational Performance Self Assessment Survey indicate Leadership as the highest ranking category with a score of 4.5. Staff recognizes the mission and feels the administration creates an environment that helps them do their job.

District Strategic Planning Alignment:

Overall results of the Organizational Performance Self Assessment Survey indicate Strategic Planning as the lowest ranking category with a score of 4.2. A small percentage of the staff members were unaware of the effects of strategic planning on their work.

Stakeholder Engagement:

Overall results of the Organizational Performance Self Assessment Survey indicate a score of 4.3 in Stakeholder Engagement. This indicates that staff members feel they are unable to receive feedback from parents in regard to their child's needs.

Faculty & Staff:

Overall results of the Organizational Performance Self Assessment Survey indicate a score of 4.4 in Faculty and Staff. Olinda's staff feels they work in a cooperative environment with communication and teamwork.

Olinda Elementary School provides teacher mentoring for both beginning teachers, as well as veteran teachers through a site-based "Critical Friends Program." This initiative allows all teachers to share best practices, successful lesson plans and ideas for improving instruction school-wide. Critical Friends meetings take place throughout the school year during grade level meetings and on teacher planning days. Additional mentoring activities at the school site are offered to teachers seeking National Board Certification. In alignment with the district's teacher Professional Assessment and Comprehensive Evaluation System (PACES), professional growth teams are established for new teachers to support classroom instruction. Also, all staff members are given the opportunity to attend in-services and workshops offered at the district level.

Data/Information/Knowledge Management:

Overall results of the Organizational Performance Self Assessment Survey indicate a score of 4.4 in Data Management. Staff members feel knowledgeable in data analysis and determining student strengths and weaknesses to guide instruction and make decisions.

Education Design:

Overall results of the Organizational Performance Self Assessment Survey indicate a score of 4.4. Staff members feel the school has set high standards and are satisfied with the educational design of the organization.

The research based school improvement model utilized by Olinda Elementary School is the Plan-Do-Study-Act

(PDSA) cycle, a data-driven results-oriented improvement model that addresses improving teaching and learning through data disaggregation, instructional timelines, instructional focus, assessments, tutorials, enrichment opportunities for students, reinforcing learning through maintenance and monitoring progress in a spiral fashion. This model is integrated with the philosophies of Total Quality Management(TQM) and Effective Schools Research. It is aligned with the eSchool Improvement Plan and the adequate progress quarterly assessments and mid-year review monitoring of student achievement. Data driven instruction based on Benchmark instruction and the PDSA cycle provides teachers with crucial information necessary in planning valid lessons that increase student learning.

Performance Results:

Overall results of the Organizational Performance Self Assessment survey indicate a score of 4.3. Staff members are satisfied with their profession and feel that the schools leadership obeys laws and regulations and has set high standards and ethics.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

The goal of Olinda Elementary School is to establish an appropriate learning environment so that each student becomes highly proficient in reading.

Needs Assessment

An analysis of the 2005 FCAT Reading Test indicates that 73% of students scored at or above grade level, 67% made a year's worth of progress and the lowest 25% of struggling students made a year's worth progress in reading. All subgroups met federal standards in reading under the "No Child Left Behind Act." Disaggregated data indicates that 40% of students in grades three, 32% of students in grade four and 41% of students in grade five did not achieve high standards in reading. Participation rate for testing was 95%. Although Olinda is scoring at or above the District and State in reading across grade levels, students need improvement in comparisons and words and phrases. In order to improve every student's performance in reading, Olinda is implementing the Houghton Mifflin Reading Series adopted by the District and conducting professional development in reading based on identified weaknesses.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION 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 based on the Sunshine State Standards, students in grades three through five will increase their reading skills by 5% on the 2006 administration of the FCAT Reading Test as compared to the 2005 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement school-wide the Plan-Do-Study Act (PDSA) cycle, a data driven result oriented improvement model to increase student achievement in reading.	Principal	8/8/2005	5/24/2006
Implement the Houghton Mifflin Reading Series to enhance student performance.	Reading Coach	8/8/05	5/24/06
Refer students who are not demonstrating adequate growth to the student services team for intervention strategies, such as tutoring and counseling, to promote academic success.	Counselor	8/8/05	5/24/06
Engage parents in activities that support student achievement through parent compacts, progress reports, parent information sessions and activities to promote a literate home environment.	Community Involvement Specialist	8/8/05	5/24/05
Align curriculum, instruction and assessment using organizational tools and weekly grade level progress tests based on the Sunshine State Standards.	Principal, Department Chairs	8/8/05	5/24/05
Provide students with opportunities to use technology, such as FCAT Explorer and SuccessMaker to enhance reading skills.	Media Specialist	8/8/05	5/24/06
Implement the Extended Day Tutorial Program for students focusing on the Sunshine State Standards.	Assistant Principal	8/8/05	5/24/06
Provide on-site professional development, as well as opportunities for staff to participate in workshops, training sessions and conferences to enhance instruction.	Principal	8/8/05	5/24/06

Research-Based Programs

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

Professional Development

Professional development is provided through grade level meetings and collaborative planning. Focus will be on the CRRP and proper implementation of the Houghton Mifflin Reading Series. Additionally, teachers are encouraged to participate in district workshops and in-services that support student needs.

Evaluation

The summative evaluation of this objective will be the scores of the 2006 FCAT Reading Test. Quarterly site authored Sunshine State Standards based tests will provide formative assessment which will be used to monitor progress toward the objective and the effectiveness of the tutorial program.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

The goal of Olinda Elementary School is to establish an appropriate learning environment so that each student becomes highly proficient in mathematics.

Needs Assessment

An analysis of the 2005 FCAT Mathematics Test indicates that 75% of students scored at or above grade level and 75% made a year’s worth of progress. All subgroups met federal standards in mathematics under the “No Child Left Behind Act.” Disaggregated data indicates that 29% of students in grades three, 43% of students in grade 4 and 32% of students in grade five did not achieve high standards in mathematics. Participation rate for testing was 95%. Although Olinda is scoring at or above the District and State in mathematics across grade levels, students need improvement in geometry and data analysis. In order to improve every student’s performance in mathematics, Olinda is implementing the Harcourt Brace Mathematics Series adopted by the District and conducting professional development based on identified weaknesses.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION 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 based on the Sunshine State Standards, students in grades three through five will increase their mathematics skills by 5% on the 2006 administration of the FCAT Mathematics Test as compared to the 2005 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement school-wide the Plan-Do-Study Act (PDSA) cycle, a data driven result oriented improvement model to increase student achievement in reading.	Principal	8/8/05	5/24/06
Align curriculum, instruction and assessment through the use of organizational tools and quarterly grade level progress tests based on the Sunshine State Standards.	Principal, Department Chairs	8/8/05	5/24/05
Provide students with a variety of daily problem solving experiences, including non-routine and open ended problems.	Department Chairs	8/8/2005	5/24/2006
Refer students who are not demonstrating adequate growth to the student services team for intervention strategies, such as tutoring and counseling, to promote academic success.	Counselor	8/8/2005	5/24/2006
Engage parents in activities that support student achievement through parent compacts, progress reports, parent information sessions and activities to promote a literate home environment.	Community Involvement Specialist	8/8/2005	5/24/2006
Integrate math with other content areas (e.g. social sciences, physical sciences and the arts) to reinforce skills and enhance learning.	Department Chair	8/8/2005	5/24/2006
Provide students with opportunities to use technology, such as FCAT Explorer and SuccessMaker to enhance reading skills.	Media Specialist	8/8/2005	5/24/2006
Implement the Extended Day Tutorial Program for students focusing on the Sunshine State Standards.	Assistant Principal	8/8/2005	5/24/2006
Provide on-site professional development, as well as opportunities for staff to participate in workshops, training sessions and conferences to enhance instruction.	Principal	8/8/2005	5/24/2006

Research-Based Programs

Harcourt Brace Math Series, SuccessMaker Enterprise

Professional Development

Professional development is provided through grade level meetings and collaborative planning. Focus will be on the district's scope and sequence and the implementation of the Harcourt Brace Math Series. Additionally, teachers are encouraged to participate in district workshops and in-services that support student needs.

Evaluation

The summative evaluation of this objective will be the scores of the 2006 FCAT Mathematics Test. Quarterly site authored Sunshine State Standards based tests will provide formative assessment which will be used to monitor progress toward the objective and the effectiveness of the tutorial program.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

The goal of Olinda Elementary School is to establish an appropriate learning environment so that each student becomes highly proficient in the writing process.

Needs Assessment

An analysis of the 2005 FCAT Writing Test indicates that 98% of Olinda fourth graders scored at or above grade level in writing. All subgroups met federal standards in writing under the “No Child Left Behind Act.” In order to improve every students’ performance in writing, Olinda is implementing the Houghton Mifflin series adopted by the District and is conducting professional development activities based on the utilization of rubrics to score student work.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION 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 based on the Sunshine State Standards, students in grade four will maintain their writing skills as evidenced by 98% of the students achieving high standards on the 2006 administration of the FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement school-wide the Plan-Do-Study Act (PDSA) cycle, a data driven result oriented improvement model to increase student achievement in reading.	Principal	8/8/05	5/24/06
Refer students who are not demonstrating adequate growth to the student services team for intervention strategies, such as tutoring and counseling, to promote academic success.	Counselor	08/08/2005	05/24/2006
Provide students with opportunities to use technology, such as Word and Publisher to enhance writing skills.	Media Specialist	08/08/2005	05/24/2006
Implement the Extended Day Tutorial Program for students focusing on the writing process.	Reading Coach	08/08/2005	05/24/2006
Engage parents in activities that support student achievement through parent compacts, progress reports, parent information sessions and activities to promote a literate home environment.	Community Involvement Specialist	08/08/2005	05/24/2006
Provide on-site professional development, as well as opportunities for staff to participate in workshops, training sessions, and conferences to enhance instruction.	Principal	08/08/2005	05/24/2006
Develop a pacing schedule for teaching writing skills that include authentic writing tasks, daily sentence editing and portfolios to monitor progress.	Principal, Department Chairs, Reading Coach	8/8/04	5/24/06

Research-Based Programs

Houghton Mifflin Reading Series

Professional Development

Professional development is provided through grade level meetings and collaborative planning. Focus will be based on the scoring rubric and best practices for teaching writing skills. Additionally, teachers are encouraged to participate in district workshops and in-services that support student needs.

Evaluation

The summative evaluation of this objective will be the scores of the 2006 FCAT Writing Test. Bi-weekly writing prompt scores will provide formative assessment which will be used to monitor progress towards the objective and the effectiveness of the tutorial program.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

The goal of Olinda Elementary School is to establish an appropriate learning environment so that each student becomes highly proficient in the scientific process.

Needs Assessment

An analysis of the 2005 FCAT Science Test indicates the majority of grade five students at Olinda are scoring at or above grade level. Specific data indicates that 95% of the students were tested and attained a Mean Scale Score of 278. Disaggregated data shows that Olinda students are at or above the district and state level in earth and space science; they need improvement in earth and space science and scientific thinking. Efforts will be made to improve science instruction in all grade levels based on identified weaknesses.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to meet the District mean scale score of 286 on the 2006 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement school-wide the Plan-Do-Study Act (PDSA) cycle, a data driven result oriented improvement model to increase student achievement in reading.	Principal	8/8/05	5/24/06
Provide students with opportunities to use technology based programs, such as the Magic School Bus to reinforce science skills.	Media Specialist	8/8/2005	5/24/2006
Align curriculum, instruction and assessment using organizational tools and quarterly grade level progress tests based on the Sunshine State Standards.	Principal, Department Chairs	8/8/2005	5/24/2006
Refer students who are not demonstrating adequate growth to the student services team for intervention strategies, such as tutoring and counseling, to promote academic success.	Counselor	8/8/2005	5/24/2006
Engage parents in activities that support student achievement through parent compacts, progress reports, parent information sessions and activities to promote a literate home environment.	Community Involvement Specialist	8/8/2005	5/24/2006
Provide on-site professional development, as well as opportunities for staff to participate in workshops, training sessions, and conferences to enhance instruction.	Principal	8/8/2005	5/24/2006
Implement the Extended Day Tutorial Program for students focusing on scientific thinking.	Media Specialist	8/8/2005	5/24/2006

Research-Based Programs

Harcourt Brace Science Series

Professional Development

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

Evaluation

The summative evaluation of this objective will be the scores of the 2006 FCAT Science Test. Quarterly site authored Sunshine State Standards based tests will provide formative assessment which will be used to monitor progress toward the objective and effectiveness of the tutorial program.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

The goal of Olinda Elementary School is to establish an open line of communication with parents to increase parental involvement in the educational process.

Needs Assessment

An analysis of the data collected from the 2004-2005 Parent Logs indicates that a large number of parents attended school-wide events and activities. Specific data indicates that there was a 53% increase of parents attending or participating in school-wide activities as compared to the 2003-2004 school year. Although parent involvement increased further analysis reflects the need for increased parent attendance at workshops focused on the FCAT and Grade Level Expectations.

Measurable Objective

Given school-wide emphasis on parental and community involvement, the Olinda will demonstrate a 5% increase in parental and community interaction as evidenced by comparing the sign-in logs for the 2004-2005 and 2005-2006 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Contact parents of students who are not demonstrating adequate growth to encourage participation in workshops.	Community Involvement Specialist	8/8/2005	05/24/2006
Provide and maintain a parent resource center with instructional materials for check-out.	Media Specialist	8/8/2005	05/24/2006
Provide FCAT based workshops for grade three through five parents in reading, writing, and mathematics that outline strategies to increase achievement.	Principal	8/8/2005	05/24/2006
Provide on-site professional development informing teachers of available resources for parents.	Principal	8/8/2005	05/24/2006
Maintain an on-going line of communication between home and school through the use of student progress reports, report cards, letters, flyers, school newsletters, website, parent/teacher conferences and home visits.	Principal	8/8/2005	05/24/2006
Include parent participation in decision-making groups such as the PTA and EESAC to ensure parent engagement.	PTA President, EESAC Chair	8/8/2005	05/24/2006
Utilize the Title 1 Parent Compact to encourage active involvement and support in both school and home based learning.	Community Involvement Specialist	8/8/2005	05/24/2006

Research-Based Programs

Not Applicable

Professional Development

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

Evaluation

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

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

The goal of Olinda Elementary School is to provide a safe and orderly environment conducive to learning.

Needs Assessment

An analysis of the data collected from the 2004-2005 Referral System indicates there were a large number of suspensions. Specific data indicates that there were 27 outdoor/indoor suspensions.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of outdoor/indoor suspensions during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Involve the Child Study Team and utilize the functional assessment of behavior to ensure all strategies are effectively being utilized to prevent disruptive behaviors.	Classroom Teachers, Department Chairs, Principal, Assistant Principal, Counselor	8/8/2005	5/24/2006
Provide professional development to staff in the area of classroom management and classroom routines.	Principal	8/8/2005	5/24/2006
Develop and implement a school-wide discipline program to include positive reinforcements and consequences.	Principal, Counselor	8/8/2005	5/24/2006
Pair teachers using the "mentoring program" to assist with specific discipline strategies.	Department Chairs, Principal	8/8/2005	5/24/2006
Communicate the school-wide discipline program and the Code of Student Conduct to parents.	Principal	8/8/2005	5/24/2006
Contact parents of students who are not demonstrating appropriate behavior to provide intervention strategies and a behavior management plan.	Counselor	8/8/2005	5/24/2006
Involve outside agencies to provide counseling and therapy for continuous disruptive students.	Assistant Principal, Counselor	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Professional development is provided through grade level meetings and collaborative planning. Focus will be based on classroom management best practices. Additionally, teachers are encouraged to participate in district workshops and in-services that support student needs.

Evaluation

The summative evaluation of this objective will include the number of suspensions for the 2005-2006 school year. Quarterly review of outdoor/indoor suspensions will be used to monitor the objective.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

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

GOAL 7 STATEMENT:

The goal of Olinda Elementary School is to provide a technology rich environment that fosters academic growth.

Needs Assessment

An analysis of the SuccessMaker Usage Summary Report for the 2004-2005 school year indicates that student's mean time on reading courseware was 11.9 hours and 17.9 in math courseware. Further analysis of the Usage Summary indicates the need for students to increase their mean hours in reading. Time on courseware directly affects FCAT Performance.

Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of SuccessMaker as evidenced by a 5% increase during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide professional development to all instructional staff members in the SuccessMaker management system.	Principal	8/8/2005	5/24/2006
Instruct students in appropriate usage of SuccessMaker to increase achievement in reading and mathematics.	Media Specialist	8/8/2005	5/24/2006
Schedule classes into the technology lab to ensure completion of coursework.	Media Specialist	8/8/2005	5/24/2006
Conduct data analysis of SuccessMaker reports to determine custom courses that remediate and enrich student's individual skills.	Principal, Department Chairs, Media Specialist	8/8/2005	5/24/2006
Provide quarterly performance reports to parents in order to communicate student progression.	Community Involvement Specialist	8/8/2005	5/24/2006
Utilize incentives to increase the quality and quantity of student's usage and achievement in SuccessMaker.	Classroom Teachers, Department Chairs, Principal, Assistant Principal, Media Specialist	8/8/2005	5/24/2006

Research-Based Programs

SuccessMaker Enterprise

Professional Development

Professional development is provided through grade level meetings and collaborative planning. Focus will be based on the SuccessMaker Enterprise Management System and the use of course reports to determine student weaknesses. Additionally, teachers are encouraged to participate in district workshops and in-services that support student needs.

Evaluation

The summative evaluation of this objective will be based on the Year-End Usage Summary Report. The Mid-Year Usage Summary will determine progress towards meeting the objective.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

The goal of Olinda Elementary School is to promote physical fitness and a healthy lifestyle.

Needs Assessment

The results on the 2004-2005 physical fitness test indicates that 61 percent earned a gold or silver award. 39 percent of students did not attain acceptable levels of physical fitness.

Measurable Objective

Given emphasis on communication with all stakeholders regarding the importance of a healthy lifestyle, physical fitness will increase by 5% as evidenced by the number of students earning gold and silver physical fitness awards based on FITNESSGRAMS.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Ensure that the physical education coach attends a professional development session on the fitness gram requirements	Principal	8/8/2005	5/24/2006
Encourage healthy eating habits at school emphasizing the importance of breakfast and a balanced diet.	Principal	8/8/2005	5/24/2006
Provide an orientation session to students for the purpose of informing them about the fitness gram requirements.	Physical Education Teacher	8/8/2005	5/24/2006
Conduct a parent workshop on the fitness gram requirements and include suggestions for after-school activities.	Physical Education Teacher	8/8/2005	5/24/2006
Provide a varied activity program which will stimulate an interest and a desire to participate in lifelong physical activity.	Physical Education Teacher	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Professional development is provided through grade level meetings and collaborative planning. Focus will be based on physical education best practices and promoting a healthy lifestyle. Additionally, teachers are encouraged to participate in district workshops and in-services that support student needs.

Evaluation

The summative evaluation of this objective will be based on the results of the 2005-2006 FITNESSGRAM. Quarterly FITNESSGRAM reports will be used to determine progress towards meeting the objective.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

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

GOAL 9 STATEMENT:

The goal of Olinda Elementary School is to develop life-long learners with the skills to achieve personal and academic success.

Needs Assessment

During the 2004-2005 school year, 20 students participated in the Academic Excellence Program. Based on a need for developing critical thinking skills, students will benefit from increased participation in the Academic Excellence Program.

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 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide professional development to the AEP teachers in the areas of critical thinking, problem solving and creative thinking.	Principal	8/8/2005	5/24/2006
Analyze student achievement scores to determine eligibility into the AEP.	Department Chairs	8/8/2005	5/24/2006
Communicate to parents the goals and objectives of the AEP and provide activities that support these goals.	Principal	8/8/2005	5/24/2006
Provide students with three hours of hands-on instruction on a weekly basis to increase critical thinking skills.	AEP Teachers	8/8/2005	5/24/2006
Afford students the opportunity to participate in Art Fairs and Chess competitions to apply the skills they have acquired.	AEP Teachers	8/8/2005	5/24/2006

Research-Based Programs

Not applicable

Professional Development

Professional development will be provided to the Academic Excellence Teachers focused on chess and Art Appreciation. Additionally, teachers are encouraged to participate in district workshops and in-services that support student needs.

Evaluation

The summative evaluation component will include the total participation rate in AEP during the 2005-2006 school year as compared to the 2004-2005. Quarterly attendance logs will be reviewed to monitor progress towards the objective.

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

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

GOAL 10 STATEMENT:

Olinda 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 FLDOE indicate that in 2003, Olinda Elementary ranked in fourth percentile on the State of Florida ROI Index.

Measurable Objective

Olinda Elementary School will improve its ranking on the State of Florida ROI index publication from the fourth percentile in 2003 to the ninth percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Principal	8/8/2005	5/24/2006
Collaborate with the district on resource allocation.	Principal	8/8/2005	5/24/2006
Consider reconfiguration of existing resources or take advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/8/2005	5/24/2006
Consider shared use of facilities, partnering with community agencies.	Principal	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

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

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

Training:

The Educational Excellence School Advisory Council presented to teachers and staff members changes that occurred in the School Improvement Plan, as well as information pertaining to district or Regional Center initiatives.

Instructional Materials:

The Educational Excellence School Advisory Council reviewed samples of supplemental materials created to enhance classroom instruction.

Technology:

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

Staffing:

The Educational Excellence School Advisory Council actively participated in the Extended School Day Program.

Student Support Services:

The Educational Excellence School Advisory Council supported the child study team and counseling services provided both by the school guidance counselor and outside mental services

Other Matters of Resource Allocation:

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

Benchmarking:

The Educational Excellence School Advisory Council meets on a regular basis to monitor the benchmarking strategies stated in the School Performance Excellence Plan.

School Safety & Discipline:

The Educational Excellence School Advisory Council served on the School Safety Committee and strongly supported the adherence to the student code of conduct.

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