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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 4091 - Olympia Heights Elementary School

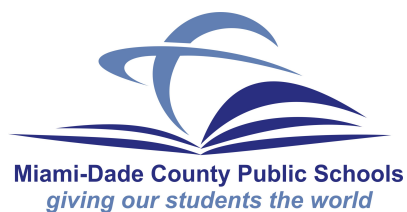
*FeederPattern:* Southwest Miami Senior

*Region:* Regional Center V

*District:* 13 - Miami-Dade

*Principal:* Frances Nobregas

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Olympia Heights Elementary School*

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Olympia Heights Elementary school is located on nine acres in an urban city in the southeastern section of Florida that provides basic educational services based on the Competency-Based Curriculum and Sunshine State Standards to students in pre-kindergarten through fifth grade. Additionally, the school has three units dedicated to offering services to students who are trainable mentally handicapped and one unit that services students with varying exceptionalities. Instruction is provided in traditional classroom settings, as well as, inclusion settings in kindergarten through fifth grade, and is enhanced through computer-based activities in kindergarten through grade five. Students participate in a variety of programs that include Gifted, English for Speakers of Other Languages (ESOL), and Exceptional Student Education (ESE). After school, many students attend the Academic Excellence Program (AEP), Art Club, Music Club, Chess Club, Cheerleading, and/or academic tutoring.

Olympia Heights Elementary is a school receiving Title I funds. The student population totals 641 and the ethnic composition is 93% Hispanic, five percent White, one percent Black, and one percent Asian/Multiracial. Seventy-three percent of the students are defined as economically disadvantaged based on their participation in the free or reduced lunch program. Thirty-eight percent of the student population is limited English proficient. Thirteen percent are students with disabilities.

Given instruction using the Competency-Based Curriculum and Sunshine State Standards, students will improve their reading skills as evidenced by a minimum of 80 percent of students in grades three through five scoring at or above FCAT Achievement Level 3 on the 2006 administration of the FCAT Reading Test.

Given instruction using the Competency-Based Curriculum and Sunshine State Standards, students will improve their mathematics application skills as evidenced with a minimum of 76 percent of third through fifth grade students scoring at or above FCAT Achievement Level 3 on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Competency-Based Curriculum and Sunshine State Standards, students will demonstrate mastery in writing as evidenced by a minimum of 89% of the fourth grade students scoring 4.0 or higher on the 2006 administration of the FCAT Writing Plus Test.

Given instruction using the Competency-Based Curriculum and Sunshine State Standards, students in grade five will improve their science skills as evidenced by meeting or exceeding the District mean scale score on the 2006 administration of the FCAT Science Test.

Given opportunities for parental involvement during the 2005-2006 school year, parent participation will increase as evidenced by obtaining a minimum of 1626 parent signatures in school related activities , a

five percent increase as compared to 2004-2005.

Given an emphasis on student attendance, average student attendance during 2005-2006 will increase by .08 as compared to the 2004-2005 school year, as documented by the District Attendance Report.

Given an emphasis on the use of technology in education, limited English proficient (LEP) students in grades two through five will increase the use of technology as evidenced by teacher generated usage reports.

Given instruction using the Competency-Based Curriculum and the Sunshine State Standards, students will improve their physical and fitness levels as evidenced by a 3% increase in the percentage of students receiving a FITNESSGRAM award for 2005-2006 as compared to 2004-2005.

Given additional opportunities for participation in the Arts, the number of participants in the supplemental Arts programs during 2005-2006 will increase by 25 students, as evidenced by enrollment rosters.

Olympia Heights Elementary will improve its ranking on the State of Florida ROI index publication from the 39th percentile in 2003 to the 90th percentile on the next publication of the index.

Two areas have been identified for improvement based on the Organizational Performance Improvement Snapshot Survey. The first area is Strategic Planning and the second is Process Management. These areas were selected because they received the lowest average score (4.3 out of 5) from the seven areas. Targeted within Strategic Planning is to ensure that the staff feels that they have had input into the future plans of the school. A multi-step approach will be implemented in order to achieve improvement in this area. Teacher participation in committees will be targeted and dissemination of information will be improved and increased. Targeted within Process Management is for teachers to have a better understanding of what data to use and how to use it to make decisions about their work processes and its quality. More training will be provided to improve this area. In addition, participation of administration at grade level meetings will be increased in order to facilitate this process for teachers. A needs assessment will be conducted to determine what, if any, resources are needed by the staff to do their jobs.

# 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.

## **Olympia Heights Elementary School**

### VISION

The goals at Olympia Heights Elementary are designed to enable students to achieve their potential, foster a respect for the cultural heritage of the nation, and become contributing members of society through a well-rounded education that involves critical thinking, modern technology and active participation of students, parents, and community members.

### MISSION

Olympia Heights Elementary provides its students, parents, and community with access to a state-of-the-art comprehensive curriculum designed to support the academic needs and values of all the stakeholders.

### CORE VALUES

Olympia Heights Elementary is devoted to producing successful, well-rounded citizens. We are dedicated to attaining the ultimate in student performance, in academic achievement, in core values, and in modern communications. We strive to empower our students to meet the challenges of the future in this diverse and global society. We are committed to our students, to our employees, to the community, and to the society that we serve.

## *School Demographics*

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Olympia Heights Elementary is located on nine acres in an urban city in the southeastern section of Florida that provides basic educational services based on the Competency-Based Curriculum and Sunshine State Standards to students in pre-kindergarten through fifth grade. Additionally, the school has three units dedicated to offering services to students who are trainable mentally handicapped and one unit that services students with varying exceptionalities. One 32-classroom main building is augmented with a freestanding media center building and cafeteria. This 55-year-old building has been retro-wired to provide Internet and Intranet access to 100% of all classrooms, including portable classrooms. The media center houses a state-of-the-art closed circuit television system. Instruction is provided in traditional classroom settings, as well as, inclusion settings in kindergarten through fifth grade, and is enhanced through computer-based activities in kindergarten through grade five. School-to-home connections are fostered through access to selected classroom websites and school functions designed to keep parents abreast of developments in the classroom.

This elementary school receives Title I funds and is unique in a variety of ways. The student population totals 614 and the ethnic composition is 93% Hispanic, five percent White, one percent Black, one-half percent Asian and one-half percent other. Seventy percent of the students are defined as economically disadvantaged based on their participation in the free or reduced lunch program. Thirty-eight percent of the student population is limited English proficient. Thirteen percent are students with disabilities.

This school employs a total of 64 full-time staff members and 22 part-time staff members. Of this group, two are administrators, 26 are classroom teachers, six are ESE teachers, 11 are special area subject teachers, one is a guidance counselor, one is a reading coach, 15 are classroom paraprofessionals, four are clerical employees, nine are cafeteria workers, one is a security monitor, and five are custodial service workers. Approximately 13% of the teaching staff is new to this school, with the average length of teaching time in the state at 14 years. Fifty-four percent have advanced degrees.

Olympia Heights Elementary has received the Platinum Award and has been designated an "A" grade under the State of Florida's A+ Plan for the past four consecutive years, and for five out of 7 years. The school has a Chess Club that has won numerous awards, including the State Championship. This year students will be competing in the National Championship. The Olympia Heights' Cheerleaders have also won several trophies at competitions. Our students have been recognized through the Title I Young Author's Contest and our students won first and third place in the District 8 Mother's Day Essay Contest. Olympia Heights Elementary has been commended for obtaining a high percentage of attendance and for increasing inclusive practices. Our school was selected to participate in the 2005 Harman: How to Listen Music Education program and the school's chorus performs yearly at the Superintendent's Honors Music Festival. Also, the school was awarded the Reading First and Learning Today grants.

This school has identified several issues concerning challenges in learning. Among these, this school has a mobility rate of 21%. Excessive tardiness is also a challenge. Some students seem reluctant to spend the time outside of the classroom, on home-learning assignments, that is needed to master new skills and to retain competence in skills already taught. Home visits frequently indicate a lack of access to technology. Also, many families are dependent upon services of government organizations for assistance in providing for the basic needs of the students.

# *School Foundation*

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## ***Leadership:***

Olympia Heights Elementary scored 4.5 in this category, on the Organizational Performance Improvement Snapshot Survey. It is evident that the leadership of the school has a strong direction that is made clear through the school's mission statement. The mission is shared by all stakeholders as it was developed by representatives of all stakeholder groups in the school. The work environment is such that all stakeholders have input to the day-to-day operation of the school and it is evident that they are satisfied overall with the school's leadership.

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

Olympia Heights Elementary scored 4.3 in this category, on the Organizational Performance Improvement Snapshot Survey. The goals and objectives of Olympia Heights Elementary are all strategically aligned with the district and state objectives. The specific needs of Olympia Heights Elementary are identified by its employees based on data from the state and district. The staff knows how to measure and analyze the quality of their work in order to see if changes are needed. They use these analyses for making decisions and are knowledgeable about how the measures fit into the school's overall measures of improvement. Grade level representatives and special area teachers worked together with the EESAC to develop the School Improvement Plan.

## ***Stakeholder Engagement:***

Olympia Heights Elementary scored 4.6 in this category, on the Organizational Performance Improvement Snapshot Survey. It is clear that customer satisfaction is high, the staff is aware of stakeholders' needs and they communicate with them as such.

## ***Faculty & Staff:***

Olympia Heights Elementary scored 4.4 in this category, on the Organizational Performance Improvement Snapshot Survey. Olympia Heights Elementary has various teams that impact the overall function of the school. Grade level and department team meetings are held on a weekly basis for planning and articulation. The EESAC, Literacy Leadership Team, and Curriculum Team meet on a monthly basis to monitor the progress of the SIP. Furthermore, grade level teams meet with the administrators on a quarterly basis to identify low performing students, for the purpose of developing Academic Improvement Plans and to employ the PDSA Continuous Improvement Model.

Teacher Mentoring Programs:

New and annual contract teachers are provided support through Professional Growth Teams (PGT) as part of the Professional Assessment and Comprehensive Evaluation System (PACES). PGT's organize adults into learning communities whose goals are aligned with those of the school and district. It provides school leaders who guide continuous instructional improvement and resources to support adult learning and collaboration.

Furthermore, PGT's prepare educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. They deepen educators' content knowledge, provide them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepare them to use various types of classroom assessments appropriately. Finally, PGT's provide educators with knowledge and skills to involve families and other stakeholders appropriately.

New teachers also receive a district orientation prior to the beginning of the school year. In addition, these teachers receive support, such as, professional development, lesson planning, reading strategies, and modeling lessons, from the reading coach. They are also provided with opportunities to observe other teachers. Grade level meetings are held on a weekly basis. During this time teachers are given a chance to build on the strength of others while planning, monitoring, and acting upon their plan of action. The administration also facilitates in-service training in order to promote the professional growth of all staff members.

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

Olympia Heights Elementary scored 4.6 in this category, on the Organizational Performance Improvement Snapshot Survey. It is evident that our staff is knowledgeable on data collection and analysis procedures. Olympia Heights Elementary reviews and utilizes data from individual Professional Development Plans and PACES to monitor the progress of its employees. School function is monitored by different research-based data sources, such as, FCAT, D.I.B.E.L.S., SRUSS, district and text-based assessment results.

### ***Education Design:***

Olympia Heights Elementary scored 4.3 in this category, on the Organizational Performance Improvement Snapshot Survey.

#### **Extended Learning Opportunities:**

Olympia Heights Elementary offers various extended learning opportunities for its students. Students in grades three, four, and five who score at FCAT Achievement Level 1 in reading are given the opportunity to attend an intensive reading tutorial program four days a week for one hour sessions, during the school day, in addition to their regularly scheduled two-hour reading and language arts block. This program is implemented the entire school year and is delivered by a Title I funded hourly teacher. Students in grades three, four, and five who score at FCAT Achievement Level 2 or 3 (within the lowest 25%) in reading are given the opportunity to attend an after school tutorial program. This program takes place at the school site, twice a week for one-hour sessions. This program runs the entire school year and is delivered by certified teachers. Students in grades one and two who are reading below grade level are given the opportunity to attend an after school tutorial program. This program takes place at the

school site, twice a week for one-hour sessions. This program runs the entire school year and is delivered by certified teachers. In addition, students with disabilities (SWD) in grade three, four, and five are given the opportunity to attend an intensive reading tutorial program three days a week for one hour sessions, during the school day, in addition to their regularly scheduled two-hour reading and language arts block. This program is implemented the entire school year and is delivered by certified teachers.

Tier 1 and 2 third grade students are provided with an additional one-half hour of reading instruction daily utilizing Voyager, a reading intervention program, provided by the certified classroom teacher.

An after school enrichment program is offered through the Academic Excellence Program (AEP) that develops critical thinking skills through Chess and Drama.

An extended school year (ESY) is offered to Special Education Students who demonstrate a need for continuous education. Second graders who perform at the twenty-fifth percentile or lower and third graders who score at FCAT Achievement Level 1 (and are retained) are eligible to receive summer school services.

School-wide Improvement Model:

The school wide improvement model that Olympia Heights Elementary will implement during the 2005-2006 school year is the Plan Do Study Act (PDSA) Continuous Improvement Model. The student performance indicator (SPI) will be used to identify student needs. A curriculum timeline based on the Sunshine State Standards will be generated and implemented to make sure that instruction and assessment are focused. Students will be provided with the needed strategies, based on aligned assessments, in order to meet their individual needs. Olympia Heights will combine all these efforts in order to improve student achievement.

Advanced Courses Initiatives & Post Unitary Commitments: N/A

### ***Performance Results:***

Olympia Heights Elementary scored 4.4 in this category, on the Organizational Performance Improvement Snapshot Survey. The lowest score in the survey, 3.8, was in this category under, "I know how well my organization is doing financially." Olympia Heights administrators will make the staff aware of the 2005-2006 budget by addressing budgetary issues at monthly faculty meetings.



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

### ***GOAL 1 STATEMENT:***

Our goal is for students to acquire the skills necessary to increase their reading skills and meet state and federal standards in reading.

### ***Needs Assessment***

An assessment of the 2005 FCAT Reading Test reveals that 22 percent of students in grades three through five did not meet high standards in reading and 33 percent of students in grades three through five did not make learning gains in reading. Fifty-five percent of the lowest 25 percent made adequate progress in reading. An analysis of student achievement indicates that students in grade three showed success in words and phrases, reference and research skills and comparisons. However, students in grade three need additional assistance with main idea and author's purpose. Students in grade four showed success with words and phrases and reference and research. However, students in grade four need additional assistance with main idea, author's purpose and comparisons. Students in grade five showed success in reference and research. However, students in grade five need additional assistance with words and phrases, main idea and author's purpose, and comparisons. All subgroups met the No Child Left Behind (NCLB) requirements for Adequate Yearly Progress.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Competency-Based Curriculum and Sunshine State Standards, students will improve their reading skills as evidenced by a minimum of 80 percent of students in grades three through five scoring at or above FCAT Achievement Level 3 on the 2006 administration of the FCAT Reading Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement and monitor a school-wide benchmark calendar, based on the reading series, aligned with the Sunshine State Standards that includes progress-monitoring assessments.	Principal, Assistant Principal, Reading Coach	8/8/2005	5/24/2006
Utilize technological programs including Lexia, Accelerated Reader, FCAT Explorer and other developmentally appropriate software to improve reading comprehension.	Classroom Teachers, Media Specialist	8/8/05	5/24/2006
Identify students scoring at FCAT Achievement Levels 1 and 2 to provide and monitor small group tutoring intervention during the school day.	Principal, Assistant Principal, Reading Coach, Hourly Teacher	8/8/05	5/24/2006
Provide retained grade three students with instruction using Voyager, a research-based program for intervention.	Principal, Assistant Principal, Reading Coach, Teacher	8/8/05	5/24/2006
Conduct quarterly conferences with administrators and teachers to identify students in grades K-5 for whom we will develop an AIP and to monitor the progress of students who received unsatisfactory grades in reading, using the Plan-Do-Study-Act (PDSA) Continuous Improvement Model (CIM).	Principal, Assistant Principal, Reading Coach, Counselor, Teachers	8/8/05	5/24/2006
Continue to implement the Comprehensive Research-Based Reading Plan to monitor student progress through the use of the Reading Interim Assessments to improve the reading achievement of all students.	Principal, Assistant Principal, Classroom Teachers	8/8/2005	5/24/2006
Provide and monitor after school tutorial assistance to students scoring at Achievement Level 2 and 3 on the FCAT Reading test using Voyager and Soar to Success.	Principal, Assistant Principal, Reading Coach, Teachers	8/8/05	5/24/2006

## **Research-Based Programs**

The research-based program used at Olympia Heights Elementary in grades K-5 for reading is Houghton Mifflin, 2003 edition. The school also uses Voyager, Soar to Success, and Lexia.

## **Professional Development**

Administrators will provide on-going professional development opportunities for teachers relevant to reading instruction. Teachers will attend district staff development specific to their assigned grade level. Provide teachers not previously trained the opportunity of attending Project Right Beginnings (Kindergarten), Project B.E.A.R. (first grade), project O.W.L. (second grade) and Project D.R.A.W. (third grade). Provide kindergarten through fifth grade teachers with opportunities to attend the Houghton Mifflin Reading training. Provide third through fifth grade teachers with opportunities to attend the Reading Standards in-service. Provide teachers not previously trained in CRISS strategies with training by qualified CRISS instructors when it becomes available. Provide continuous mentoring for beginning teachers, and/or teachers new to the school or grade level. The Reading Coach will provide training for the DIBELS and DAR Assessments. In addition, the Reading Coach will provide on-going coaching and modeling of lessons in support of the District's Comprehensive Research-Based Reading Plan.

## **Evaluation**

This objective will be evaluated by utilizing the scores of the 2006 FCAT Reading Test. The school will use the following evaluation tools to diagnose and or monitor student progress: DIBELS, DAR, Reading Interim Assessments, and basal tests. FCAT Explorer and Accelerated Reader will be monitored by student reports.

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

**GOAL 2 STATEMENT:**

Our goal is for students to acquire the skills necessary to increase their mathematics application and computation skills and meet state and federal standards in mathematics.

**Needs Assessment**

An assessment of the 2005 FCAT Mathematics Test indicates that 26 percent of students in grades three through five did not meet high standards in math and 24 percent of students in grades three though five did not make learning gains in math. Analysis of student data indicates that students in grades three showed success in number sense however; they are in need of additional assistance in algebraic thinking. Students in grade four showed success in number sense, however they are in need of additional assistance in measurement, geometry and data analysis. The students in grade five showed success in geometry, however they are in need of assistance in number sense, measurement, algebraic thinking and data analysis. All subgroups met the No Child Left Behind (NCLB) requirements of the Adequate Yearly Progress.

**NCLB SUBGROUP TARGET**

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

## Measurable Objective

Given instruction using the Competency-Based Curriculum and Sunshine State Standards, students will improve their mathematics application skills as evidenced with a minimum of 76 percent of third through fifth grade students scoring at or above FCAT Achievement Level 3 on the 2006 administration of the FCAT Mathematics Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize state-adopted, research-based mathematics textbooks.	Principal, Assistant Principal, Classroom Teacher	8/8/05	5/24/06
Administer Mathematics Interim Assessments to monitor student progress and focus instruction.	Classroom Teacher	8/8/05	5/24/06
Incorporate computer software and programs such as FCAT Explorer, to strengthen computation and application skills.	Classroom Teacher	8/8/05	5/24/06
Provide on-going professional development opportunities for teachers relevant to math instruction.	Principal, Assistant Principal	8/8/05	5/24/06
Conduct quarterly conferences with administrators and teachers to identify students in grades K-5 for whom we will develop an AIP and to monitor the progress of students who received unsatisfactory grades in mathematics using the Plan-Do-Study-Act (PDSA) Continuous Improvement Model (CIM).	Principal, Assistant Principal, Reading Coach, Counselor, Teachers	8/8/05	5/24/06
Utilize paraprofessionals in the classroom to work with FCAT level one or two students to provide remediation strategies using Harcourt Math, 2004 edition.	Principal, Assistant Principal, Classroom Teacher	8/8/05	5/24/06

## Research-Based Programs

The research-based program being used at Olympia Heights Elementary in grades K-5 is Harcourt Math, 2004 edition.

## **Professional Development**

Administrators will provide on-going professional development opportunities for teachers relevant to math instruction as they become available, according to the Miami-Dade County Public School (M-DCPS) Calendar and Registration system. Teachers will attend district staff development specific to their assigned grade level. Continuous mentoring will be provided for beginning teachers and/ or teachers new to the school or grade level.

## **Evaluation**

This objective will be evaluated by scores of the 2006 FCAT Mathematics Test as compared to the 2005 administration. The school will use the District authored Mathematics Interim Assessments and basal tests to diagnose and/or monitor student progress. FCAT Explorer will also be monitored.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **GOAL 3 STATEMENT:**

Our goal is for students to acquire the skills necessary to increase their writing skills and meet state and federal standards in writing.

### **Needs Assessment**

Data Analysis from the 2005 fourth grade FCAT Writing Test indicates that 89% of students met high standards in writing. The mean score was higher on Narrative than on Expository responses. The average students' score was 4.0 on Narrative as compared to 3.6 on Expository. The combined mean score of 3.8 exceeds both the state and No Child Left Behind (NCLB) requirements. All subgroups met the NCLB requirements for Adequate Yearly Progress. The school will continue to emphasize writing across the curriculum in order to increase writing achievement.

#### NCLB SUBGROUP TARGET

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



## Measurable Objective

Given instruction using the Competency-Based Curriculum and Sunshine State Standards, students will demonstrate mastery in writing as evidenced by a minimum of 89% of the fourth grade students scoring 4.0 or higher on the 2006 administration of the FCAT Writing Plus Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue to implement the Sunshine State Standards to strengthen skills in the writing process.	Classroom Teacher	8/8/05	5/24/06
Implement "Olympia Heights' Bill of Writes", a monthly writing program to increase effective writing skills.	Reading Coach, Classroom Teacher	8/8/05	5/24/06
Conduct FCAT Writing workshop for parents of third, fourth, and fifth grade students to provide information on how to help their children improve their writing achievement.	Principal, Assistant Principal, Reading Coach, Classroom Teacher	8/8/05	5/24/06
Conduct an FCAT writing workshop for third, fourth, and fifth grade teachers.	Reading Coach	8/8/05	5/24/06
Model effective writing techniques.	Reading Coach	8/8/05	5/24/06
Conduct quarterly conferences with administrators and teachers to identify students in grades K-5 for whom we will develop an AIP and to monitor the progress of students who received unsatisfactory grades in language arts using the Plan-Do-Study-Act (PDSA)Continuous Improvement Model (CIM).	Principal, Assistant Principal, Reading Coach, Counselor, Teachers	8/8/05	5/24/06
Utilize the National Computer Systems (NCS) Staff Development for Florida Writes to provide third and fourth grade teachers with training in the area of holistic scoring using the six-point rubric.	Principal, Assistant Principal, Reading Coach	8/8/05	5/24/06

## **Research-Based Programs**

The research-based program will be evaluated by scores of the 2006 FCAT Writing Test. Monitoring will take place through the use of a mid-year writing prompt. In addition, a monthly writing sample will be kept for all kindergarten and first grade students. A rubric will be used to determine progress and guide instruction.

## **Professional Development**

Administrators will provide on-going professional development opportunities for teachers relevant to writing instruction as they become available, according to the Miami-Dade County Public School calendar and registration system. Teachers will attend District staff development aligned with the writing objectives. The Reading Coach will utilize the National Computer Systems (NCS) Staff Development for Florida Writes to provide teachers with training in the area of holistic scoring using the six-point rubric, during the first semester. Teachers will receive professional development in the areas of assessment, the analysis of assessment strategies and differentiated instruction for all students in November 2005. Teachers will receive training on inclusive practices during the second semester.

## **Evaluation**

The objective will be evaluated by scores of the 2006 FCAT Writing Plus Test. Monitoring will take place through the use of a mid-year writing prompt. In addition, a monthly writing sample will be kept for all kindergarten and first grade students. A rubric will be used to determine progress and guide instruction.

## 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 4 STATEMENT:**

Our goal is for students to acquire the skills necessary to increase their science skills and meet state and federal standards in science.

### ***Needs Assessment***

An assessment of the 2005 FCAT Science Test scores indicates that fifth grade students scored below district and state levels on the 2005 FCAT Science Test. The mean scale score for the school was 268, the district 286, and the state 296. The mean points earned by content reveal that students require additional assistance in physical and chemical, earth and space, life and environmental, and scientific thinking skills. This data shows the need to provide faculty members with professional development in the areas of science instructional strategies, Best Practices, as well as, assessment and the analysis of assessment data.

## Measurable Objective

Given instruction using the Competency-Based Curriculum and Sunshine State Standards, students in grade five will improve their science skills as evidenced by meeting or exceeding the District mean scale score on the 2006 administration of the FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide students with opportunities for hands-on science experiences to enhance critical thinking, promote cooperative learning and student involvement in hands-on science.	Classroom Teachers	8/8/05	5/24/06
Implement the use of the Internet for research assignments, reports, and projects that focus on science.	Classroom Teachers, Media Specialist	8/8/05	5/24/06
Emphasize the on-going cross-curricular utilization of the scientific method as a problem-solving tool applicable to all grade levels and culminating with a school-wide Science Fair.	Principal, Assistant Principal, Classroom Teachers	8/8/05	5/24/06
Provide parents with strategies, such as the "Helping Your Child Learn Science" packet, that can be used at home to increase student achievement.	Classroom Teachers	8/8/05	5/24/06
Reinforce grade-appropriate science content within the language arts curriculum through the use of non-fiction texts during shared or guided reading.	Classroom Teachers	8/8/05	5/24/06
Conduct quarterly conferences with administrators and teachers to identify students in grades K-5 for whom we will develop an AIP and to monitor the progress of students who received unsatisfactory grades in science using the Plan-Do-Study-Act (PDSA) Continuous Improvement Model (CIM).	Principal, Assistant Principal, Reading Coach, Counselor, Teachers	8/8/05	5/24/06

### Research-Based Programs

The research-based program being used at Olympia Heights Elementary in grades K-5 is Harcourt Science, 2002 edition.

## **Professional Development**

Administrators will provide on-going professional development opportunities for teachers relevant to science instruction as they become available, according to the Miami-Dade County Public School (M-DCPS) Calendar and Registration system. Continuous mentoring will be provided for beginning teachers and/or teachers new to school or grade level. Provide staff development for faculty in the areas of science instructional strategies, Best Practices, as well as assessment and the analysis of assessment data, and science content.

## **Evaluation**

This objective will be evaluated by utilizing the scores of the 2006 FCAT Science Test. The school will diagnose and/or monitor student progress quarterly using report card grades.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 5 STATEMENT:***

Our goal is to increase parent participation in school-related activities.

### ***Needs Assessment***

A review of 2004-2005 sign-in sheets indicates a need for increased participation in school activities. Sign-in sheets also indicate that we obtained 1549 parent signatures at school-related activities for the 2004-2005 school year. Attendance at school activities was not influenced by the time of day the activities were held. Volunteer sign-in sheets indicate that less than 15 percent of our parents serve as school volunteers. PTA membership records indicate that 50 percent of parents did not enroll in the PTA.

## Measurable Objective

Given opportunities for parental involvement during the 2005-2006 school year, parent participation will increase as evidenced by obtaining a minimum of 1626 parent signatures in school related activities , a five percent increase as compared to 2004-2005.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct an FCAT Reading workshop for parents of third, fourth and fifth grade students to provide information on how to help their children improve their reading achievement.	Principal, Assistant Principal, Classroom Teachers, Reading Coach	8/8/05	5/24/06
Conduct an FCAT Writing workshop for parents of third, fourth, and fifth grade students to provide information on how to help their children improve their writing achievement.	Principal, Assistant Principal, Classroom Teachers, Reading Coach	8/8/05	5/24/06
Promote school involvement by disseminating information about the school's activities via the monthly school calendar, newsletters, fliers, website, marquee, and home visits by the CIS.	Assistant Principal, Community Involvement Specialist	8/8/05	5/24/06
Provide each student with an agenda to foster home-school communication.	Principal, Assistant Principal	8/8/05	5/24/06
Conduct a Title I Orientation meeting and Open House to acquaint parents with the Title I and other school-wide programs.	Principal, Assistant Principal, Classroom Teachers	8/8/05	5/24/06
Conduct a Volunteer Orientation to recruit parents as volunteers	Principal, Assistant Principal, Community Involvement Specialist	8/8/05	5/24/06

## Research-Based Programs

National Council of PTA, National PTA Standards for Parent and Family Involvement Programs

## Professional Development

Administrators will provide on-going professional development for the CIS relevant to increasing parental involvement. Administrators, parents, and the CIS will attend Parent Advisory Council meetings. Parent workshops will be conducted in English and Spanish. Volunteer program policies and procedures will be reviewed with faculty, staff and parents.

## **Evaluation**

This objective will be evaluated by a review of 2005-2006 sign in sheets for school-related activities as compared to 2004-2005. Monthly counts from sign-in sheets will be tabulated in order to monitor parent involvement at school activities.



## 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 6 STATEMENT:***

Our goal is to increase student attendance in order to ensure higher academic achievement by all students.

### ***Needs Assessment***

A review of the 2004-2005 attendance report indicates a need for increased student attendance. The District Attendance Report also indicates that we obtained 97.86% for the 2004-2005 school year. Informal communication with parents indicates that parents keep children home due to different childhood illnesses such as asthma.

## Measurable Objective

Given an emphasis on student attendance, average student attendance during 2005-2006 will increase by .08 as compared to the 2004-2005 school year, as documented by the District Attendance Report.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Recognize classrooms with perfect attendance over the morning announcements.	Principal, Assistant Principal	8/8/05	5/24/06
Implement the "WINS" Program to target students with poor school attendance.	Counselor	8/8/05	5/24/06
Recognize individual students with perfect attendance at each honor roll assembly.	Assistant Principal	8/8/05	5/24/06
Provide the classes with the highest attendance in each grade level with a trophy at each honor roll assembly.	Principal, Assistant Principal	8/8/05	5/24/06
Provide monthly rewards for the class with best attendance.	Assistant Principal	8/8/05	5/24/06
Increase asthma awareness through the Open Airways Program.	P.E. Teachers	8/8/05	5/24/06

## Research-Based Programs

L & R Telecomputer services is the research-based program used at Olympia Heights Elementary.

## Professional Development

## Evaluation

This objective will be evaluated by a review of the year-end 2005-2006 District Attendance Report as compared to 2004-2005. Progress will be monitored using daily and quarterly attendance averages.

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

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### ***GOAL 7 STATEMENT:***

Our goal is for students to acquire computer literacy skills and expand the use of technology applications in order to improve student achievement.

### ***Needs Assessment***

An analysis of the STAR data from the 2004 - 2005 school year indicates that Olympia Heights Elementary has internet and intranet access to 100% of the classrooms, including the media center. Each classroom has between two and four computers to allow access to all students. Teacher generated usage reports revealed limited technology usage by Olympia Heights Elementary students, as a whole. Parent surveys revealed that LEP students have limited access to technology in their homes.

## Measurable Objective

Given an emphasis on the use of technology in education, limited English proficient (LEP) students in grades two through five will increase the use of technology as evidenced by teacher generated usage reports.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide instruction in fundamental basic computer skills.	Classroom teachers, ESOL teachers, Paraprofessionals, Media Specialist	8/8/05	5/24/06
Reinforce computer literacy skills with the use of computer programs.	Classroom teachers, ESOL teachers, Paraprofessionals, Media Specialist	8/8/05	5/24/06
Expand technology usage opportunities by providing increased access to technology resources within the community such as local public library, home, classrooms, school media center.	Classroom teachers, ESOL teachers, Paraprofessionals, Media Specialist, Computer Technician	8/8/05	5/24/06
Motivate students to increase student usage by providing rewards.	Classroom teachers, ESOL teachers, Paraprofessionals, Media Specialist	8/8/05	5/24/06
Provide staff and parent technology training.	Media Specialist, Lexia Trainer, Learning Today Consultants, Computer Technician	8/8/05	5/24/06
Monitor technology usage by creating/generating student usage reports.	Classroom teachers	8/8/05	5/24/06

### Research-Based Programs

The research-based program being used at Olympia Heights Elementary for LEP students in grades two through five is Learning Today.

### Professional Development

Administrators will provide on-going professional development opportunities for teachers relevant to technology according to the Miami-Dade County Public School (M-DCPS) Calendar and Registration system. Teachers will attend school and district staff development specific to their assigned grade level and special area assignments. Teachers will receive professional development in technology for all students during the first semester.

## **Evaluation**

This objective will be monitored by utilizing teacher generated student usage reports on a quarterly basis. It will be evaluated by year-end teacher generated usage reports from Learning Today.

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

**GOAL 8 STATEMENT:**

Our goal is to improve students' physical and fitness skills necessary to meet the minimum health-related standards in physical fitness.

**Needs Assessment**

A review of the FITNESSGRAM results for 2004-2005 indicates that 60% of fourth and fifth grade students received a FITNESSGRAM award. This indicates a need for improvement in the percentage of students who meet the minimum health-related standards.

## Measurable Objective

Given instruction using the Competency-Based Curriculum and the Sunshine State Standards, students will improve their physical and fitness levels as evidenced by a 3% increase in the percentage of students receiving a FITNESSGRAM award for 2005-2006 as compared to 2004-2005.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Work in conjunction with our Dade Partner, Fit Kids, to conduct a seminar on health and nutrition.	P.E. Teachers, Dade Partner Liaison	8/8/05	5/24/06
Participate in vigorous activity for a sustained period of time while maintaining a target heart rate.	P.E. Teachers	8/8/05	5/24/06
Monitor heart rates before, during and after activities.	P.E. Teachers	8/8/05	5/24/06
Identify the proper warm up conditioning and cool down techniques and the reason for using them.	P.E. Teachers	8/8/05	5/24/06
Conduct the Jump Rope for Heart program.	P.E. Teachers	8/8/05	5/24/06
Target the lower fitness level students and modify their activities to meet their individual needs so that they can improve and meet the FITNESSGRAM standard requirements.	P.E. Teachers	8/8/05	5/24/06

## Research-Based Programs

FITNESSGRAM

## Professional Development

Administrators will provide on-going professional development opportunities for the physical education teachers to attend district workshops related to the FITNESSGRAM and safety procedures. Administrators will allow implementation of health and safety programs offered by the county.

## Evaluation

The objective will be evaluated using the results of the FITNESSGRAM standardized test for 2005-2006.

## 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 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*

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

**GOAL 9 STATEMENT:**

Our goal is to increase the number of students participating in supplemental Arts programs in order to increase student achievement.

**Needs Assessment**

A review of the 2004-2005 scheduling indicates a need for increased participation in the Arts programs. FCAT Achievement Level 1 and 2 students are receiving intensive reading instruction during their scheduled Art and Music instructional time.



## Measurable Objective

Given additional opportunities for participation in the Arts, the number of participants in the supplemental Arts programs during 2005-2006 will increase by 25 students, as evidenced by enrollment rosters.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Initiate F.A.M.E. (Future Artists of Miami Extraordinaire) program for selected Title I Tutorial students to enable them to meet their Art Education goals as specified by CBC and Sunshine States Standards.	Art Teacher	8/8/05	5/24/06
Continue to implement supplemental Art Club program after school for identified artistically gifted fourth and fifth grade Art students to increase their participation in countywide Art exhibitions and contests.	Art Teacher	8/8/05	5/24/06
Utilize after school Academic Excellence Program (AEP) Drama strand to facilitate verbal, creative, intrapersonal and interpersonal skills through performance based activities.	AEP Teachers	8/8/05	5/24/06
Implement Orchestra Program for intermediate students to provide hands on experiences with stringed instruments to promote critical thinking and cooperative learning.	Music Teacher	8/8/05	5/24/06
Continue to conduct before-school choral program for identified third, fourth and fifth grade students providing multiple performance opportunities that foster their musical talents.	Music Teacher	8/8/05	5/24/06
Incorporate parental involvement in school wide Arts events, promoting Arts advocacy.	Art Teacher, Music Teacher, Community Involvement Specialist	8/8/05	5/24/06

### Research-Based Programs

The research-based programs used at Olympia Heights Elementary for Art and Music are Adventures in Art (Large Reproductions), Level 1-6, Davis Publications, IN. and Share the Music, 2000 edition.

## **Professional Development**

Administrators will provide on-going professional development opportunities for teachers relevant to the Arts as they become available according to the Miami-Dade County Public School (M-DCPS) calendar and registration system, and Division of Life Skills Office. The Music teacher will attend Introduction to Teaching Strings Training, October 2005, FEMEA (Florida Elementary Music Ed. Association) state-conference January 2006. The Art teacher will attend and present at the FAEA (Florida Art Education Association) conference October 2005; the Art teacher also works as a professional artist exhibiting her art- work throughout the state. AEP teachers will attend M-DCPS Drama and Public Speaking training September 2005.

## **Evaluation**

This objective will be evaluated by reviewing the enrollment rosters of students participating in the supplemental arts programs.

## 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.)

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

*Miami-Dade County Public Schools*

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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:**

Olympia Heights Elementary will improve its percentile ranking in the statewide ROI index of value and cost effectiveness of its programs.

**Needs Assessment**

The most recent data supplied from the FLDOE indicate that in 2003, Olympia Heights Elementary ranked at the 39th percentile on the State of Florida ROI index.

## Measurable Objective

Olympia Heights Elementary will improve its ranking on the State of Florida ROI index publication from the 39th percentile in 2003 to the 90th 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, Assistant Principal, EESAC Committee	8/8/05	5/24/06
Collaborate with the district on resource allocation.	Principal, Assistant Principal	8/8/05	5/24/06
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, Assistant Principal, EESAC Committee	8/8/05	5/24/06
Consider shared use of facilities, partnering with community agencies.	Principal, Assistant Principal, EESAC Committee	8/8/05	5/24/06

## Research-Based Programs

## Professional Development

## Evaluation

Olympia Heights Elementary will show progress toward reaching the 90th percentile on the next State of Florida ROI index publication.

## *EESAC Compliance*

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

### ***Budget:***

The EESAC recommends to provide funds to support student tutoring and student incentives, as well as, for support, materials, and equipment that will enhance student achievement. EESAC members examined and provided input in the development of the SIP training component.

### ***Training:***

The EESAC recommends a continued review of the training needs in order to effectively implement the Comprehensive Reading Plan (CRP). Continued training in math, science, technology and critical thinking skills were also addressed by the Council.

### ***Instructional Materials:***

The EESAC recommends that members assist in the selection and ordering of the instructional materials necessary to implement the SIP for the 2005-2006 school year.

### ***Technology:***

The EESAC reviews and considers the use of funds to upgrade and enhance existing technology in order to complement instructional activities across the academic areas.

### ***Staffing:***

The EESAC recommends that members analyze the school's Table of Authorized Positions (TAPS) commensurate with staffing needs and SIP responsibilities for next year. Members will play a vital role in all phases of the staffing process.

### ***Student Support Services:***

The EESAC recommends that members analyze the current Student Support Service operation to ensure that services are maximized in the SIP. The EESAC discussed the possibility of providing assistance in the implementation of the parent involvement component of the SIP.

***Other Matters of Resource Allocation:***

The EESAC recommends that other matters of resource allocation be addressed as the need arises.

***Benchmarking:***

The EESAC recommends the development of benchmarks to assist in the focusing and monitoring of student progress. Quarterly assessments will be administered and reviewed to ensure student progress.

***School Safety & Discipline:***

The EESAC recommends the use of school safety patrols to help monitor students at arrival and dismissal times. The DARE program will continue to be implemented for fifth grade students and teachers will refer candidates for the Do The Right Thing award. Nominees will then be recognized during the morning announcements.

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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*